

**APPLICANT INFORMATION PACK**  
**Lead Practitioner: Quality of Education**

**Welcome**  
 مرحبا  
 Willkommen  
 Bienvenidos  
 স্বাগত  
 Benvenuti  
 Ku soo dhawaada  
 Bienvenue  
 स्वागत

## Contents

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Letter from the Head Teacher .....	2
About our School.....	3
Our Head Teachers.....	4
Vision, Values and Priorities.....	5
Our Proud History.....	6
Senior Leadership Team .....	8
Organisation and Curriculum.....	9
Benefits of Working for Selly Park Girls' .....	13
Job Description .....	14
Person Specification.....	17
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

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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

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Selly Park Girls' School is a six form-entry girls' community school for pupils aged 11 to 16 years, which currently has approximately 793 pupils on roll.

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

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**Mrs Darwood**  
Head Teacher

I have worked at SPGS for almost 20 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 18 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

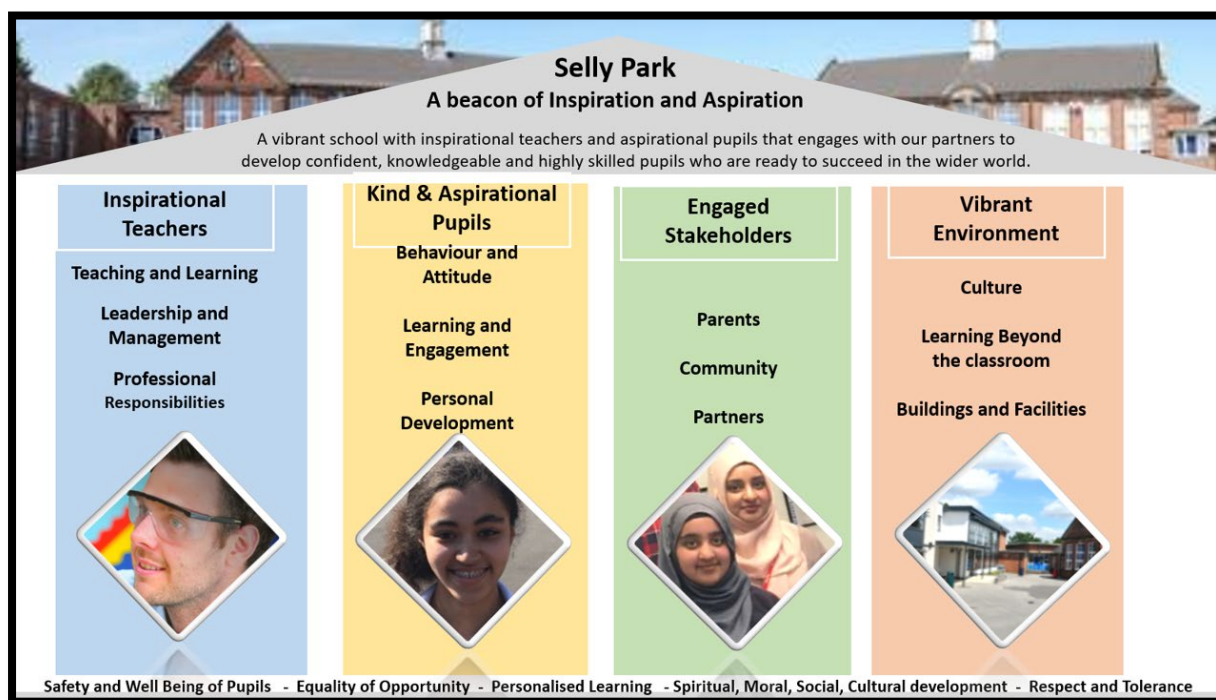
Governance

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 and 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.





