



Sutton Coldfield Grammar School for Girls

Application Pack for Head of Music

Start date: **September 2026**

Closing date for applications: **9.30 am on Monday 26th January 2026**

Interview date: **Friday 30th January 2026**

Full time or part-time (0.8 fte)

Teachers' Main Pay Range or Upper Pay Range plus TLR 2B (£5,871)

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 Music. We are seeking an enthusiastic and dedicated music specialist to lead our thriving department from September 2026. We are looking for a colleague who enjoys sharing their enthusiasm as well as their knowledge with students. You do not need previous experience of a grammar school setting either as a teacher or as a student. Our staff have a range of teaching backgrounds with many coming from co-educational and comprehensive settings.

Selected as a Lead School for Music by Services for Education, Music is very much at the heart of our school, both as a curriculum subject from Year 7 through to Year 13 and as a key part of our extracurricular programme with around 230 students currently taking instrumental and vocal lessons. We are committed to further developing our A-level provision and increasing the number of students who continue their study of the subject in the Sixth Form.

We offer an extensive range of extracurricular music activities for students including Sinfonia Orchestra, Gospel Choir, Chamber Choir, Swing Band, Rock Band, String Orchestra, Clarinet Group, Brass Group, Flute Group, and a student-led Staff Band! In addition to our yearly Christmas, Spring and Summer Soloists' Concerts, we also have an annual musical. The school show is a fantastic collaboration between the Drama and Music departments, involving large numbers of students from across the year groups in the cast, crew and band. It a true highlight of the academic year that showcases our commitment to the performing arts, is very well supported by staff and has great audiences of parents, carers, family members, governors and other stakeholders. This term we are looking forward to enjoying Grease, with recent performances including Frozen JR, Annie, Legally Blonde and Matilda.

Ranked as one of the top 50 best state secondary school nationally by 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.

	GCSE Grades 9/8	GCSE Grades 9/7	Progress 8	A-Level Grades A*/ A	A-Level Grades A*/ B
August 2025	65%	83%	N/A	53%	77%
August 2024	66%	86%	1.05	51%	73%

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.

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 all staff meetings, and these are led by a variety of colleagues. We are informed by educational research; this year we are focussed on adaptive teaching strategies, 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 school and discover the opportunities we offer. This link to our [Autumn 2 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,



Dr B. Minards
Headteacher



The Music Department

The Music Department is based in a purpose-built teaching classroom with five separate practice rooms. The music room has 19 PCs which run Sibelius Ultimate software. There are also keyboards and a range of percussion instruments. The department has a set of samba drums, and all students complete a module of Brazilian samba drumming in Year 8.

Music is taught for two hours per fortnight in Years 7-9, delivered to classes of 30. The course is wide ranging and introduces students to a variety of musical styles and genres with the emphasis very much on practical music making. All Year 7 students have the opportunity to attend an afternoon concert in Birmingham's Symphony Hall performed by the CBSO.

Music is a popular option at GCSE and take-up is higher than the national average. We currently have 34 students studying GCSE in Years 10 and 11. The department follows the Edexcel Music GCSE syllabus. A level Music is taught to a combined Year 12 and 13 group, following the Edexcel A level syllabus.

In recent years students have gone on to study Music in a variety of higher education institutions including The Royal Birmingham Conservatoire, The Royal College of Music, The Royal Northern College of Music, The Universities of Birmingham, York, Liverpool, and Sheffield. The department has welcomed guest speakers to describe their careers in Music, and recent talks have been given by freelance musicians and composers.

GCSE Music results

		Percentage of students achieving grades				
Entries		Grade 9	Grades 9 - 8	Grades 9 - 7	Grades 9 - 6	Grades 9 - 5v
2025	18	22%	61%	78%	94%	100%
2024	19	37%	53%	84%	100%	100%
2023	16	6%	63%	81%	100%	100%

A level Music results

		Percentage of students achieving grades			
Entries		A*	A* - A	A* - B	A*- C
2025	4	-	-	50%	100%
2024	2	-	50%	100%	100%
2023	6	-	-	83%	100%



