



APPLICANT INFORMATION PACK

HR Manager

Start Date: As soon as possible



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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 and students consistently make better 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. Visits to the school are encouraged. Please contact our HR team to arrange a visit (recruitment@sellyparkgirls.org).

Yours faithfully

Lisa Darwood



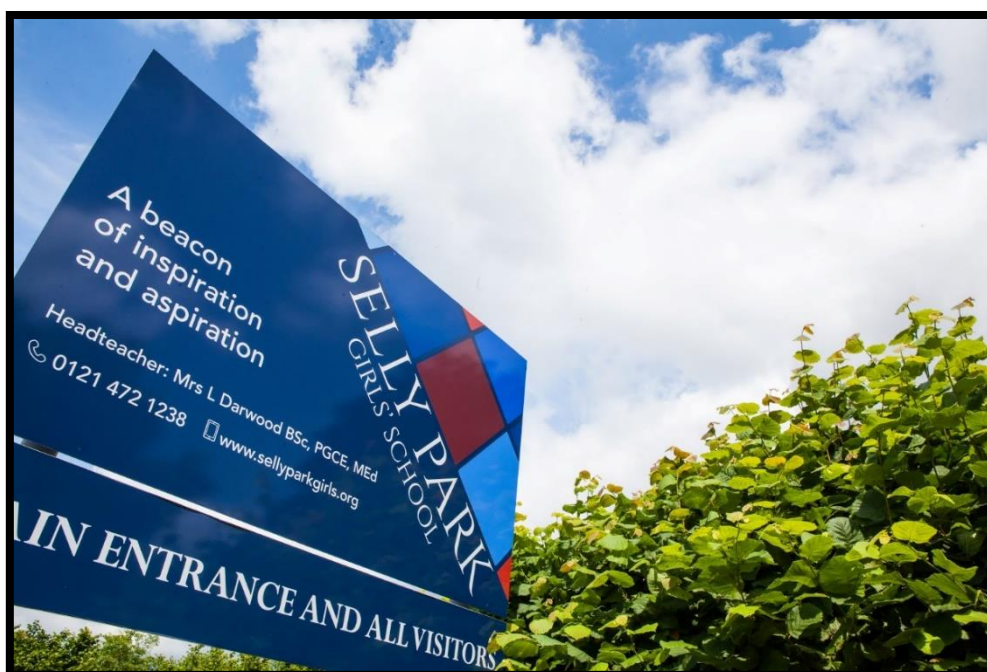
About our School

Selly Park Girls' School is a six form-entry girls' community school for pupils aged 11 to 16 years, which currently has approximately 820 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



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.



Mrs Sullivan
Deputy Head Teacher

I have served as an educator across Birmingham and Solihull for over 20 years, with 16 of those years spent in leadership roles. Growing up in South Birmingham has provided me with a deep understanding of the local community and the diverse population across the city. This background fuels my strong commitment to ensuring that our pupils receive the highest quality education and pastoral care that a school can offer. Guided by the principle that the education we provide should be good enough for my own children, I approach my work with a sense of responsibility and personal connection. I am truly privileged to be part of the Selly Park Girls' School community and look forward to contributing to its continued success and growth.



Mr M Barlow
Deputy Head Teacher

With over 15 years of experience in education and more than 8 years in leadership roles, I have built a broad range of expertise across all key areas of school life. I have worked across disciplines including teaching and learning, assessment, curriculum, behaviour and attitudes, attendance and exams, ensuring that every aspect of school life contributes to the holistic development of students.

I am deeply committed to fostering an environment where every student has the opportunity to thrive. As a passionate advocate for the transformational power of education, I firmly believe that schools should be the heart of the community, offering not just academic excellence but also a space that develops student's personal growth and well-being.

Selly Park is a great place to work with a fantastic reputation in the community and I am incredibly proud to be part of the Selly Park team.