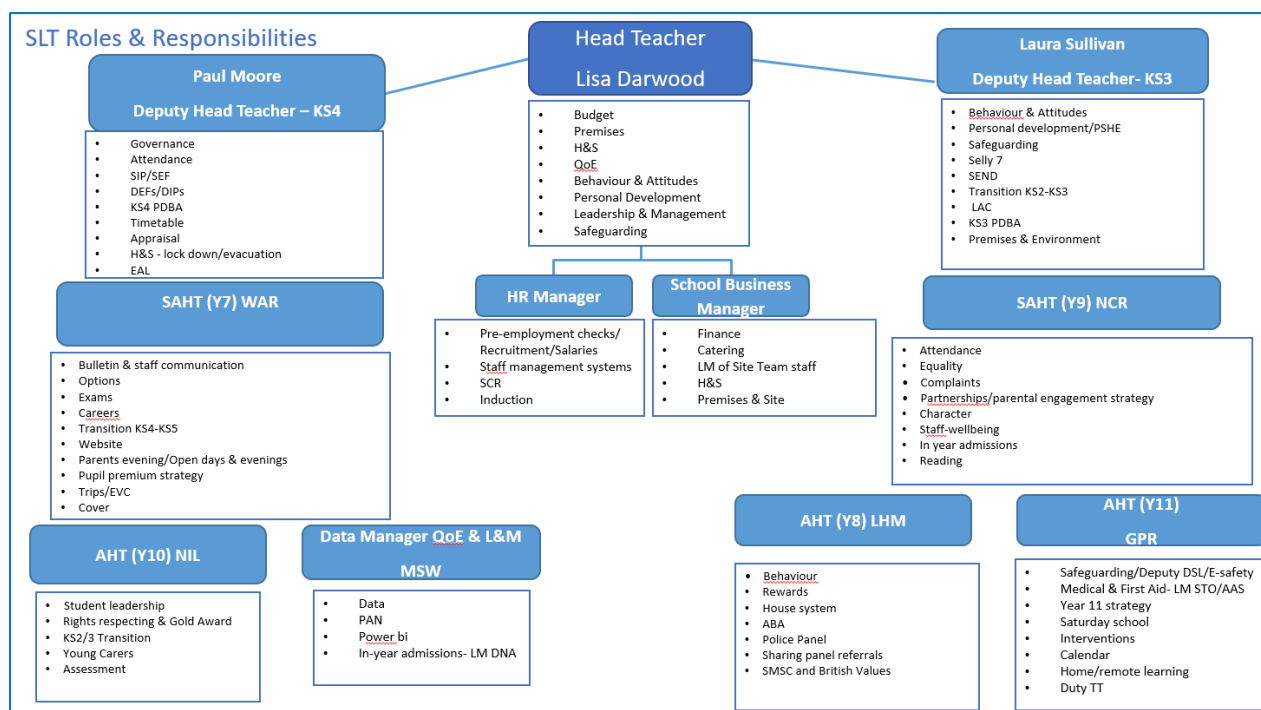
## Senior Leadership Team

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.

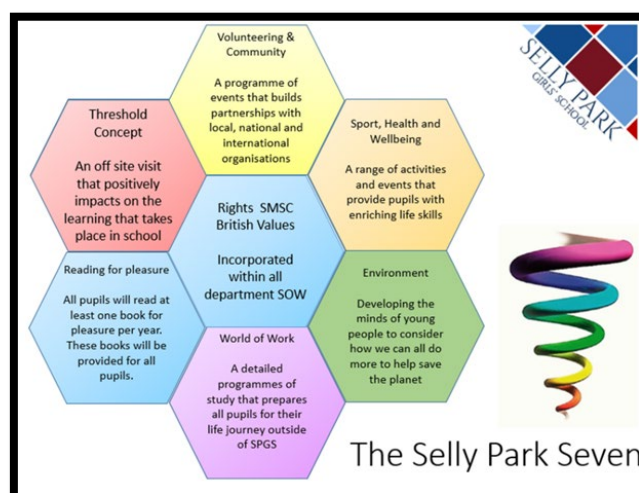
Our spiral curriculum builds on prior learning, whilst developing confident, knowledgeable and highly skilled pupils who are ready to succeed in the next stage of their education, training or employment.

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.

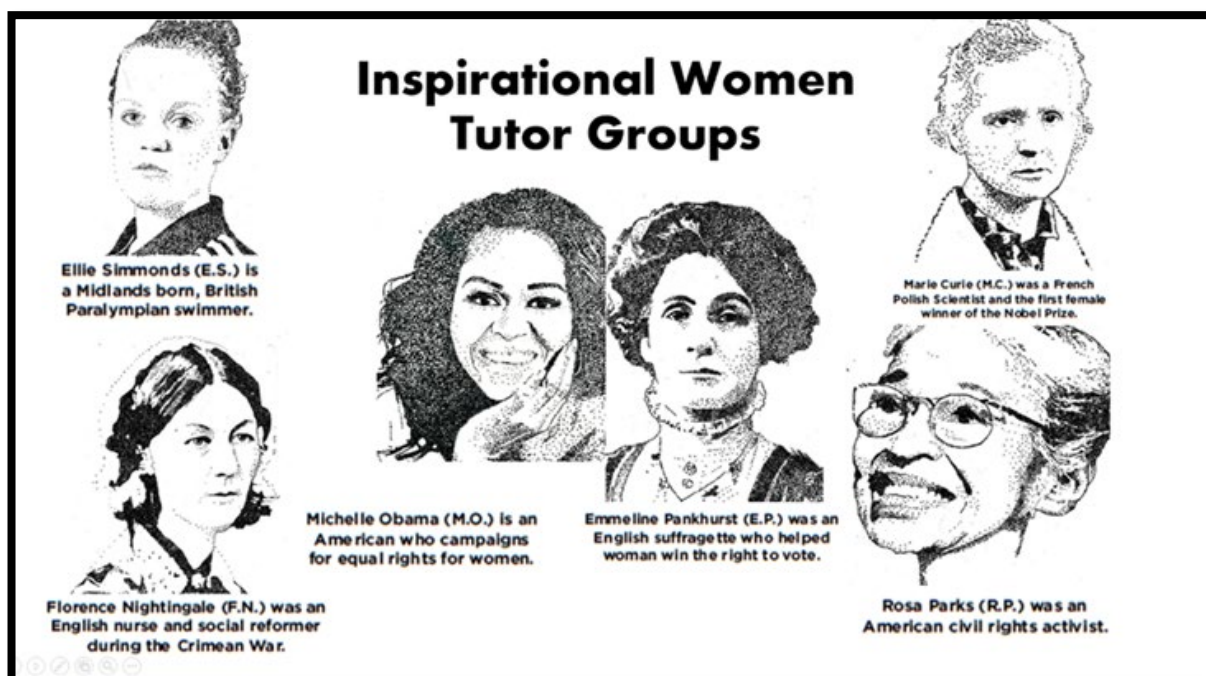
Middle leaders employ a 'spiral approach' to curriculum planning which ensures that students build on prior knowledge, thus avoiding 'cumulative disfluency'. As well as this key assessment objectives and units of knowledge are explicitly tracked across the curriculum to ensure full breadth of delivery.