The Music Department

Peripatetic Lessons

Instrumental and vocal tuition is delivered by members of Services for Education with twelve visiting teachers each week. Students are mostly taught in pairs and receive a twenty-minute lesson each week. Instruments offered are:

- Strings (violin, viola, cello,)
- Woodwind (flute, recorder, oboe, bassoon, clarinet, saxophone)
- Brass (French horn, tenor horn, cornet, trumpet, baritone, euphonium, trombone, tuba)
- Percussion (drum kit and orchestral percussion)
- Guitar (acoustic)
- Singing
- Sitar and dhol

Extra-Curricular Opportunities

There is an extensive range of extra-curricular music activities, and all students who receive instrumental / vocal lessons are expected to attend a minimum of one activity each week. These include Sinfonia (for orchestral players approximately Grade 4 and higher), Gospel Choir, Brass Group, Clarinet Group, Flute Group, Violin group, Guitar Ensemble, Chamber Choir and Vocal groups.

In addition to performing in the school concerts, groups also perform in external venues from time to time, including The Royal Birmingham Conservatoire, The University of Birmingham, choir concerts at local rest homes and the Good Hope Hospital Christmas lights switch-on ceremony. Many of our students are also in central ensembles run by the Services for Education, CBSO Youth Orchestra, CBSO Youth Chorus, Ex Cathedra Academy of Vocal Music, and local theatrical companies. Two of our students were selected to play movements from concertos with The Royal Sutton Coldfield Orchestra in February 2025.



TLR Job Description: Head of Music

Responsible to: Headteacher (via Senior Leadership Team Link)

Responsible for: The high quality of Music education, student progress and attainment, and the leadership and development of the Music Department.

Overview

The Head of Music at Sutton Girls is a TLR post holder with responsibility for the strategic leadership, management and development of Music across the school. The post holder is accountable to the Headteacher for the standards of teaching and learning, student outcomes, and the contribution of the Music Department to the wider life of the school.

The post holder will:

- Be an outstanding classroom practitioner, consistently modelling exemplary teaching and learning, and demonstrating highly effective pedagogical practice across all key stages in Music.
- Inspire a love of music, fostering a culture of creativity, intellectual curiosity, resilience, and confidence in all students.
- Design and implement an ambitious, inclusive Music curriculum that reflects the school's ethos, values, and development priorities.
- Analyse internal and external data, including ALIS or equivalent, to monitor student progress over time, set measurable objectives, and implement targeted strategies to secure strong outcomes for all students, including those with additional needs, Pupil Premium, and EAL.
- Lead, manage, and support Music departmental staff and resources effectively to ensure high standards of teaching, learning, and student outcomes.
- Plan, deliver, and oversee inclusive enrichment and extension opportunities beyond the classroom, including ensembles, performances, and workshops, ensuring all student groups can participate fully.
- Actively contribute, alongside other Middle Leaders and the Senior Leadership Team, to the collective development and delivery of the School Development Plan
- Liaise with the Sixth Form Team, providing subject-specific advice and guidance to students on Higher Education applications, music-specific auditions, and entrance examinations where appropriate.

Key Responsibilities

Strategic Leadership and Curriculum Development

The post holder will:

- Promote a shared vision for Music that reflects national developments, statutory requirements and the school's priorities.
- Lead the strategic development of Music across KS3, KS4 and KS5.
- Enhance the provision and offer of music at KS5 to increase student numbers.
- Ensure that curriculum provision, schemes of work and assessment practices are reviewed annually and remain ambitious, inclusive and coherent.
- Establish and maintain robust quality assurance processes to ensure reliable data collection, using the information to evaluate curriculum effectiveness, monitor outcomes, and guide future planning and improvement strategies.
- Work alongside the Examinations officer to make sure all examination entries and other related documents are completed and compliant with JCQ rules.
- Maintain the Music department section of the school website.
- Develop and review an annual Department Development Plan that aligns with whole-school priorities, using clear Objectives and Key Results (OKRs) to track progress and demonstrate impact on student outcomes.
- Act as the subject specialist and source of professional guidance for Music within the school.

