



Contents

Letter from the Head Teacher	2
About our School	3
Our Head Teachers	4
Vision, Values and Priorities	5
Our Proud History	6
The Senior Leadership Team	8
Organisation and Curriculum	9
Benefits of Working for Selly Park Girls'	13
Job Description and Person Specification	14
How to Apply	19
Safer Recruitment in Education: Information for Applicants	20

At Selly Park Girls School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from our school, irrespective of race, sexual orientation, gender, disability, faith or religion or socio-economic background. We warmly welcome people from all backgrounds who are committed to fostering an inclusive environment where diversity is at the heart of all we do to apply to join our school.



Letter from the Head Teacher

Dear potential applicant,

Thank you for your interest in applying for a job at Selly Park Girls' School. We are a school where we put students at the centre. We want every student to be kind to others, aspirational and ambitious in what they can achieve. We want to ensure that our students can reach their potential in a supportive, inclusive and nurturing environment. This is reflected in our four pillars school ethos.

We attract staff who are committed to making a difference in the lives of our pupils. From teachers, governors and senior leaders to administrators and support staff. Everyone has a role to play in the success of the school.

We are very proud of this success. Our achievement and progress are at consistently high levels. Students make nearly half a grade more progress than students nationally through their enjoyment of a diverse and rich curriculum taught by a range of skilled practitioners. We are also proud of our history and teachers enjoy teaching in beautiful, ornate Victorian buildings which are complemented by recently built, modern, state of the art facilities.

Selly Park Girls' School provides all staff with access to a wide range of CPD and training opportunities, which we hope you will contribute to and benefit from. We value our staff as professionals and collaborative work is the key to our success. We want our staff to support each other, to share best practice, to work alongside local schools and agencies, to engage the local community and support families. We have a lively health and well-being programme which takes place at the end of every term and we have an established workload committee. We are determined that staff achieve a healthy work/life balance so that they are happy and have the energy to have a decisive impact whilst at school.

If you are someone who thrives in an aspirational environment and believes in the potential of all young people, then we look forward to receiving your application. Should you wish to visit the school before hand for an informal discussion please feel free to contact either myself or our Deputies (Paul Moore or Laura Sullivan) on 0121 472 1238 or Georgia Foster, HR Manager on ext. 110.

Yours faithfully

Lisa Darwood





About our School

Selly Park Girls' School is a six form-entry girls' community school for pupils aged 11 to 16 years, which currently has 780 pupils on roll with 160 students being admitted in each year.

The school occupies buildings, which range from recently built to 110 years old, including extensive technology workshops, new science building and recently refurbished and extended library facilities. The site also includes a Sports Hall building housing modern sporting facilities, which are made available to staff outside school hours.

We are proud of the multi-cultural nature of our school and have a proven track record for promoting community cohesion at the local, national and global levels.

Our aspirational educational provision has been widely recognised, through awards such as 'Secondary School of the Year 2022' (and previously in 2018), ISA, Equality and Diversity Award, RRSA Gold (one of only 2 Secondary schools in the West Midlands region), Health and Well-Being Award, SEND Progress, LLPA, and the Platinum Safeguarding Award. Yet, we still actively invite consultants into school to carry out reviews as we continue to drive school improvement.







Mrs Darwood
Head Teacher

I have worked at SPGS for 18 years and was appointed Head Teacher in 2017. I am a proud mum of two daughters, who are both also teachers. I am passionate about tackling social injustice and inequality. I have worked in schools all over the world (Pakistan, India, Russia, Ghana, South Africa, UAE and Europe) and I have helped to set up a school in Ghana. My partner and I also work with the Homeless Charity 'Crisis' where we campaign for the betterment of those less fortunate. I have the best job in the world, and I cherish every day that is afforded to me. I feel extremely privileged that we have the most amazing teachers and pupils at SPGS and I wouldn't want to work anywhere else. I am keen to ensure that the views of all our stakeholders are listened to, shared, and valued.