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.

2016/2017	2017/2018	2018/2019	2021/22	2022/23
0.39	0.40	0.52	0.71	0.21



## Our Pupils

The best feature of our school is our pupils. They are friendly, well behaved and inquisitive. Many of our pupils 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.



## 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'

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### 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

You will be enrolled in the Teachers' 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.



## Job Description

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BIRMINGHAM CITY COUNCIL DIRECTORATE OF CHILDREN, YOUNG PEOPLE AND FAMILIES

### **Selly Park Girls' School Lead Practitioner JOB DESCRIPTION**

**Salary Scale: L9-13**

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

**Permanent, Full-Time**

#### **LINE MANAGER:**

The post holder is responsible to the Head Teacher in all matters and will be line-managed by a member of the **Senior Leadership Team**.

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.

#### **PURPOSE AND SCOPE**

You will play a leading and highly visible role in the improvement of quality of education for all students, ensuring the highest standards of curriculum planning, pedagogy and delivery; leading in the monitoring, evaluation and review of standards and provision across the curriculum.

#### **OVERALL 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

#### **SPECIFIC RESPONSIBILITIES**

A Lead Practitioner will be highly effective evidence informed and creative teacher. They will be a part of the strategic team leading curriculum development and implementation across school, and will skillfully support colleagues in the development of curriculum design, development, and implementation. They will also be responsible for leading professional learning at a whole school level related to curriculum & pedagogy. They will possess a deep understanding of research into curriculum, teaching and learning

## **MAIN DUTIES AND RESPONSIBILITIES**

1. To role model high standards of teaching.
2. To lead improvements in the quality of curriculum development & delivery.
  - 2.1. To contribute and lead items at the Quality of Education team.
3. To stay abreast of the latest developments in subject pedagogy and use this to drive improvements in subject area(s) of teaching.
4. Work 1-1 supporting colleagues to ensure high quality teaching.
5. To lead and contribute to CPD across the school.
6. To collaborate with external partners and to network to seek out best practice and secure ongoing high standards of teaching.
7. To support Heads of Department in effective curriculum design & implementation.
8. To contribute to the appraisal of staff, and the growth and development of teachers at all stages of their career.
9. To support the Heads of Department and the Senior Leadership Team in effectively monitoring the quality of curriculum & assessment and lesson delivery.
10. To be a part of a duty team and undertake the responsibilities desired.

## **TEACHING AND LEARNING**

1. To adhere to Teaching Standards
2. To maintain behaviour for learning in accordance with the policies and ethos of SPGS and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
3. To contribute to the development of schemes of work, assessments, resources and displays.
4. To keep up to date with marking, assessments and data entry.
5. To keep an accurate teaching record.

## **DEVELOPMENT OF CURRICULUM AND PEDAGOGY**

1. To contribute to the senior team responsibility for a broad and a balanced curriculum, and effective sequencing across all subjects.
2. Support the school's work and develop plans which identify clear targets and success criteria for its development and/or preservation.
3. Contribute to the design of quality assurance of teaching practices.
4. Contribute to whole school's development activities.

## **STANDARDS AND QUALITY ASSURANCE**

1. To uphold school procedures, policies and plans.

2. To attend meetings and events to fully support the school.
3. To attend relevant INSET courses and meetings within the local network and with outside agencies.
4. To take a professional approach to all aspects of the work.
5. Respect confidentiality: all confidential information should not be released to unauthorised persons.