Mr G Pritchard
Acting Deputy Head Teacher

I have been a teacher now for 18 years, with the past 5 years spent in senior leadership, all within Selly Park Girls' School. Throughout my time at the school, I have undertaken a wide range of responsibilities spanning curriculum development, pastoral care, safeguarding, and whole-school improvement, providing me with a well-rounded perspective on school leadership.

As someone who grew up in South Birmingham, I have a strong connection to the local area and a clear understanding of the community we serve. This insight informs my commitment to ensuring that all pupils have equal access to opportunities for success. I work proactively to identify and remove barriers to learning so that every student can achieve their full potential.

I take great pride in being part of the Selly Park community and remain dedicated to fostering a supportive, inclusive, and high-achieving environment for both students and staff.

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

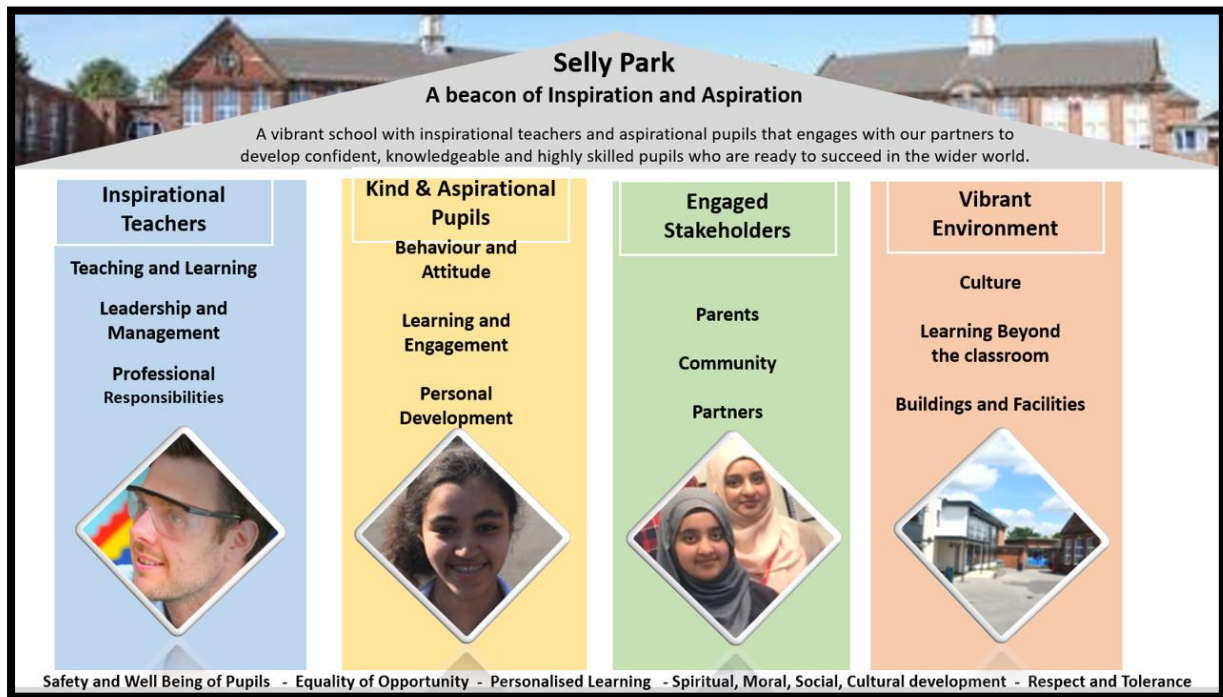
Research informed bespoke CPD

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:

- Head Teacher, Lisa Darwood
- Three Deputy Head Teachers
- Five Assistant Head Teachers
- Strategic Business Manager

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

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.