TLR Job Description: Head of Music

- Ensure the integrity and effective use of data to support the progress and achievement of all students, including those with additional needs, Pupil Premium, and EAL.
- Implement and monitor the consistent inclusion of careers and workplace skills within the mathematics curriculum, evaluating impact on teaching and learning.
- Lead departmental self-evaluation in Music, using data and review processes to assess teaching, learning, and student outcomes, and contribute to whole-school self-review and improvement initiatives.
- Report on standards, progress and curriculum developments to governors through the designated SLT link.
- Promote the work and achievements of the Music Department across the school community.
- Contribute to whole-school policies and development planning where relevant to the subject.
- Collaborate externally where appropriate to enhance provision and share best practice.
- Through an outward facing approach collaborate with other schools and Birmingham Music Education Hub.

Teaching, Learning, and Student Outcomes

The post holder will be accountable for securing high standards through:

- Monitoring the quality of teaching and learning through lesson observations, drop-ins, work scrutiny and review of planning.
- Ensuring high expectations of progress, behaviour and engagement in all Music lessons.
- Developing and delivering robust assessments across all year groups, ensuring assessment, feedback and reporting practices align with school policy.
- Analysing data to identify key priorities and inform targeted intervention strategies to make sure all students attain at least expected progress.
- Leading departmental self-evaluation and contributing to whole-school self-review processes.
- Implementing and maintaining high-quality assurance strategies.
- Coordinating the development and annual review of the curriculum in line with school, local, and national requirements.
- Ensuring appropriate work is set during staff absence, with subject teachers retaining primary responsibility.



TLR Job Description: Head of Music

Leadership and Development of Staff

The post holder will:

- Lead, manage, and support the Music Department staff team, fostering a culture of collaboration and high professional standards, including line management responsibilities such as appraisal, professional development, absence management, and performance conversations, liaising with HR as necessary.
- Ensure departmental meetings and activities focus on improving teaching and learning and student outcomes.
- Act as a role model of effective teaching and professional practice.
- Have an outward facing approach, seeking and sharing best practice to further promote inclusion, a love of learning and growth mindset approach across the department.
- Plan and coordinate departmental teaching and learning CPD, working alongside the Assistant Head responsible for Teaching and learning.
- Identify and share best practice within the department and, where appropriate, across the school.
- Induct, support and monitor new staff, early career teachers and trainee teachers.

Extra-Curricular Music and Enrichment

The post holder will:

- Lead and develop the Music extra-curricular programme, including ensembles, choirs, bands and termly concerts.
- Promote participation in performances, productions, trips and enrichment opportunities, working collaboratively with the Drama department on whole-school productions and events.
- Actively seek and lead educational enhancement activities such as workshops, masterclasses and educational visits.
- Monitor and track student participation and inclusion across all Music activities, ensuring that enrichment, ensembles, and extra-curricular opportunities are accessible and engaging for all student groups.
- Seek opportunities outside of the school community for our students to explore Music through real world opportunities.

Peripatetic Music and Partnerships

The post holder will:

- Coordinate the day-to-day organisation of the peripatetic music timetable, including scheduling, communication and rooming.
- Promote peripatetic music lessons across all student groups, coordinating with Services for Education to ensure provision meets demand, working with the Finance Team to minimise or eliminate costs to the school through effective negotiation and planning.
- Liaise with peripatetic staff to ensure high-quality provision and positive student experiences.
- Work with parents/carers, governors, feeder schools and external partners to enhance Music provision.

Deployment of Resources and Health & Safety

The post holder will:

- Manage the departmental budget, ensuring resources are deployed effectively to support student progress.
- Requisition, maintain, and monitor departmental resources, equipment and stock.
- Ensure a safe working environment through effective risk assessment and compliance with Health and Safety requirements.
- Advise the Headteacher and support the recruitment and appointment of staff where appropriate.

TLR Job Description: Head of Music

Professional Responsibilities

The post holder will:

- Support and promote the ethos and vision of Sutton Girls
- Set a positive example to students through professional conduct, punctuality, attendance and presentation.
- Attend and contribute fully to key school events, including open evenings and parents' evenings as part of a clear commitment to the wider life of the school.
- Take responsibility for their own professional development and engage fully in training with the National College.
- Meet published deadlines and comply with school policies and procedures
- Be proactive in matters relating to safeguarding and Health and Safety.