### **STAFF DEVELOPMENT**

1. To take part in the school's staff development programme by participating in arrangements for further training and professional development.
2. To continue personal development in relevant areas including subject knowledge and teaching methods.
3. To ensure effective and efficient deployment of classroom support.
4. To contribute to the delivery of relevant training programmes.
5. To work as a member of the department team to contribute to positive effective working relationships within SPGS.

### **GENERAL**

1. Promote the school's mission, aims, values and ethos, behavior policy, and other policies;
2. Participate in the designated guidance and direction of pupils, including progress reviews and target setting meetings;
3. Contribute to the delivery of the Personal, Social, Health, and Economic Education (PSHEE), and the Careers Programme;
4. Attend assemblies, designated school functions (such as parents evenings, open evenings etc) and register the attendance of pupils;
5. Knowledge of the protected characteristics of the Equality Act 2010, and how to actively ensure in day-to-day activity in own area that those with protected characteristics are treated equally and fairly;
6. Take on any additional responsibilities which might, from time to time, be determined



## Person Specification

### TITLE OF POST: Lead Practitioner – Quality of Education

Attributes	Essential	How Identified
Qualifications	<ul style="list-style-type: none"> <li>• QTS status</li> <li>• Qualification to the equivalent of degree level in a relevant subject (2:2 or above).</li> <li>• Evidence of further professional development,</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of paper qualifications.</li> </ul>
Work Related experience and associated skills	<ul style="list-style-type: none"> <li>• Qualified teacher with significant teaching experience.</li> <li>• Experience at middle Leadership level.</li> <li>• Proven track record of implementing effective teaching strategies which ensure all children make progress.</li> <li>• Experience of whole school monitoring and the development of action plans to address issues identified.</li> <li>• Experience of leading change at whole school level to support school improvement.</li> <li>• Desirable; experience of school self-review and school improvement planning and evaluation.</li> <li>• Desirable; experience of delivering INSET and working alongside and supporting colleagues.</li> <li>• Desirable; experience of observing lessons and giving feedback to colleagues.</li> <li>• An up to date knowledge of Safeguarding Procedures and a commitment to safeguarding.</li> <li>• Experience of supporting pupils through transition at Key Stage or Year on Year.</li> <li>• Experience of using a range of performance data to evaluate pupil progress across the curriculum and ensuring appropriate interventions are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Application letter of how experience fits person specification.</li> <li>• Evidence of consistency in teaching at proficient or better from last two years' Performance Management.</li> <li>• Interview questions on work related experience.</li> </ul>

Attributes	Essential	How Identified
Specialist knowledge and understanding	<ul style="list-style-type: none"> <li>• Knowledge of Teacher Standards.</li> <li>• NQT induction and procedures.</li> <li>• Performance Management of teaching and support staff.</li> <li>• Knowledge of Educational Visits procedures.</li> <li>• Knowledge of up to date teaching strategies.</li> <li>• Knowledge and experience of coaching skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Application letter will have evidence fits person specification.</li> <li>• Interview questions will test specialist knowledge.</li> </ul>
Personal skills and attributes	<ul style="list-style-type: none"> <li>• A commitment to supporting the vision, aims and values of Selly Park Girls' School.</li> <li>• Determination to encourage the highest quality of learning experience for all students.</li> <li>• The ability to lead, organise and motivate a team.</li> <li>• Ability to deal positively with children, staff and parents.</li> <li>• Ability to implement Assessment for Learning.</li> <li>• Effective time management skills.</li> <li>• The ability to think strategically.</li> <li>• The desire to constantly evaluate and improve your own practice and learn from others.</li> <li>• The ability to support colleagues.</li> <li>• The ability to lead by example.</li> <li>• The ability to be flexible and have a 'can do' approach.</li> <li>• A commitment to equal opportunities.</li> <li>• The ability to form positive relationships throughout the school.</li> <li>• A sense of humour and the ability to keep things in perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview questions will cover examples of good practice.</li> <li>• Ability to communication effectively in the letter of application and interview will be used as evidence of communication.</li> </ul>
Suitability to Work with Children	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Successfully completed Safer Recruitment checks as detailed in Keeping Children Safe in Education (KCSIE).</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-employment checks detailed in KCSIE.</li> <li>• Interview questions on safeguarding.</li> </ul>

## How to Apply

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### Closing date

The closing date for completed applications is **11am Monday 4<sup>th</sup> March 2024**.

We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.

### Applications

Apply online [here](#).

### Interviews

Interviews are expected to take place in the week commencing 11<sup>th</sup> March 2024.

### Queries

For informal queries, please email [recruitment@sellyparkgirls.org](mailto:recruitment@sellyparkgirls.org) or call Georgia Foster, HR Manager, on 0121 472 1238.

### 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

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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 them 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>