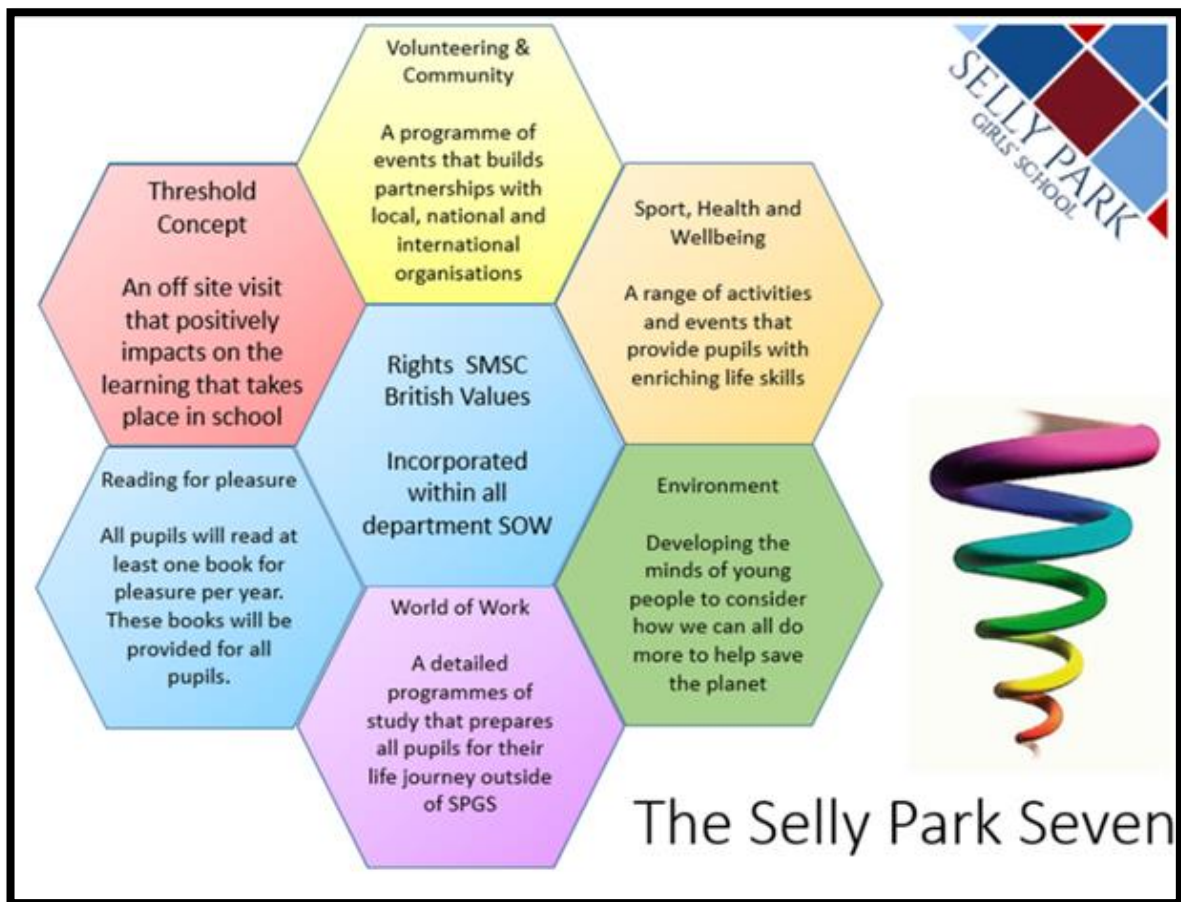
Character virtues are embedded throughout the school community through our unique 'Selly 7' which compliments and enhances our curriculum offer with a bespoke range of cultural capital opportunities delivering enriching experiences in a coherently planned way.