Mr Moore
Deputy Head Teacher

I have worked in education for over 20 years with 15 of these being in senior leadership positions in a range of secondary schools across Warwickshire, Worcestershire, Birmingham and Sandwell. As part of this I spent 10 years as a Deputy Head in one of the country's highest achieving Multi-Academy Trusts. During my career, I have developed expertise in both curriculum and pastoral areas and has worked with a number of schools in a supportive and training capacity in areas such as teaching and learning, curriculum review and examinations. I have also served on the governing board of a Worcestershire primary School.



Mrs Sullivan
Deputy Head Teacher

I have worked as a teacher across Birmingham and Solihull for over 17 years, and have held a leadership role for 14 of them within curriculum and pastoral. Having grown-up in South Birmingham I understand the local community and the diversity across Birmingham, and as a result I feel a strong sense of commitment to ensuring our pupils receive the very best education and pastoral care a school can offer. I am guided by the mantra that what we offer to our pupils must be good enough for my own family. I feel very privileged to be part of the Selly Park Girls' School community.

Vision, Values and Priorities

OUR GUIDING PRINCIPLE

'A beacon of inspiration and aspiration'

Our Vision is to achieve a vibrant school with inspirational teachers and aspirational pupils that engage with our community to develop confident, knowledgeable and highly skilled pupils who are ready to succeed in the wider world.

We aim to improve lives by delivering an exceptional, inclusive curriculum through expert teaching that facilitates tailored support at the right time for our pupils and their families.

OUR VALUES











Pupil Centered

Forward Thinking/ Outward Facing

Accountable/ Transparent

Research Informed

Aspirational/ Inclusive

OUR PRIORITIES

Safeguarding

Keeping children safe

Forward thinking

Keeping up to date with a constantly evolving educational landscape

School Improvement

Driving school improvement through an unwavering evaluation of our practice

Partnerships

Building partnerships with the local, national and international community

Accountability

Being open to external scrutiny and inviting internal/external validation of our work

Curriculum

Designing and delivering a curriculum that is ambitious, inclusive and systematically planned

Finance

Being financially secure while adopting a sustainable & environmentally friendly approach

OUR TOOLKIT

Policies, procedures and practice

Reports and summaries

Coaching

Quality assurance processes

Research informed bespoke CPD

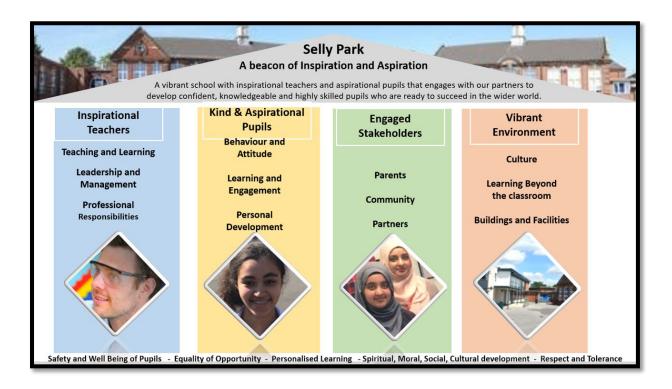
Governance

Networking

Risk assessment



The school's ethos is built on four pillars: inspirational teachers, kind and aspirational pupils, engaged stakeholders and a vibrant environment.



Our Proud History

The school opened in 1909 an was originally built as three separate schools; a mixed infant's school, a mixed junior school and a girl's senior school. These three schools were merged in the 1950s and became Selly Park Girls' School. Since that time the building accommodation has been extended to include Technology and Science facilities, which were added in the late 1950s and refurbished in the 1990s.

In the era of specialist schools in the mid-1990s, we were renamed Selly Park Technology College for Girls. However, from September 2018, we were proud to revert to our historic name and be officially known as Selly Park Girls' School. We believe we are innovative and forward thinking and prepare our students for an exciting future in the world of work, alongside taking the very best of traditions and values that have served the school so well in the past. Indeed, we are very proud of the link we have with our alumnae and house an annual school reunion in the summer term. The change of name coincided with the new branding, a new school uniform and new mixed ability forms which were named after inspirational women.