Review of Duties

This job description outlines the main responsibilities of the post and is not exhaustive. Duties may be reviewed and amended following consultation with the Headteacher in line with the School Teachers' Pay and Conditions Document.



Person Specification

	Essential Criteria	Desirable Criteria
Qualifications & CPD	<ul style="list-style-type: none"> • Good Honours degree in a relevant subject area and a love of the subject • Qualified Teaching Status • Evidence of continued professional development • Clear responsibility for own CPD • Evidence of recent relevant professional development 	<ul style="list-style-type: none"> • Recent leadership and management CPD • NPQ Qualification • Ability to lead CPD across a department or group of staff
Experience	<ul style="list-style-type: none"> • Successful teaching record: An excellent classroom teacher, who uses adaptive teaching strategies and effective feedback to engage every student and support the needs of all learners • A successful track record of teaching Music in the secondary phase from Years 7-13 including GCSE and A Level examination groups • Experience of, or willingness to learn and use, Microsoft Teams Experience in organising and contributing to successful music concerts; preparing, accompanying and conducting groups of students • Experience in managing peripatetic staff 	<ul style="list-style-type: none"> • Experience leading concerts • Experience in musicals/theatrical productions and school shows • Previous experience of managing and developing a team
Personal Qualities & Skills	<ul style="list-style-type: none"> • Excellent communications skills and the ability to work calmly and effectively under pressure • Ability to lead by example with the highest professional standards • Ability to prioritise, plan and organise • Ability to inspire, motivate and enthuse students, especially very able individuals • A strong team player with a shared approach to problem solving and achieving goals • Ability to establish good working relationships with colleagues, students, parents/carers and the wider community 	

Person Specification

	Essential Criteria	Desirable Criteria
Personal Qualities & Skills	<ul style="list-style-type: none"> • Evidence of initiative and taking responsibility • A drive for improvement and challenging underperformance • Capacity to be flexible, adaptive and creative • Willingness to listen and act on feedback, to develop strengths and improve personal performance 	
Knowledge & Skills	<ul style="list-style-type: none"> • Knowledge of national curriculum and GCSE/A level specifications • Knowledge of best practice in assessment • Ability to track student progress and develop key interventions to support student outcomes • Ability to prioritise, plan and complete tasks to a high standard with attention to detail • Keen to be involved in curriculum design and subject-specific pedagogy • Ability to demonstrate integrity and consistency of judgement 	<ul style="list-style-type: none"> • Ability to lead departmental intervention strategies • Awareness of recent government curriculum proposals • Ability to write and evaluate a department development plan
Values	<ul style="list-style-type: none"> • A love of the subject and willingness to share this with others both through curriculum design, teaching and extra-curricular provision • Shares the school's vision and commitment to Character Education • Commitment to supporting the successful delivery of the School Development Plan objectives: Inspirational Environment, Aspirational Students and High-Quality Teaching and Learning • Commitment to student achievement, staff development, and continuous improvement 	
Safeguarding	<ul style="list-style-type: none"> • Commitment to providing a safe and secure environment for all students • Knowledge and understanding of health and safety issues 	

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:

- Generous Pension Scheme - the opportunity to join the Teachers' Pension Scheme (28.68% employer contribution)
- Flexible PPA with the option of up to one-third PPA taken off-site
- Opportunity to join the BHS Healthcare Plan
- Opportunity to sign up to our Cycle to Work Scheme
- On site car parking
- Individualised induction programme including the initial support of a Buddy
- Full support in your duties as a Form Tutor
- Access to the National College providing all teachers with on-demand CPD, subject and pedagogy development, workload-reducing tools, and a central system for tracking and evidencing professional learning
- Commitment to [**staff wellbeing and mental health awareness**](#)
- Access to flexible and family friendly policies and working practices
- Termly Staff Nominations – the chance for staff to pass on thanks and positivity
- Complimentary staff room drinks throughout the day
- Supportive colleagues
- Engaged and enthusiastic students

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
- Contribute to the wider life of the school through involvement in extra and super curricular activities
- 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 Monday 26th January 2026.

Interviews will be held on Friday 30th January 2026.

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.

