Selly Park Girls' School
Teacher of Mathematics
Applicant Information Pack

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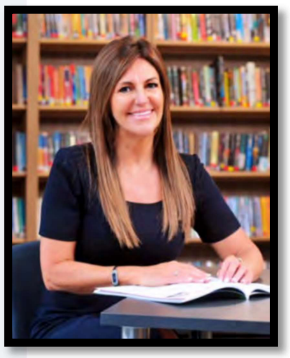
At Selly Park Girls School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from our school, irrespective of race, sexual orientation, gender, disability, faith or religion or socio-economic background. We warmly welcome 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 consistently make over 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 approximately 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.

Our Head Teachers

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 have 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 In-formed
- 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

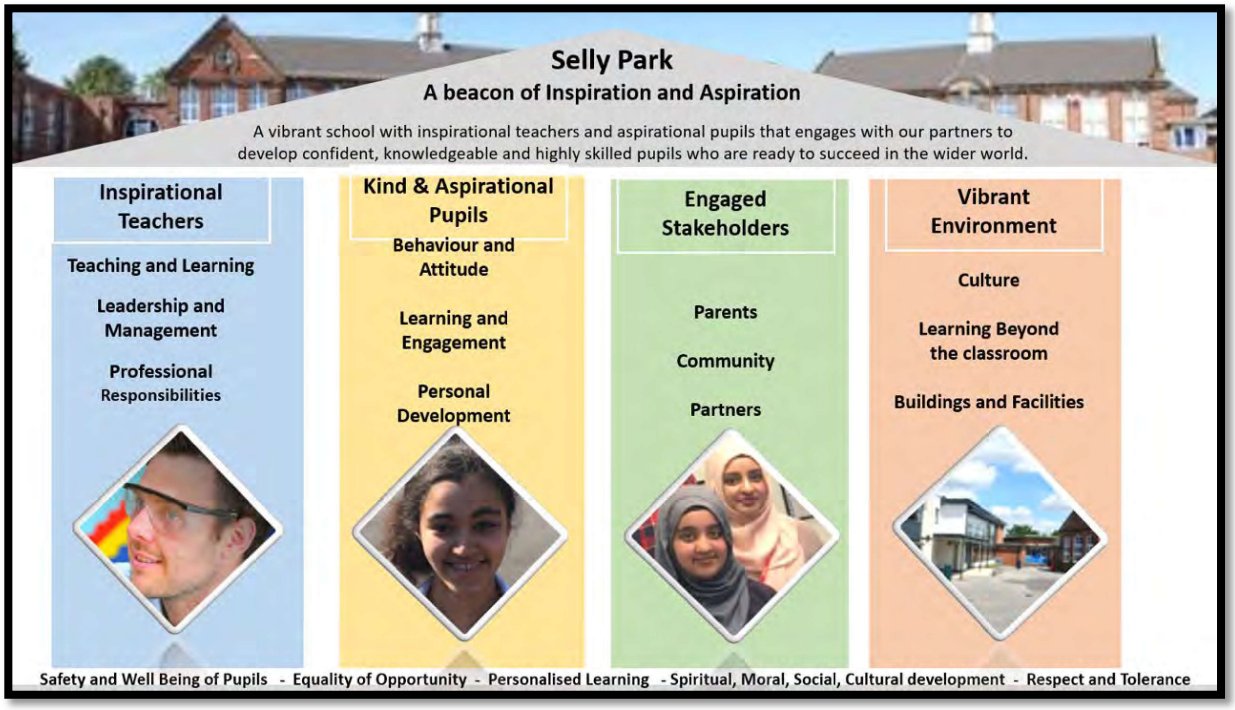
Curriculum
Designing and delivering a curriculum that is ambitious, inclusive and systematically planned

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.

