

**Special Educational Needs and
Disabilities Coordinator (SENDSCO)**
Application Pack
Permanent, Full-Time
Salary: L8 – L12 (£63,688 - £70,275)



KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM



Opening a World of Opportunities



Table of contents

Section	Page number
Welcome from the Headteacher	3
About the School	5
Key facts and statistics about the school	8
About West Midlands Academy Trust (WMAT)	9
Job description	11
Person specification	14
How to apply	17
Privacy notice for job applicants	17
Our local area	18



Welcome from the Headteacher

25th September 2026

Dear applicant

This is an exciting opportunity for an exceptional leader to join Kings Norton Girls' School and Sixth Form and help open a world of opportunities for our students as our SENDCO. The post arises due to the internal promotion of the current postholder and is available from January 2026 on a permanent, full-time contract. Student outcomes at KNGS are consistently excellent. Provision for students with additional needs and our pastoral support are also strong. Our shared vision, "Opening a world of opportunities" underpinned by the values "Demonstrating *respect* and *courage* in order to *flourish*" is central to the school's culture and success.

You will be joining a highly effective and supportive school community, committed to collaboration and professional growth. We are seeking an exceptional and inspirational leader who is committed to ensuring that every student can achieve their full potential. The successful candidate will combine strategic vision with operational excellence, leading the school's SEND provision while contributing as a key member of the Extended Leadership Team. They will be passionate about inclusion, have high expectations for all learners, and be committed to removing barriers to success through high-quality provision, effective leadership, and evidence-informed practice. This role is therefore key in ensuring that every student's educational experience within our mainstream setting is both inclusive and aspirational.

We offer excellent CPD within a supportive culture. We invest in the professional development of our staff, so they meet their career potential. The school is committed to improving staff well-being. We also offer an Employee Assistance Programme, supportive well-being initiatives and workload reduction focus groups and a cycle to work scheme.

Kings Norton Girls' School is an 11–18 girls' school with a co-educational sixth form, oversubscribed in all year groups. Our sixth form is the first choice for A level study locally, with strong outcomes and excellent facilities. The school was judged Outstanding by Ofsted in 2019, and an ungraded inspection in **January 2025** confirmed that we have maintained and improved on these standards. Inspectors noted that "*Pupils thrive,*" "*This school feels like a community,*" and that "*The expectations for pupils' learning are consistently high across the school. Pupils achieve very well as the school takes great care to ensure they are supported to achieve their potential.*"

Page 17 of the application pack shares information on how to apply for this opportunity. Completed applications should be submitted by **8.00 am on Friday 9th October**. The selection day will take place on **Friday 16th October**. Contact details for the post are also included on page 17. Thank you for your interest in this exciting opportunity; as Headteacher of Kings Norton Girls' School and Sixth Form, I look forward to receiving your application and learning more about what you could bring to KNGS.

Yours sincerely

Mrs Laura Sullivan, Headteacher





Commitment to Safeguarding and Safer Recruitment Practices: We welcome applications from candidates of all backgrounds. WMAT is committed to safeguarding and promoting the welfare of children and young people.

This role is not exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. All shortlisted candidates will be subject to online checks and will be asked to complete a criminal records self-disclosure form. Successful candidates will be subject to an Enhanced Disclosure and Barring Service (DBS) check, satisfactory pre-employment checks, a health assessment, and the receipt of two satisfactory professional references. This role has been identified as public facing in accordance with Part 7 of the Immigration Act; therefore, the ability to fulfil all spoken aspects of the role with confidence in English will be required.



About the School

Background, Ethos and School Developments

The school: Kings Norton Girls' School and Sixth Form is an outstanding school within the West Midlands Academy trust (WMAT). The school was founded in 1910 and occupies a leafy twenty-three-acre site in one of Birmingham's most pleasant residential areas on the south side of the city. It is a very local school, with the vast majority of students living within 2 km of the school. This has enabled the development of a strong community feel and neighbourhood links. The school develops confidence in its students which, together with their enthusiasm for learning and their determination to succeed, creates a powerful dynamic for continued improvement. Staff well-being is a high priority, and as part of this, an Employee Assistance Programme is provided. Our vision and values are central to all we do as staff, students and school board members; our aim is to: ***'Open a world of opportunities. Demonstrating respect and courage in order to flourish.'***

Our students: There are presently 1,070 students on roll and the staffing establishment is 123, which includes the Headteacher, 67 teachers and 55 support staff. Team working is strong and we pride ourselves in the quality of our relationships and the tangible mutual respect and care which is in evidence across the school, which reflects our school values.

The school is a popular choice and is always over-subscribed with applications of 820+ for the 160 places in Yr 7 and 350+ for sixth form places. In 2015 we had our first intake of boys into the sixth form; numbers here have increased significantly. Our intake distance for entry into Y7 in 2026 was 1.828 km.

In 2026 GCSE attainment was excellent with 80% of all grades at 4+, 66% at 5+ and 26% at 7+. Our 2026 A level results achieved an average grade of a B- with 26% of all grades at A* to A and 60% at A* to B.





