



Sutton Coldfield Grammar School for Girls

Application Pack for Head of Maths

Start date: **September 2025**

Closing date for applications: **9.30 am on Tuesday 29th April 2025**

Interview date: **Friday 2nd May 2025**

Full time or part-time (0.8 fte)

Part-time expressions of interest considered

Teachers' Main Pay Range or Upper Pay Range plus TLR 1B (£12,035)

Jockey Road, Sutton Coldfield, West Midlands, B73 5PT

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Dear colleague,

Thank you for your interest in our vacancy for a Head of Maths. We are looking to appoint a dynamic, talented and inspirational teacher with a proven track record of ensuring high achievement to lead our Maths department from September. This post has become available following the promotion of our current postholder to Assistant Headteacher: Teaching and Learning.

There are over 1200 students in the school, including 316 students in our Sixth Form comprised of a mixture of students who were with us in Year 11 at Sutton Girls and others who joined at the start of Year 12. We are currently planning a new two-storey building to add to our existing excellent facilities to enhance the provision for our Sixth Form students and provide additional classrooms.

Ranked the 45th best state secondary school nationally in the recent Sunday Times Parent Power Survey, we take pride in offering students an inspirational environment. We provide high quality teaching and learning, strong pastoral support and a wide range of extra-curricular opportunities within a caring environment that values character development and wellbeing. Our students are highly motivated, have a thirst for knowledge and a desire to learn. Whilst we have a long history of excellent GCSE and A-level results, we provide students with so much more than mastery of examination syllabuses; we have a wide ranging and developing super-curricular offer. Our vision is for all students to have a love of learning, a positive and resilient approach with a strong sense of community. Every individual will be encouraged to be aspirational, prepared for their future and inspired to make a difference.

Our culture is one which celebrates the diversity of the school's intake and through the assembly, tutor time and Personal Development programme we build an understanding, kind and respectful ethos. Our wide variety of extra-curricular activities enable students to develop their existing skills, discover new ones and broaden their horizons. There are numerous opportunities including sport, music, drama, DofE, STEM, various student led clubs and many residential trips, including CERN, World Challenge expeditions to Tanzania and ski trips to Canada. Our students are drawn from across the city of Birmingham, with many travelling long distances to be a part of Sutton Girls.

These are exciting times for the school; we have fantastic results, and we continue to reflect on ways we can improve and support students to make further progress and realise their ambitions.

	GCSE Grades 9/8	GCSE Grades 9/7	Progress 8	A-Level Grades A*/ A	A-Level Grades A*/ B
August 2024	66%	86%	1.04	51%	73%
August 2023	61%	83%	0.94	56%	83%

We are embedding a culture of development across the whole staff. There is a wide variety of CPD that colleagues can opt into, teaching and learning sessions are included in most staff meetings, and these are led by a variety of colleagues. We are informed by educational research; this year we are focussed on increasing student engagement and participation by developing our questioning, using positive language and modelling constructive responses to mistakes. We are continuing to refine our approach to assessment, monitoring and intervention and are embedding the VESPA approach within our Sixth Form. Growth mindset strategies and character development are central to our day-to-day activities as we continue to enhance our practices whilst maintaining staff and student well-being.

Please visit our [website](#) to find out more about life in our Sixth Form and discover the opportunities we offer. This link to [our Spring 1 newsletter](#) gives you a flavour of what has been happening in school recently. Having joined Sutton Girls in September 2017, I can testify to the fantastic support offered to new staff, with the formal induction programme and buddy system alongside the daily informal help readily offered by colleagues to each other.

Thank you for taking the time to consider Sutton Coldfield Grammar School for Girls; we look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'B Minards', written in a cursive style.

Dr B. Minards
Headteacher



Mathematics Department

The successful candidate will have a passion for Maths which they can communicate to students and be able to teach in an imaginative and effective way that enables every student to be confident and successful. We provide a range of extra-curricular experiences, and along with the taught curriculum, encourage students to be aspirational and have a life-long love of the subject.