The school sports hall was built in 2006 utilising funding from the National Lottery. During 2014, a new build extension was added to increase dining facilities and teaching spaces. A new state-of-the-art science block, along with refurbished design and technology spaces and a SEND base were opened in 2021. The school reception area has been re-modelled to meet DDA requirements and the school library has been relocated to purpose-built accommodation formally occupied by the old gymnasium, to support our students with all aspects of learning.





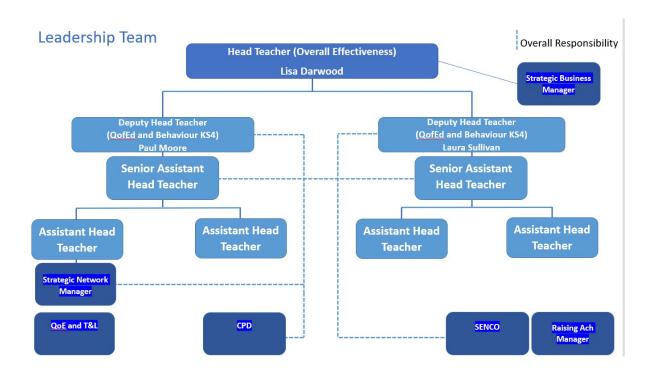
The Senior Leadership Team

The Senior Leadership team is made up of the following members:

- The Head Teacher, Lisa Darwood
- Deputy Head Teacher Quality of Education and Leadership and Management
- Deputy Head Teacher Personal Development and Behaviour and Attitudes
- Two Senior Assistant Head Teachers
- Three Assistant Head Teachers
- Strategic Business Manager
- Strategic Data Manager

In addition, the Head Teacher and SLT are supported by a Senior Office Manager/PA and an HR Manager.

Each Assistant Head Teacher takes responsibility for a Year group (supported by a Head of Year) and takes strategic responsibility for an important element of the leadership and management of the School.





Organisation and Curriculum

The curriculum we offer is broad, balanced and aspirational. We aim for all pupils to make outstanding progress by removing any potential barriers to learning. We have created a curriculum that is inclusive, engaging and relevant through inspirational teaching and the creation of a vibrant learning environment.

Our spiral curriculum builds on prior learning, whilst developing confident, knowledgeable and highly skilled pupils who are ready to succeed in the next stage of their education, training or employment.

Character virtues are embedded throughout the school community through our unique 'Selly 7' which compliments and enhances our curriculum offer with a bespoke range of cultural capital opportunities delivering enriching experiences in a coherently planned way.

Our curriculum is delivered in a way that allows pupils to translate key knowledge to long term memory.

Middle leaders employ a 'spiral approach' to curriculum planning which ensures that students build on prior knowledge, thus avoiding 'cumulative disfluency'. As well as this key assessment objectives and units of knowledge are explicitly tracked across the curriculum to ensure full breadth of delivery.

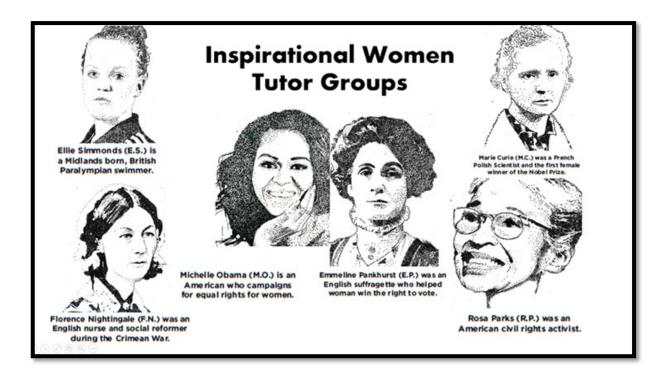
The delivery of the curriculum is enhanced through our annual summer school and our unique Saturday school which enables disadvantaged students to access the full curriculum and receive additional teaching support.





Forms

In July 2018, after consultation with staff and students, students were placed in six, mixed ability forms which were named after the six inspirational women outlined below.



Achievement

We are very proud of our students' attainment and progress. Our Progress 8 score puts us among the highest performing comprehensives in Birmingham. In terms of our 'family of schools' (similar schools, in terms of context) we were the 3rd highest performing out of eleven similar schools.