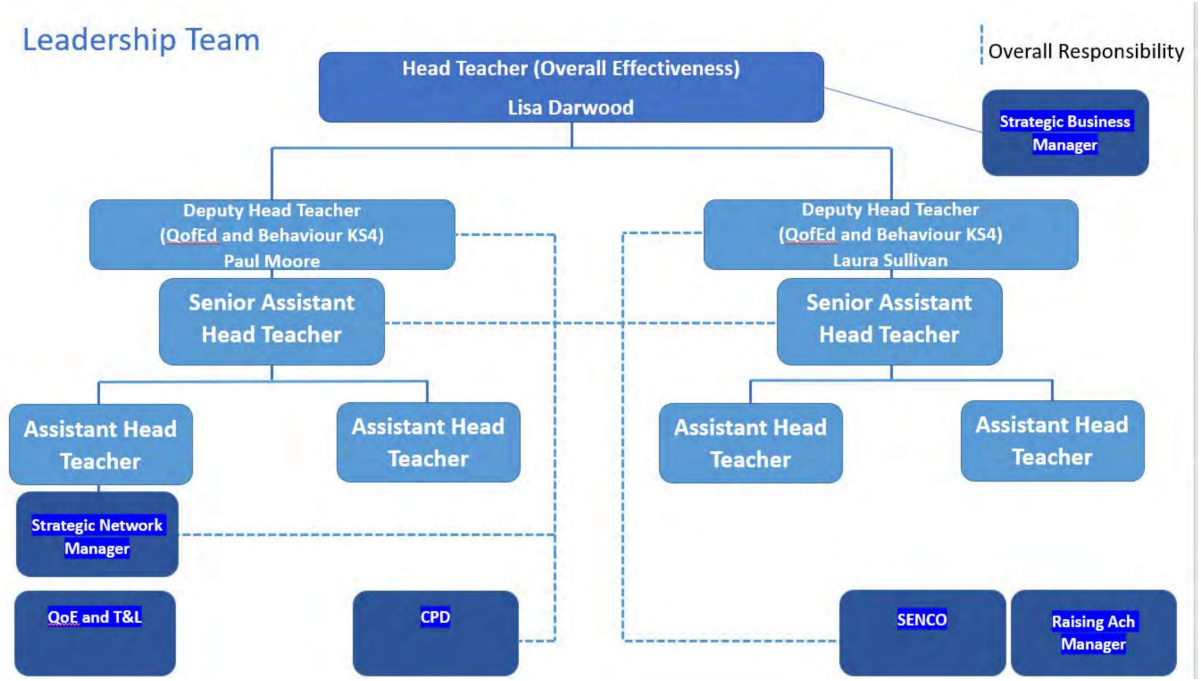
Senior Leadership Team

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

- The Head Teacher, Lisa Darwood
- Deputy Head Teacher – KS3
- Deputy Head Teacher – KS4
- 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.