At GCSE and A-Level, the Edexcel specifications are followed with considerable success, as can be seen in the cumulative tables below. Years 7 to 9 are taught in mixed attainment groups in a selective setting, while students are broadly set by levels of confidence in Years 10 and 11. Last year 93 % of students achieved Grades 9-7 (A*-A) in their Maths GCSE. Many students continue to study Mathematics at A-Level in the Sixth Form and last year, 53% of those students achieved A*- A.

The department is made up of a team of passionate subject specialists who share a love of the subject, continue to develop their pedagogy and promote an enjoyment of mathematics within department meetings. The department is well resourced, with all maths classrooms having a desk-top computer, a visualiser and an interactive whiteboard. Laptops and iPads can also be booked for use in lessons. All department members have a 2 in 1 device which enables us to provide students with written feedback to use in lesson planning, delivery and in providing students with feedback electronically. We also offer many enrichment activities, including Y7 Maths Club, Further Maths Club for Y10/11 and Maths Challenges such as the Ritangle team competition for Sixth Form and the Junior, Intermediate and Senior Challenges from the UKMT.

A-Level Maths results

		Percentage of students achieving grades					
Entries		A*	A* - A	A* - B	A*- C	A* - D	A* - E
2024	81	14	53	70	86	96	99
2023	74	15	57	74	89	96	100

A-Level Further Maths results

		Percentage of students achieving grades					
Entries		A*	A* - A	A* - B	A*- C	A* - D	A* - E
2024	8	38	75	100	100	100	100
2023	6	-	67	100	100	100	100

GCSE Maths results

		Percentage of students achieving grades					
Entries		Grade 9	Grades 9 - 8	Grades 9 - 7	Grades 9 - 6	Grades 9 - 5	Grades 9 - 4
2024	178	42	75	93	100	100	100
2023	178	36	75	93	98	100	100

TLR Job Description: Head of Curriculum Subject

Responsible to: Senior Leadership Team Link

Responsible for: Provision of a full learning experience and support for students.

TLR post holders are responsible to the Headteacher for the general quality of the work in their department and its contribution to the life of the school. They are lead professionals who set an example in all aspects of their professional role and help to implement a shared vision for the school and their area of responsibility.

TLR post holders are accountable and responsible for the progress and achievement of students within their area of responsibility, and for leading and managing staff teams and resources towards this. Consultation and full involvement of others is a requisite of the leadership and management role.

Key Aspects

1) Accountability for leading, managing and developing the area of responsibility or curriculum area or student development across the curriculum

- Promoting a shared vision for the area of responsibility.
- Maintaining an awareness of national developments in the area of responsibility. To take a lead in ensuring that the staff team is involved in the implementation of those aspects which are best suited to meet the development needs of the department, and those which are statutory.
- Keeping up to date with Health and Safety legislation as appropriate.
- Reporting on curriculum development to governors via the Deputy Headteacher.
- Being actively involved in contributing, through the department development plan, towards relevant whole school development issues.
- Responsibility for whole school policies which directly relate to the area of responsibility.
- Attending meetings of Heads of Department and representing the views of the Department at such meetings, providing feedback to the Department, and taking the necessary action ensuing from them.
- Actively seeking out and taking a lead in educational enhancement opportunities such as master classes, educational visits.
- Promoting the work of the Department across the school.

2) Impact on educational progress

Responsibility and accountability for the maintenance of high standards across the department through:

- Monitoring student achievement towards these targets across the department through internal and external data analysis.
- Contributing to whole school self-review.
- Being responsible for carrying out an annual review in line with school policy and guidelines, including elements such as: the use of homework; student work sampling; the quality of teaching through lesson observation and drop-ins; lesson planning; assessment recording and reporting practices and the learning environment.
- Being accountable for quality outcomes and progress towards meeting development points identified through the review process.
- Co-ordinating the production of a Schemes of Work with clearly stated aims, objectives, content and method in line with school, local and national guidelines. The schemes of work to be reviewed on an annual basis.
- Liaising with and working with the wider school community where it enhances professional practice, including parents, governors, feeder schools, community groups, business links, and other educational institutions etc.
- Taking responsibility for behaviour in the department, and working within the school's Behaviour for Learning Policy, so that effective teaching and learning can take place.
- Ensuring that work is set for classes when a member of the department is absent. The primary responsibility for setting work rests with the subject teacher.