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

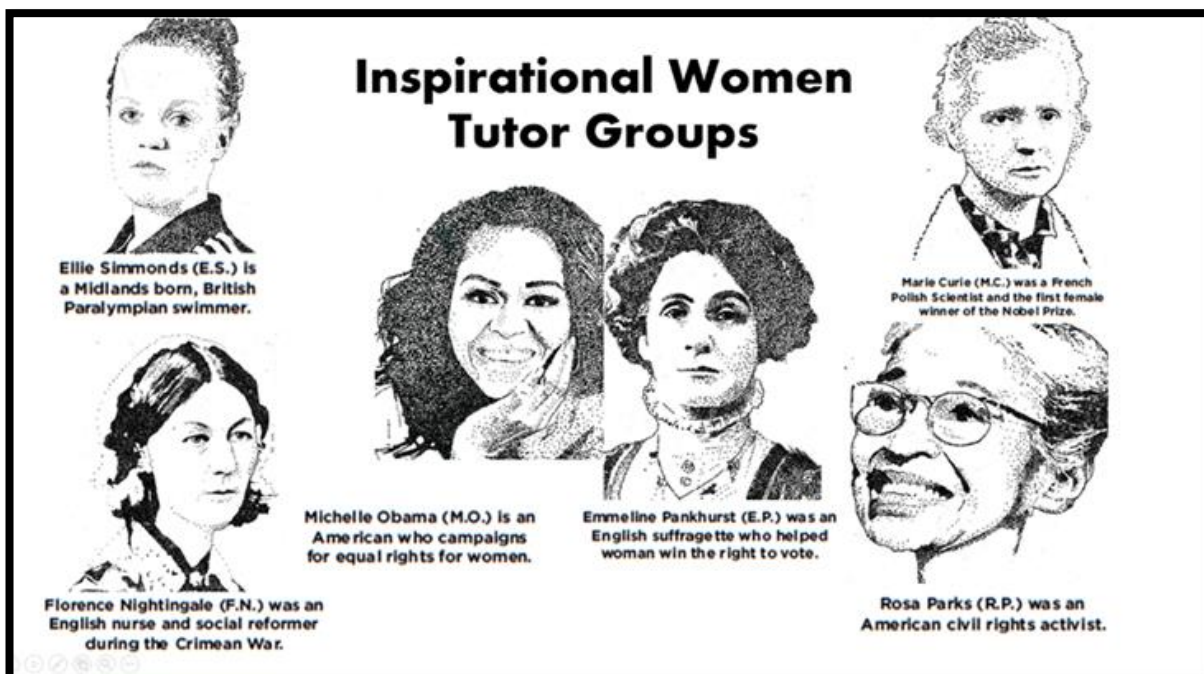
this key assessment objectives and units of knowledge are explicitly tracked across the curriculum to ensure full breadth of delivery.

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	2023/24
0.39	0.40	0.52	0.71	0.21	0.58

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 60% 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 80% 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 1:00pm 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

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.

Human Resource Manager

Job Description

Grade: GR4

1. Job Purpose

- 1.1 To provide an efficient and professional HR Support Service to the Head Teacher and the School.
- 1.2 Supporting the Senior Leadership Team in relation personnel management and development.

2. Key Responsibilities

- 2.1 With direction from the Head Teacher, liaise with staffing agencies to ensure suitable cover arrangements are in place.
- 2.2 Produce a data dashboard to support the SLT in workforce planning, attendance monitoring and staff turnover.
- 2.3 Annual review of Job Descriptions and Person Specifications to ensure roles deliver the service needed for school's development.
- 2.4 Undertake all recruitment campaigns as required, including; designing job advertisements, job descriptions, person specifications and updating the school's website with vacancies.
- 2.5 Preparation of all documents in relation to new employees. i.e. safer recruitment checks, pre-employment forms and liaise with the LA and payroll.
- 2.6 Manage and process DBS and Occupational Health checks within legal guidelines.
- 2.7 Carry out DBS and Safer Recruitment checks for governors.
- 2.8 Support the Lead Practitioner in registering NQTs/ECTs.
- 2.9 Preparation and presentation of all papers in relation to grievances and discipline cases.
- 2.10 Maintain the school's review of policies and the update the policy matrix, ensuring all polies for review are sent for governor approval on time.
- 2.11 Manage maternity leave and risk assessments.
- 2.12 Communicate with the Unions with regard to employee issues.