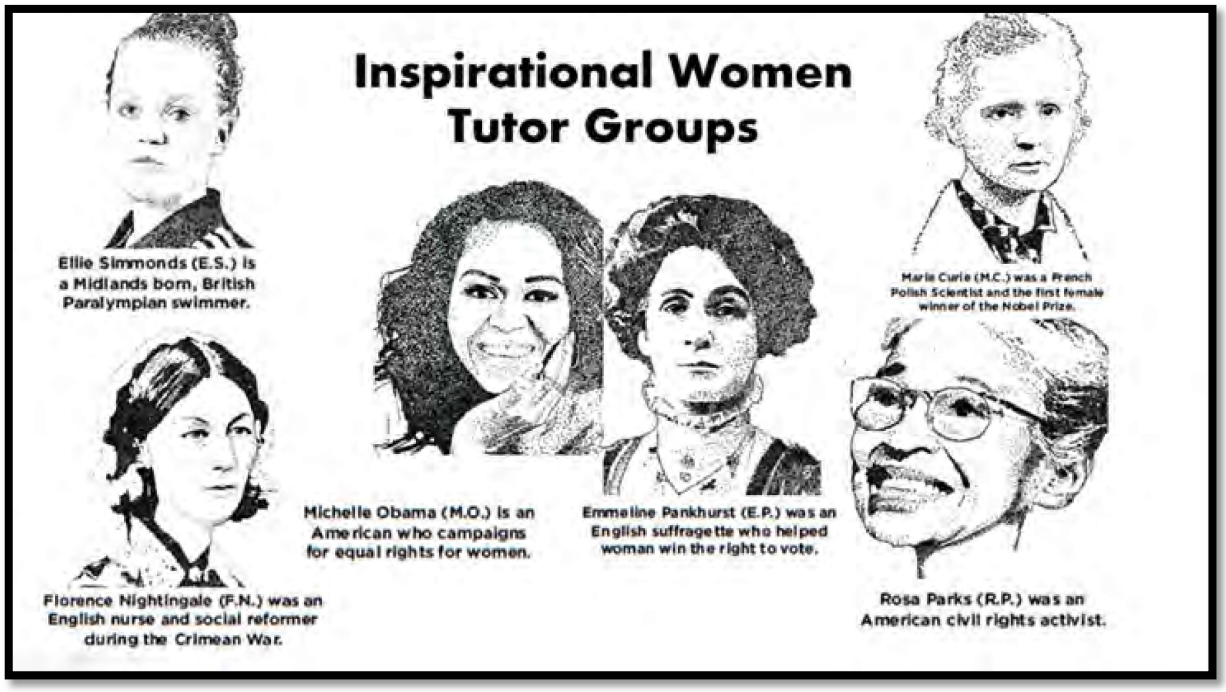
Our curriculum is delivered in a way that allows pupils to translate key knowledge to long term memory.

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 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, you will be enrolled in a highly rated local government pension scheme.

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 MyRewards.

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

BIRMINGHAM CITY COUNCIL DIRECTORATE OF CHILDREN, YOUNG PEOPLE AND FAMILIES

Selly Park Girls' School
Teacher of Mathematics
JOB DESCRIPTION

Salary Scale: MPS/UPS

As required by the School Teachers' Pay and Conditions Document.

LINE MANAGER:

The post holder is responsible to the Head Teacher in all matters and will be line-managed by **Head of Department**

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description may be amended at any time following discussion between the Head Teacher and the post holder.

SPECIFIC RESPONSIBILITIES

To undertake duties as described in the current School Teachers Pay and Conditions Document. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales, and subsequent Orders in terms of duties and working time, also any local agreements, LA Circulars and guidelines giving interpretations of teachers' conditions of service.

To fulfill the Teachers' Standards in England as published by the Department for Education.

GENERAL RESPONSIBILITIES:

A. STRATEGIC DIRECTION AND DEVELOPMENT OF CURRICULUM PROVISION IN THE SCHOOL

1. Contribute to a positive ethos in which all students have access to a broad, balanced and relevant curriculum;
2. Analyse and interpret relevant school, local and national data relating to the classes they teach and advise the Senior Leadership Team on the level of resources required to maximize achievement;
3. Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision within the classes they teach;
4. Consider the views of pupils and parents/carers and respond appropriately.

B. TEACHING AND LEARNING

5. Develop a classroom environment and teaching practice which secure effective learning across the breadth of the curriculum and provide a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behavior and discipline;
6. Support the identification of, and provision for students with additional educational needs within the classes they teach;
7. Regularly monitor progress of students within the classes they teach which is then reflected in teaching plans;
8. Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process;
9. Ensure setting of realistic and challenging expectations of students in the classes they teach;
10. Liaise effectively with staff to ensure the successful transition of students through the school;
11. Contribute fully to meetings, discussions and management systems necessary to coordinate the work of the school as a whole.

C. RELATIONSHIPS WITH STAFF

1. Achieve constructive working relationships with all staff;
2. Direct, organize and manage the work of support staff within the classes they teach;
3. Provide regular information to the Leadership Team on student progress.

D. EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

1. Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting teaching objectives;
2. Participate in the performance management system and agree objectives based on the Department Improvement Plan, Local Authority and nationally determined targets.