TLR Job Description: Head of Curriculum Subject

3) Accountability for leading, developing and enhancing the teaching practice of others

- Acting as a role model of good professional practice for all staff, modelling effective strategies with them.
- Identifying best practice within the team and ensuring that this is effectively shared and encouraged within the department, and where appropriate, beyond.
- Planning and implementing strategies to improve teaching and / or professional practice where needs are identified.
- Co-ordinating CPD needs and opportunities.
- Inducting, supporting and monitoring new staff and trainee teachers.
- Being responsible for the appraisal of teachers and support staff within the curriculum area.
- Ensuring that activities in the department are focused on the improvement of teaching and learning e.g. department meetings, use of gained time.
- Co-ordinating the necessary administrative tasks within the department to ensure that there is a focus by teachers on teaching and learning and that appropriate tasks are deployed to support staff.

4) Deployment of Staff and Resources

- Planning the deployment of staff expertise to achieve the school development objectives and to maximise learning.
- Advising the Headteacher and assisting in the appointment of new staff to the department.
- Requisitioning and overseeing the effective use of stock, ensuring the maintenance of records and inventories.
- Ensuring that there is a safe working environment in which risks are properly assessed.

Specific Responsibilities within the Department

This job description allocates duties and responsibilities, but does not direct the amount of time to be spent on each one. This job description is not necessarily a comprehensive definition of the post. It may be subject to amendment or modification at some future time. The post holder may be asked by the Headteacher to do anything else which is reasonable within the scope of the most recent Pay and Conditions document.





Person Specification

- Good honours degree in a relevant subject area and a love of the subject.
- Qualified Teacher Status.
- Ability to teach Maths in the secondary phase from Years 7-13.
- An excellent classroom teacher, who can demonstrate high levels of expertise in assessment for learning, differentiation and meeting the needs of every student.
- Ability to demonstrate clear exposition, low stakes assessment, retrieval practice and providing feedback.
- Effective leadership and management skills with an ability to inspire and motivate others.
- Ability to motivate and enthuse students, especially very able individuals.
- Reliability and integrity.
- Keen to be involved in curriculum development.
- Ambitious for own career.
- Ability to embrace and be part of a fast paced, dynamic environment.
- Willingness to learn and use Microsoft Teams.
- Recent relevant professional development.
- Evidence of excellent relationships with young people and adults.
- Excellent communication skills and ability to work calmly and effectively under pressure.
- A shared approach to problem-solving and achieving goals.
- Strong organisational, personal time management and planning skills.
- Committed to the ethos of Sutton Coldfield Grammar School for Girls.

What you can expect as a teacher at Sutton Coldfield Grammar School for Girls

Sutton Coldfield Grammar School for Girls is a vibrant school where there are endless opportunities for you to get involved in a range of activities, and where you will be well supported in taking any initiatives of your own. It is a place where you should always feel confident to try something new to enhance the learning environment.

As a teacher you can expect:

- The initial support of a Buddy
- Full access to the induction programme
- The support of your line manager in curriculum and class management matters
- Full support in your duties as a Form Tutor
- Guidance for career development and professional development opportunities
- Information on issues relating to your job
- An annual review of your overall performance. The opportunity to be a member of the Teachers' Pension Scheme
- The opportunity to join the BHS Healthcare Plan and/or sign up to our Cycle to Work Scheme.