2016/2017	2017/2018	2018/2019	2021/22
0.39	0.40	0.52	0.71



Our Students

The best feature of our school is our students. They are friendly, well behaved and inquisitive. Many of our students come from some of the most deprived wards in Birmingham and over 50% qualify for the Pupil Premium. We are proud of the multi – cultural nature of our school and you can see the range of ethnicities we cater for. Over 70% of pupils have English as an additional language. Despite these barriers, the school is thriving and allows these students to be socially mobile due to their academic excellence. We are particularly proud of the amazing Progress 8 scores achieved in 2022 by our disadvantaged pupils 0.36; EAL pupils 0.70 and SEND 0.71.





Parent/Teacher Links

We consider our parental involvement to be highly effective and we have achieved the LPPA– Leading Parent Partnership Award - in recognition of the work we have done to strengthen Home/School Partnerships.

We value the support of parents and carers and are aware that our success is due to the strong partnership which exists between parents, pupils and the school. In order to do this, we place great importance upon good communication between the school and our parents.

In addition to parents' evenings, routine letters home and a regularly updated website, Selly Park provides a variety of other means to keep parents informed and involved. These include a Key Stage 4 Introductory Evening, a Parents Evening for Year 7 in the autumn term to support the transition process and a Key Stage 4 Study Skills session to provide guidance to parents on how to help students succeed at GCSE.

We invite parents to attend musical concerts, presentation award ceremonies and briefings prior to residential trips abroad. Our popular end of term newsletter gives parents a flavour of events and activities throughout the term and we would suggest you read one before you make an application. We often invite feedback from parents in a variety of ways and share outcomes of the feedback on the website. Members of the Pastoral Team visit and telephone parents as the need arises. We also contact parents on the first day of a pupil's absence.

Interventions and Support

The school has a Homework Club which is open each school day from 7:45am until morning registration and then again after each school day until 5:00pm. Many departments run a range of other activities to enhance and encourage pupils in their learning.

The Saturday School Club is open on Saturdays from 9:00am until 3:00pm for pupils in Year 10 and Year 11 to support them in their studies. There are regularly over one hundred pupils in attendance.

The school also arranges a number of intervention programmes throughout the school holidays. These include programmes for Year 10, Year 11 study and Year 7 Summer School



Benefits of Working for Selly Park Girls'

Continuing Professional Development

All our staff have access to a wide range of CPD and training opportunities, including a weekly personalised whole-school CPD programme and access to The National College online CPD platform. Many staff also benefit from participation in accredited professional development, such as Masters and National Professional Qualifications, as well as additional optional CPD.

Pension

As a maintained school, Birmingham City Council currently pays 24.4% of your salary into the highly rated local government pension scheme. This means that your total reward package is basic salary plus an additional 24.4% pension scheme employer contribution.

Wellbeing

We care deeply about the wellbeing of our staff. We have termly health and wellbeing events, a school workload committee and Occupational Health support.

Employee Assistance Programme

A free, confidential and independent service, available for staff to access 24 hours a day, 365 days a year. Services include counselling, as well as financial and legal support for matrimony, housing, consumer, boundary disputes, debt management and more.

Flexible Working

We endeavour to support flexible working and family friendly policies, including job sharing.

Cycle to Work

The cycle-to-work scheme allows staff to obtain commuter bikes and cycling accessories, spreading the cost over 12 months and making unbeatable savings through a tax break.

Staff Discounts

Includes subsidised travel passes and access to an employee website offering discounts and cash back on hundreds of retailers, called My Rewards.

Quality of Life

Birmingham has been voted one of the best places to live in the UK with 25% of our residents below the age of 30 we are a young and vibrant city. Hosting the National Exhibition Centre, Grand Central, the Library of Birmingham, as well as museums and art galleries, hotels, shops, restaurants/cafes and many other places for you to visit and enjoy.



