



Sutton Coldfield Grammar School for Girls

Application Pack for
Teacher of Geography (Maternity Cover)

Start date: **September 2024**

Closing date for applications: **9.30 am on Tuesday 21st May 2024**

Interview date: **Thursday 23rd May 2024**

Full-time, Temporary Post

Teachers' Main Pay Range or Upper Pay Range

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

Tel: 0121 354 1479 | email: recruitment@suttcold.bham.sch.uk
twitter.com/suttcold | facebook.com/suttcold | www.suttcold.bham.sch.uk

Dear colleague,

Thank you for your interest in this post. We have an exciting opportunity for a dynamic and inspirational Geography specialist with a proven track record of ensuring high achievement, to cover a period of maternity leave.

At Sutton Girls, 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. 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. 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 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 visits to Tanzania and China, ski trips to Italy and Canada. 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 1200 students in the school, including 307 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.

Ranked the 29th best secondary school nationally and 4th in the West Midlands in the recent Sunday Times Parent Power Survey, we have fantastic results (in August 2023: 82% of GCSE grades were 7-9 and 61% were grades 8/9; at A-level 83% of grades were A*/B and 55% A*/A) and 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 most staff meetings and these are led by a variety of colleagues. We are informed by educational research, and focus on developing our questioning, retrieval practice and continuing to refine our approach to assessment. Growth mindset strategies and character development are central to our day-to-day activities whilst maintaining 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. Having joined Sutton Girls 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



The Geography Department

Excellent teaching is at the heart of successful learning in Geography at Sutton Gilrs. We are enthusiastic and passionate about our subject, committed to fostering a love of Geography in our students, and continue to welcome high numbers of students who are choosing to opt for the GCSE and A-Level Geography courses, achieving outstanding examination results. The ability and willingness to teach across all year groups up to and including A-Level is essential.

Geography is currently taught across all key stages. At Key Stage 3, students study a range of human and physical topics, with Year 9 having a 'world region' focus covering a range of geographical issues. We currently have five GCSE groups studying the AQA A specification, three in Year 11 and two in Year 10, and two A-Level groups, one in Year 12 and one in Year 13, also AQA. All our schemes of work are centrally planned, with PowerPoints and worksheets shared on OneDrive, and our GCSE students work in booklets created by the department.

The Geography Department is located in two well-resourced specialist classrooms which are adjacent to each other. Both rooms benefit from an interactive whiteboard and electronic visualiser. The two rooms are adjoined by a resource room that provides storage for all of the Department's requirements. We have access within the department to laptop computers and iPads via the online booking system.

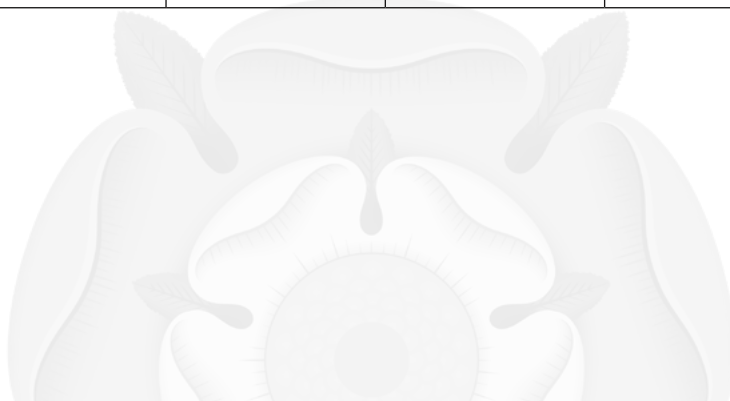
We seek to provide extra-curricular opportunities across the key stages, with a Geography inter-house quiz, competitions and fieldwork opportunities. At GCSE we conduct two-day trips to Digbeth and Carding Mill Valley, and in previous years Year 12 visit a range of locations to collect data for their NEA.

A-Level Geography Results

		Percentage of students achieving grades				
	Entries	A*	A* - A	A* - B	A* - C	A* - D
2023	25	12%	56%	96%	100%	100%
2022	26	35%	69%	92%	100%	100%
2019	19	16%	47%	79%	95%	100%

GCSE Geography Results

		Percentage of students achieving grades				
	Entries	Grade 9	Grade 9 - 8	Grade 9 - 7	Grade 9 - 6	Grade 9 - 5
2023	98	41%	74%	93%	98%	100%
2022	71	54%	85%	96%	99%	100%
2019	54	48%	78%	91%	100%	100%



Job Description

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.

A Planning, teaching and class management

Achieve progression of learning for allocated students through:

- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught, and in line with schemes of work;
- setting tasks which challenge students and ensure high levels of interest;
- conveying appropriate and demanding expectations to students which are based on targets set using baseline data;
- providing clear objectives and structures for lessons, maintaining pace, motivation and challenge;
- making effective use of assessment and ensuring coverage of schemes of work;
- monitoring and intervening to ensure students behave in a manner which maximises teaching and learning;
- using a variety of teaching methods;
- sharing good practice with others in the department;
- establishing a safe working environment which supports learning and in which students feel secure and confident;
- contributing to planning and development within the department;
- participating in the development of appropriate departmental materials and schemes of work.

B Monitoring, assessment, recording, reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to:
 - check work is understood and completed,
 - monitor strengths and weaknesses,
 - inform planning and recognise the level at which the student is achieving;
- prepare and present informative reports to parents;
- contribute to the setting and marking of all forms of departmental assessment.

C Other professional requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school, especially those relating to the safeguarding of, and promoting the welfare of, children;
- establish effective working relationships and set a good example through personal presentation and professional conduct;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices.



Person Specification

- Good honours degree in a relevant subject area and a love of the subject.
- Qualified Teacher Status.
- Ability to teach Geography in the secondary phase to Y13 is essential.
- 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.
- 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.
- Ability to motivate and enthuse students, especially very able individuals.





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 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 21st May 2024.

Interviews will be held on Thursday 23rd May 2024.

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
Mr Mark Charles
Mrs Meg Mahoney
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.