As a member of the teaching staff, SCGSG expects you to:

- Act in accordance with safeguarding and child protection procedures
- Observe a smart, business-like code of dress
- Follow the school rules and codes of practice, including the staff code of conduct
- Ensure that students observe the rules and codes of practice
- Ensure your public attitude and behaviour gives positive messages to those around you
- Attend parents' evenings, open evenings, INSET days as required
- Take part in department, pastoral, and other staff meetings as required
- Be aware of the aims of the school and the areas being developed in the current School Development Plan
- Keep up to date with developments in your own subject
- Ensure your classroom practice is inclusive and reflects a full awareness of the requirements of the Teachers' Standards.

At Sutton Coldfield Grammar School for Girls we work hard to promote an open and positive environment for teaching and learning. We look forward to your contribution as a member of staff to this rich culture.



How to apply

In order to apply for this post, please complete the Application Form, Equal Opportunities Monitoring Form and a letter supporting your application. In your letter you should:

1. State your reasons for applying for this post;
2. Outline the experiences that you believe have prepared you for this post;
3. Describe the skills and strengths that you will bring to the school.

Please note that the application form must be completed in full. It is not sufficient to substitute a C.V. for all or any part of the form. You are welcome to telephone or e-mail the school to ask for clarification on any matters regarding this vacancy. Informal visits to the school can be arranged before the deadline for applications, though applicants will have a tour of the school on the day of interview. Completed applications should be emailed to recruitment@suttcold.bham.sch.uk, and addressed to Dr Barbara Minards, Headteacher.

Deadline for Applications: 9.30 am on Tuesday 29th April 2025.

Interviews will be held on Friday 2nd May 2025.

Candidates who have not heard from us by then should assume their application has been unsuccessful on this occasion.

References

Please note that it is our practice to take up references before shortlisting for interview. If you would prefer us not to do so unless you are shortlisted, please indicate this clearly in your application. When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer. References from relatives or friends are not acceptable.





Safeguarding

Sutton Coldfield Grammar School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to all necessary pre-employment checks. This includes enhanced DBS, barred list clearance, medical fitness, identity and right to work; and where applicable prohibition check, qualifications, certificate of good conduct and letter of professional standing from the regulating authority in the country in which the applicant has worked. An online search will also be carried out as part of due diligence on all shortlisted candidates.

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school. In addition to the ability to perform the duties of the post the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people.
- ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- emotional resilience in working with challenging behaviours.
- attitudes to the use of authority and maintaining discipline.
- any relevant issues arising from references.
- any gaps in time not covered by details in the application form.

Rehabilitation of Offenders Act

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Please refer to our policy statement on the recruitment of ex-offenders.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of Child Protection Information for Visitors and Volunteers

Sutton Coldfield Grammar School for Girls is committed to the highest standards in protecting and safeguarding the students entrusted to our care. Our school supports all students by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some students may be the victims of neglect, physical, sexual or emotional abuse. Staff working with students are well placed to identify such abuse.

In order to protect our students, we aim to:

- Create an atmosphere where all our students can feel secure, valued and listened to.
- Recognise signs and symptoms of abuse.
- Respond quickly, appropriately and effectively to cases of suspected abuse.

If you have a concern that a student is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally), you must contact the following staff member as quickly as possible.

Designated Senior Lead (DSL) and Single Point of Contact (SPOC) for safeguarding and child protection: Mr Neil Eaton.

If this person is not available please contact

Deputy DSL/SPOC: Mrs Samantha Hart
Mrs Lisa Neal
Mrs Meg Mahoney
Miss Rebecca Pegg
Dr Barbara Minards

Headteacher: Dr Barbara Minards

Everyone working with our students their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised.
- They should involve the Designated Senior Person (DSL) immediately.
- If the DSL is not available the Headteacher or the Deputy DSL should be contacted.
- Disclosures of abuse or harm from students may be made at any time.

If anything worries you or concerns you, report it straight away. The main office will direct you to the appropriate member of staff to report your concerns.

The school's Safeguarding and Child Protection Policy and procedures will form part of the induction for the successful candidate.