- 2.13 Resolve any pay queries from staff and arrange annual salary statements.
- 2.14 Take overall responsibility for updating and inputting information on to the Single Central Record, ensuring it is compliant at all times. Carry out regular audits of the SCR to ensure accuracy.
- 2.15 Organise Occupational Health requests as and when required.
- 2.16 Monitoring of annual reviews of performance for all staff and collate annual report for governor Pay Committee.
- 2.17 Manage the new staff induction process.
- 2.18 Monitor probationary periods for all new staff and make recommendations for future employment.
- 2.19 Provide manpower reports and statistical data for the Head Teacher in relation to recruitment/turnover, gender pay gap, absences and staff cover requirements.
- 2.20 Provide personnel reports for the Head Teacher to report to governors when required. Liaise with governors' clerk on relevant agenda items for meetings.
- 2.21 Attend and contribute to SLT meetings as and when required.
- 2.22 Support Line Managers in dealing with staffing issues.
- 2.23 Be instrumental in promoting staff wellbeing and positive mental health strategies.
- 2.24 Oversee the management of the school archive and ensure the school's document retention guidance is followed.
- 2.25 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.
- 2.26 Ensure all tasks are carried out with due regard to Health and Safety.
- 2.27 Undertake appropriate professional development including adhering to the principle of performance management.
- 2.28 To adhere to the ethos of the school:
 - 2.28.1 To promote the agreed vision and aims of the school.
 - 2.28.2 To set an example of personal integrity and professionalism.

2.29 Any other duties as commensurate within the grade in order to ensure the smooth running of the school.

3. Supervision Received

3.1 Supervising Officer's Job Title: Head Teacher

3.2 Level of supervision:

- ~~1. Regularly supervised with work checked by supervisor~~
- ~~2. Left to work within establishment guidelines subject to scrutiny by supervisor~~
3. 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 3.2 above)
None at present, this may change in the future.	-	-	-

5. Special Conditions

5.1 None

Person Specification

Method of Assessment (MOA)

AF Applica tion Form	C Certificate	I Interview	T Test or Exercis e	P Presentation
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Criteria	Essential	MOA
Education/ Qualifications NB: Full regard must be paid to overseas qualifications.	5 GCSE's or equivalent, including Maths & English at Grade 5 (C) or above is essential.	AF/C
	GCE Advanced Level or equivalent qualification is essential.	AF/C
	Degree or CIPD Level 5 qualification desirable but not essential	AF/C
Experience Relevant work and other experience	Previous successful experience working in a HR department supporting an organisation in their human resource management.	AF/I

	<p>Understanding of workforce data and how this data feeds into the School Improvement Plan.</p> <p>Experience of leading the implementation of personnel initiatives, from producing action plans to evaluation of impact.</p> <p>Successful experience of working to support and manage a substantial team of staff.</p> <p>Awareness and understanding of best practice to ensure safeguarding and child protection.</p> <p>Experience of working with confidential data, knowledge of GDPR guidance and safer recruitment processes.</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>
<p>Skills & Ability e.g. written communication skills, dealing with the public etc.</p>	<p>An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016.</p> <p>Excellent HR management practice, skills, knowledge and understanding.</p> <p>Good administrative, communication and interpersonal skills.</p> <p>Effective time management skills and ability to set and meet deadlines.</p> <p>Ability to lead and develop effective teams.</p> <p>Understanding of monitoring and evaluation.</p> <p>ICT and report writing competency.</p> <p>Leading by example.</p> <p>Understanding of team dynamics and development.</p> <p>Self-starter, ability to be self-reflective and improve on own development.</p> <p>Ability to contribute to the Extended Leadership Team.</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>

Training	Willingness to participate in further training and development opportunities offered by the school.	AF/I
	Readiness to undertake professional development training to keep up to date with new legislation and employment law.	AF/I
Other	Sets self and others high standards and targets and achieves them.	AF/I
	Ability to demonstrate commitment to Equal Opportunities.	AF/I
	Ability to relate to and promote the positive ethos of the school.	AF/I
	Excellent attendance and punctuality.	AF/I

This 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. 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 **8am on Wednesday 25th June 2025**.

Applications

- On school website
- My New Term
- TES

Expected Interview Date

Interviews are expected to take place on **w/c 30th June 2025**

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 processes, 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 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>