Job Description and Person Specification

Pastoral Manager JOB DESCRIPTION

Salary Scale: GR4 £30,151 - £37,261 pro-rata'd, term time only

1. Job Purpose

1.1 Support the Pastoral Team in improving monitoring and evaluating pastoral strategies.

2. Key Responsibilities

Support Standards

- 2.1 Provide support and advice to students in line with promoting their social care and personal development with respect to learning and health and safety.
- 2.2 Respond to and take steps to resolve relationship issues between students.
- 2.3 Provide general student support e.g. lost items, upsets.
- 2.4 Provide counselling support to pupils experiencing emotional and mental health issues based on their own unique needs.
- 2.5 Monitor attendance at detention use the group call system to inform parents.
- 2.6 Follow up attendance matters, including for agreed target students and contact or meet with parents.
- 2.7 Collect and collate statements relating to incidents, following up directly when appropriate.
- 2.8 Issue, collect and follow up target cards for identified students.
- 2.9 Contribute to pastoral support plans.
- 2.10 Be aware of and comply with policies and procedures relation to child protection and all aspects of safeguarding children.
- 2.11 Liaise with external agencies on behalf of the Designated Safeguarding Lead
- 2.12 Become a Designated Safeguarding Lead designated member of staff when trained to undertake the role.



- 2.13 Attend case conferences as directed.
- 2.14 Contribute to the provision and organisation of the mentoring programme to raise attainment in the Key Stage.
- 2.15 Contribute to organisation of Key Stage events and programmes.
- 2.16 Contribute to tutor meetings as requested.

Communication

- 2.17 Be the first point of contact for parents, being responsible for and dealing with issues when appropriate and referring to other staff for action.
- 2.18 Ensure contact is made to parents whenever incidents dealt with e.g. bullying, racial incident files.
- 2.19 Produce appropriate records of incidents dealt with e.g. bullying, racial incident files.
- 2.20 Arrange for work to be set and collected for exclusion and other student absence.
- 2.21 Seek reports on student progress from staff.
- 2.22 Arrange parental appointments for Head of Year.

Evaluation

- 2.23 Monitor levels of bullying and implement policies and strategies to combat it.
- 2.24 Produce reports on levels of incidents dealt with and other issues relevant to the post.

General

- 2.25 Attend Pupil Voice as requested.
- 2.26 Assist with on call duties when appropriate.
- 2.27 To assist in break/lunch supervision if required.
- 2.28 Represent the school in a manner consistent with its ethos and values.
- 2.29 Contribute to school development through identified communication and consultation channels.
- 2.30 To respect the confidential nature of information relating to the school and students.



- 2.31 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.32 To ensure all tasks are carried out with due regard to Health and Safety.
- 2.33 To adhere to the ethos of the school:
 - 2.33.1 To promote the agreed vision and aims of the school.
 - 2.33.2 To set an example of personal integrity and professionalism.
 - 2.33.3 Attendance at appropriate staff meetings and parents' evenings.
- 2.34 Any other duties as commensurate within the grade in order to ensure the smooth running of the school, including:
 - 2.34.1 Reflection Room supervision, when required.
 - 2.33.2 Student absence and attendance monitoring.

3. Supervision Received

Supervising Officer's Job Title: Head Teacher

3.1 Level of supervision:

Plan own work to ensure the meeting of defined objectives.

4. Supervision Given (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.0 above)
None			

5. Special Conditions

5.1 None



Person Specification

Method of Assessment (M.O.A.)

A.F = Application Form;

I = Interview;

T =Test or exercise;