School Leadership: In our 2025 OFSTED inspection, it was confirmed that Leaders have a meticulous understanding of their school. Staff feel supported and empowered in their roles, are well informed and staff say that leaders engage well with staff in relation to their workload. The senior leadership team consists of

- Headteacher
- Deputy Headteacher: Curriculum
- Deputy Headteacher: Students
- Assistant Headteacher: Data, Timetable, Examinations
- Assistant Headteacher: Teaching and Learning, Pupil Premium
- Associate Assistant Headteacher: DSL (currently on maternity leave)
- SENDCO (Extended Leadership Team)

This well-established team are supported by 7 Faculty Leaders, 2 Heads of Key Stage, Head of Sixth Form and a wider team of Subject and Key Stage Leaders. Staff work very closely to ensure the highest standards and aspirations in all aspects of school life. Our faculty structure is as follows: -

- English
- Maths
- Science: Including Computer Science and Psychology
- Humanities: Including RE, History, Geography, Sociology and Business Studies
- Arts: Music; Drama; Art; Textiles; Design and Technology; Food, Preparation and Nutrition and Health and Social Care
- PE
- MFL: French and Spanish

Our full curriculum structure can be found at <https://www.kngs.co.uk/curriculum/overview/>

Governance: As part of WMAT, the KNGS School Board sits within the Trust governance structure. Overseen by the WMAT Board of Trustees, the School Board oversees the school and has an extensive range of delegated responsibilities as follows: -

- Champion and foster WMAT's mission and principles in the school.
- Support the implementation of the school's vision, aims and objectives.
- Establish procedures for receiving the views of the school community, and ensure that the self and external evaluation outcomes (supported by the views of the school community) inform the School Development Plan.
- Contribute to and approve the school's self-evaluation and School Development Plan.
- Contribute to the development of the school budget and monitor the in-year financial position.
- Support and challenge the performance of the school through receiving and considering:
 - Self and external evaluation outcomes.
 - Information about staffing.
 - Work supported by WMAT centrally funded resources and the impact of this.
 - Overview of the curriculum, its adaptation for cohort characteristics, its implementation and its impact (which may also be SDP priorities / Lead Governor roles).



- Quality of Education including information / data regarding pupil progress and attainment (including KS4 and KS5 outcomes), attendance, and behaviour and attitudes for learning (including suspensions and exclusions), Safeguarding, SEN, and Careers Education Information Advice and Guidance (CEIAG).
- Quality of Teaching.
- Any MAT or external reviews or quality assurance.
- Information regarding the implementation and impact of the School Development Plan, including through Lead Governor roles and visits.
- External reviews or assessments of school provision, including Ofsted reports.
- Ensure that School Board members are supported to enhance their skills and knowledge, including undertaking training as required.
- Make and be involved in decisions in accordance with the Scheme of Delegation; and
- Provide feedback and challenge to the Board of Trustees as advocates for the school.

Our school board is exceptionally supportive yet provide the necessary challenge to help drive standards even higher. They bring expertise from both education and commerce and play an active part in the life of the school.

Our networks: We are widely connected locally, working closely with South Network Schools, this brings a richness of collaboration around leadership, curriculum and inclusion. As part of this network the school is involved in developing and delivering on strategies to raise students' achievement and provides significant support for both teaching and support staff. As a member of WMAT, this has not changed and the additional benefits of cross school collaboration remain extremely valuable.

Professional Development: Professional development is a significant aspect of life at the school and is integrated into the school week. Staff are encouraged to deepen their subject knowledge and professional skills at all stages of their career. All staff new to the school participate in an induction programme and there is continued support for career growth.

Professionally this is a school with the very highest of expectations and aspirations but equally is richly rewarding. Staff are friendly, welcoming and supportive of colleagues. Our purpose is to ensure that the students, and the staff, all achieve the highest standards of which they are capable.





Key Facts and Statistics about the school

Type of School	Multi Academy Trust. Non-selective comprehensive girls' school, age range 11-16: Co-educational sixth form post 16.
Location	South Birmingham in the suburb of Kings Norton, West Midlands.
Age range	11—18
Number of students	1070
Number of staff	1 Headteacher, Teaching 67, Support 55
Date school established	1910
External recognition	Ofsted rating: Outstanding, July 2019; ungraded inspection January 2025, maintained and improved standards.
Attendance	94% YTD July 2026.
Pupil Premium	Year 7 to 11: 28%
SEN	17%
EAL	12%

The school's academic achievements 2026

GCSE Results	26% of all grades were at 7+ 66% of all grades were at 5+ 80% of all grades were at 4+
A Level Results	26% of all grades were A* to A 60% of all grades were A* to B Average grade: B-
Progress 8	+0.64 (2024); +0.67 (2023)
University Admissions	Our students progress to high-quality destinations; they are successful with applications to Russell Group universities, Oxbridge (in 2026 successful entry to medicine and History/Politics), degree apprenticeships, conservatoires, many other top universities and carefully planned gap years.



