



Sutton Coldfield Grammar School for Girls

Application Pack for Head of Physics

Start date: **September 2023**

Closing date for applications: **9.30 am on Tuesday 28th February 2023**

Interview date: **Thursday 2nd March 2023**

Full time, Permanent Post
Part-time expressions of interest considered

Teachers' Main Pay Range or Upper Pay Range plus TLR 2C (£7,367)

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

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twitter.com/suttcold | facebook.com/suttcold | www.suttcold.bham.sch.uk

Dear colleague,

Thank you for your interest in this post. We are looking for a passionate, inspiring and dedicated subject specialist to lead our Physics department. At Sutton Girls, our focus is on providing high quality teaching and learning, personal development and wellbeing within a supportive, aspirational environment. 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. Students are encouraged to embrace challenges, apply their knowledge, and build their resilience and independence.

Our vision is for all students to have a love of learning, a positive and resilient approach with a strong sense of community. Each individual student will be encouraged to be aspirational, prepared for their future and inspired to make a difference. We strive for this through providing consistently high-quality teaching which focuses on learning and furthering understanding. 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. Students are encouraged to develop their character strengths, embrace challenges, apply their knowledge, and build their resilience and independence.

There is strong pastoral support and, alongside the individual care given to students, there is an increasing focus on character and a proactive approach to wellbeing. Our culture is one which celebrates the diversity of the school's intake and through the assembly, tutor time and PSHE 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 visits to Africa and China and ski trips to Italy. Our students are drawn from across the city of Birmingham, with many travelling long distances to be a part of Sutton Girls. There are over 1100 students in the school, including 330 students in our Sixth Form. We continue to be oversubscribed at Year 7 with six form entry throughout Years 7 to 11; many students also choose to join the school in Year 12. We are fortunate to have great facilities which are well-maintained, including refurbished science laboratories, a multi-purpose social space, sports hall and library.

This is an ideal school for you if you want to enjoy teaching your subject, be asked thought provoking questions by students and have time to discuss pedagogy with colleagues. Here you will be treated as a professional; there is a supportive SLT, a peer observation programme rather than formal lesson observations and a regular staff forum. We are looking for a subject specialist 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 a student). Our staff have a range of teaching backgrounds with many coming from co-educational and/or comprehensive settings. This is a really supportive and happy environment in which teaching and support staff work together to provide students with a high quality, broad and balanced education.

These are interesting times for the school; we have fantastic results (August 2022: 87% of GCSE grades were 7-9 and 70% were grades 8/9, at A-level 90% of grades were A*/B and 69% A*/A) and we continue to reflect on ways we can improve and support students to make further progress. 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 form the majority of staff meetings and these are led by a variety of colleagues, this year we have a group of teachers trained as pedagogical coaches, we are developing peer observations, departmental work sampling and assessment as we continue to refine our current practice. We continue putting growth mindset strategies and Character Development into our day to day activities and look for ways to maintain and develop staff and student well-being.

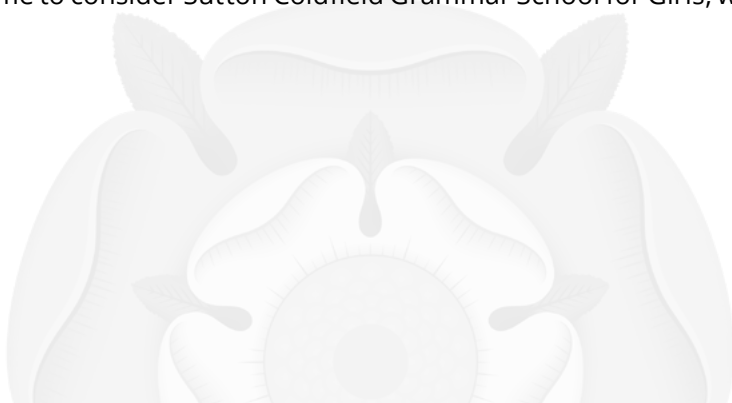
This [link](#) is to our most recent newsletter to give you a flavour of what has been happening in school; previous editions describe the School in more normal times. Having joined the school in September 2017, I can testify to the fantastic support offered to new staff both in terms of the formal induction programme and the daily informal help readily offered by colleagues.

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



Physics Department

Excellent teaching is at the heart of successful learning in Science at Sutton Girls. We aim to create an environment which develops our students' resilience and growth mindset, while maintaining outstanding levels of attainment and progress. Our Physics Department is well supported by a specialist Physics technician. There are two laboratories dedicated to Physics and two used for Physics and Biology teaching.

Students are entered for the Edexcel Physics GCSE and A level.

Practical work is highly valued across the science departments and integrated into all topics. We are well resourced to support our frequent class practical activities. Regularly reviewed and detailed schemes of work are in place, with extensive supporting materials available on TEAMS and via the technicians.

All departments are very well resourced with laptops, video clips and iPads available, and projectors and visualisers in each laboratory.

In Year 7, students are taught Science by one teacher, with Biology, Chemistry and Physics topics rotating through the year. From Year 8 onwards, students study the three sciences separately. All students study Physics, Biology and Chemistry to at least GCSE.

A-Level Physics results

		Percentage of students achieving grades			
	Entries	A*	A* - A	A* - B	A* - C
2022	14	21%	57%	100%	100%
2021	12	33%	42%	92%	100%

GCSE Physics results

		Percentage of students achieving grades					
	Entries	Grade 9	Grades 9 - 8	Grades 9 - 7	Grades 9 - 6	Grades 9 - 5	Grades 9 - 4
2022	178	40%	73%	87%	94%	98.8%	99.4%
2021	179	23%	56%	80%	97%	99%	100%



TLR Job Description: Head of Curriculum Subject

The subject teacher is under the guidance and leadership of the Head of Department in teaching the subject and in undertaking additional responsibilities, which can be reasonably assigned in respect of the 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.
- Responsibility for ensuring that an effective annual department development plan is produced which includes appropriate and agreed improvement objectives. Accountability for ensuring progress is made towards achieving the agreed objectives and targets.
- 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

TLR Job Description: Head of Curriculum Subject

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.

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 Physics 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 take staff with them.
- 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.

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 ask for clarification on any matters regarding this vacancy. Please email: ***recruitment@suttcold.bham.sch.uk*** and a member of our HR team will contact you.

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***

Deadline for Applications: **9.30 am on Tuesday 28th February 2023.**

Interviews will be held on **Thursday 2nd March 2023.** 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 candidate 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.

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: Mrs Samantha Hart (Mon, Tues, Wed, Fri)
Dr Barbara Minards (Thurs)

If this person is not available please contact

Deputy DSL/SPOC: Mrs Lisa Neal
Mr Mark Charles
Miss Elaine Wilcox
Mrs Meg Mahoney

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.