P =Presentation

CRITERIA	ESSENTIAL / DESIRABLE (Where stated)	M.O.A.
EDUCATION / QUALIFICATIONS	5 GCSE's or equivalent, including English at Grade C or above is essential.	AF/I
NB Full regard must be paid to overseas qualifications	GCE Advanced Level or equivalent qualification is desirable.	AF/I
	A qualification in counselling or psychology is desirable.	
EXPERIENCE (Relevant work and other experience)	Experience of leadership working with young people in a pastoral role	AF/I
	Experience of working with outside agencies such as Forward Thinking, Children's Services, ESWS etc.	AF/I
	Evidence of recent management and organisational experience with people	AF/I
	Experience of developing new strategies	AF/I
	DESIRABLE	
	Experience of working in a school setting	
	Experience of leading FCAFs, attending child protection case conferences etc.	AF/I
		AF/I
	Experience of leading the implementation of a new initiative, from producing action plans to evaluation of impact	AF/I
	Ability to hold others to account and challenge underperformance.	AF/I
SKILLS AND ABILITIES (E.g Written communication skills, dealing with the public)	Excellent oral and written communication skills.	AF/I/T
	Excellent ICT, administration, time management and self-motivation skills.	AF/I/T AF/I
	Ability to work as a member of a team and work on own initiative.	
	Ability to be positive, resilient, enthusiastic and flexible when working under pressure.	AF/I
	Willing and able to deal with disruptive or disenfranchised pupils.	AF/I
	Ability to relate to teachers, other professionals, parents and students.	AF/I
	Ability to present information to a variety of audiences.	AF/I/T



T		ı
	Ability to work independently demonstrating initiative and pro–activity.	AF/I
	pro douvity.	AF/I
	Ability to develop and maintain efficient record keeping systems.	A F (1/D
	Ability to communicate with a range of audiences including colleagues, governors, officers of the City	AF/I/P
	Council, suppliers and members of the community.	AF/I/T
	Ability to identify work priorities and manage own workload to meet deadlines whilst ensuring that lower priority work is kept up to date.	AF/I
	Ability to show sensitivity and objectivity in dealing with confidential issues.	
TRAINING	Willingness to participate in further training and development opportunities offered by the school.	AF/I
OTHER	Ability to demonstrate commitment to Equal	AF/I
	Opportunities.	AF/I
	Ability to relate to and promote the positive ethos of the school.	
	Commitment to school improvement and raising achievement for all students.	AF/I
	Excellent attendance and punctuality.	AF/I

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role. Selly Park Girls' School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants. We are a socially inclusive and equal opportunities school and committed to actively promoting equal opportunities for all our students and staff. As part of our recruitment process we collect and process personal data relating to job applicants. We are committed to being transparent about how we collect and use that data, meeting data protection regulations and in line with GDPR compliance.



How to Apply

Closing date

The closing date for completed applications is 9am on 16 February 2023.

Applications

Applications can be made online here.

Queries

For informal queries, please email recruitment@sellyparkgirls.org or call Georgia Foster, HR Manager, on 0121 472 1238.

Expected Interview Date(s)

Interviews are expected to take place on 28th February 2023.

Equality, Diversity and Inclusivity

At Selly Park Girls School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from our school, irrespective of race, sexual orientation, gender, disability, faith or religion or socio-economic background. We warmly welcome people from all backgrounds who are committed to fostering an inclusive environment where diversity is at the heart of all we do to apply to join our school.

Data Privacy

As part of our recruitment process we collect and process personal data relating to job applicants. We are committed to being transparent about how we collect and use that data, meeting data protection regulations and in line with GDPR compliance.



Safer Recruitment in Education: Information for Applicants

Selly Park Girls' School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We have a number of policies and procedures that contribute to our safeguarding commitment, all of which can be viewed at https://sellyparkgirls.org/policies

What we will provide:

All applicants for all vacant posts will be provided with:

- A job profile outlining the duties of the post; including safeguarding responsibilities;
- A person specification which will include a specific reference to suitability to work with children.

All applications for employment will be required to complete an application form, containing questions about their academic and full employment history, and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in their employment history.

References

Candidates are advised that references will be requested immediately after shortlisting. Please ensure your referees are aware of the need to respond promptly to a request.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training.

An online search will be undertaken on all shortlisted candidates. This search is conducted after shortlisting and is undertaken by a member of staff not on the Interview Panel.

The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make then unsuitable to work with children.

Pre-employment checks

- It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.
- An enhanced DBS check is required for all successful applicants.
- Evidence of the right to work in the UK.
- Prohibition, overseas and section 128 checks will also be completed, if necessary.

Child Protection and Safeguarding Policy

View our Child Protection and Safeguarding policy at https://sellyparkgirls.org/policies