E. GENERAL

1. Promote the school's mission, aims, values and ethos, behavior policy, and other policies;
2. Perform the role of Form Tutor and carry out its attendant responsibilities;
3. Participate in the designated guidance and direction of pupils, including progress reviews and target setting meetings;
4. Contribute to the delivery of the Personal, Social, Health, and Economic Education (PSHEE), and the Careers Programme;
5. Attend assemblies, designated school functions(such as parents evenings, open evenings etc) and register the attendance of pupils;
6. Take on any additional responsibilities which might, from time to time, be determined.

Person Specification

TITLE OF POST: Teacher of Mathematics

Permanent, Full-time, Start Date: September 2023

Attributes	Essential	Desirable	How Identified
Qualifications	• QTS status • Qualification to the equivalent of degree level in a relevant subject (2:2 or above).	• Further relevant qualification in Mathematics.	• Evidence of paper qualifications.
Work Related experience and associated skills	• Knowledge and understanding of Mathematics at KS3 and KS4, and of strategies that improve understanding. • Good classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students. • Ability to encourage and maintain a good standard of discipline in the classroom through well focused teaching, positive relationships and good classroom management. • Ability to use appropriately a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students. • Sound understanding of assessment practices to secure excellent progress. • Ability to set clear and appropriate targets, feedback to students and make use of assessment information to promote each	• Ability to use research evidence to inform and improve teaching. • Experience of leading others. • Experience of leading CPD at departmental level.	• Application form will have paragraph on how experience fits person specification. • Evidence, from teaching a 60 minute lesson to a KS3/KS4 class, of relationships, class management, teaching and learning strategies, ability to engage students. • Interview questions on teaching and learning strategies, interventions, assessment of student work and its use and communication, and classroom management.

Attributes	Essential	Desirable	How Identified
	student's attainment and progress, and to plan future lessons. • Have a sound knowledge and understanding of current theory/research, pedagogy and best practice in education. • Ability to reflect on own practice. • Ability to differentiate and prioritise tasks appropriately.		
Specialist knowledge and understanding	• Secure knowledge and understanding of the knowledge, concepts and skills in teaching Mathematics. • Secure knowledge and understanding on sequencing and the National Curriculum in Mathematics.	• Able to make good use of ICT as a learning resource. • Knowledge of how to give positive and targeted support to students with special educational needs.	• Application form will have evidence fits person specification. • Interview questions will test specialist knowledge. • Evidence, from teaching a 60 minute lesson to a KS3/KS4 class,
Personal skills and attributes	• A commitment to supporting the vision, aims and values of Selly Park Girls' School. • Determination to encourage the highest quality of learning experience for all students. • A commitment to equal opportunities. • Ability to establish good and productive working relationships, and work well in a team. • Ability to communicate effectively to staff, students, parents, orally and in writing • Ability to meet deadlines. • Ability to use IT in all aspects of teaching and learning. • Able to empathise with young people and yet be firm, fair and consistent when	• Ability and willingness to offer extra-curricular activities.	• Evidence from the taught lesson of enthusiasm, empathy with young people, communication • Interview questions will cover (and ask for examples of) classroom management philosophy and practice, working in a team, how candidate evaluates equal opportunities in his/her lessons. • Ability to communicate effectively in the application form and at interview will be used as evidence on communication. • Evidence from references will reflect school's request for comments on personal skills and

Attributes	Essential	Desirable	How Identified
	dealing with them. • Excellent attendance and punctuality. • Ability to work in and to lead a team. • Enthusiasm, personal dynamism, and stamina. • Sense of humour and perspective. • Ambition. • Personal presence.		attributes (referees will be sent the job description and person specification).
Suitability to Work with Children	• Commitment to safeguarding and promoting the welfare of children and young people. • Successfully completed Safer Recruitment checks as detailed in Keeping Children Safe in Education (KCSIE).		• Pre-employment checks detailed in KCSIE. • Interview questions on safeguarding.

How to Apply

Closing date

The closing date for completed applications is **16 April 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 **Friday 21st April 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