About West Midlands Academy Trust (WMAT)

WMAT has approximately 500 staff and 4000 students. At the heart of our Trust is our vision: “Achieving more together.” This vision drives everything we do, as we work to equip young people with the knowledge, skills, and mindset to thrive academically, socially, and personally, not only during their time in school, but also in the workplace and in life. The Trust’s culture is driven by our vision of “Achieving more together” which is realised through:

- A relentless focus on delivering an excellent quality of education across all our academies, ensuring strong progress and attainment for all students.
- A commitment to personal development and well-being for both staff and students.

At WMAT, we believe in “achieving more together” through shared commitment, strong leadership, and a focus on continuous improvement, creating a brighter future for every student. The Trust’s vision is supported by its values of:

- Integrity
- Collaboration
- Aspiration
- Respect
- Equality and Inclusion.

We pride ourselves on: -

- Genuine collaboration between academies, where sharing expertise and providing mutual support is fundamental.
- Collective responsibility, ambition, and high expectations for all staff and students across the Trust.
- Supported accountability, driven by a collaborative, reciprocal and robust Trust quality assurance programme, to ensure we achieve our goals together.
- High-quality, tailored staff professional development to support continuous growth.
- A staff-focused culture, where the role of leaders is to facilitate exceptional provision, enabling staff to perform at their best for the benefit of our students.

We also understand the importance of respecting individual school identities, whether through their names, logos, uniforms, timetables or curricula. While we adopt a strategic approach that is responsive to the needs of each school, we recognise that one size does not fit all as we look towards future opportunities.

Our operational model focuses on: -

- Earned autonomy with accountability, offering schools variable delegations and freedoms based on performance and need.
- Shared services that maximise efficiency, reduce costs, and enhance school leadership capacity to prioritise educational provision.
- Central policies designed to foster collaboration, ensure compliance, and ease workload pressures. School led policies such as Behaviour for Learning, reflect the individual needs of the school.
- Financial sustainability is also a key priority for us. The Trust and the individual schools within it are financially secure and sustainable.
- School led budgeting with a focus on each school being financially self-sufficient, ensuring resources are allocated effectively to teaching and learning, and pupil support alongside strategic estates and resource management.



- We prioritise “good growth “, expanding the Trust thoughtfully to ensure the right schools join at the right time.
- A conducive physical environment that sets high expectations for learning and work, supported by an efficient central team and infrastructure.

We are proud of many developments over the past year, both at Trust and individual school level. Now WMAT is at a point of change, with exciting opportunities for growth; these are based on our strong foundations in all aspects of educational excellence, finance and operations, leadership and management and Trust and school governance.

Executive Leadership Team

- Chief Executive Officer: 0.4 FTE
- Chief Finance and Operations Officer: 1.0 FTE
- Three Headteachers of the founding schools at point of transfer/conversion.

Shared Services (currently)

- Head of HR: 1.0 FTE
- IT Lead: 0.4 FTE
- Estates Lead: 0.4 FTE
- Marketing Lead: 1.0 FTE

Finance teams: This team is based centrally at Swanshurst School and supports all schools in WMAT.





Job Description

Job purpose: To provide strategic leadership and oversight of SEND provision, ensuring pupils with SEND receive high-quality, inclusive support that enables them to overcome barriers to learning, make strong progress and achieve positive outcomes. Working collaboratively with staff, families and external agencies, the SENDCO promotes a whole-school approach to inclusion while supporting teachers in meeting the needs of all learners.

Key Responsibilities:

➤ Strategic Leadership and SEND Provision

- Lead the strategic development, implementation and evaluation of SEND provision across the school.
- Contribute to whole-school improvement planning, self-evaluation and the promotion of an inclusive culture.
- Lead effective systems for the identification, assessment, provision, intervention and review of SEND, ensuring timely and appropriate support.
- Ensure pupils with SEND are fully included in school life and involved in decisions about their support.
- Ensure the views, wishes and aspirations of pupils with SEND and their families are central to planning, provision and decision-making.
- Ensure the school meets its statutory responsibilities under the SEND Code of Practice, Equality Act and related SEND legislation.
- Maintain accurate SEND records, including the SEND register, EHCPs and learning profiles, ensuring they inform effective provision.
- Monitor developments in government policy, educational reform, and SEND legislation, evaluating their implications and leading the implementation of necessary changes to provision, processes, and practice across the school.

➤ Progress, Assessment and Outcomes

- Lead the setting, monitoring and review of appropriate targets and outcomes for pupils with SEND.
- Establish systems to track and analyse progress, achievement and wider outcomes for pupils with SEND.
- Evaluate the impact of interventions and provision, adapting approaches where necessary.
- Use assessment information to identify barriers to learning and priorities for improvement.
- Report on SEND provision, outcomes and impact to school leaders and governors.

➤ Teaching, Learning and Adaptive Practice

- Work with school leaders to promote high-quality, inclusive teaching and learning.
- Support staff to understand and meet individual needs through effective adaptive teaching and personalised approaches.
- Promote evidence-informed strategies that remove barriers to learning and participation.
- Identify SEND-related teaching and learning priorities and coordinate relevant staff development.
- Support staff to use assessment information effectively to inform responsive teaching.

➤ Attendance, Behaviour, Wellbeing and Safeguarding

- Work with pastoral and leadership teams to identify and address barriers to attendance, engagement and inclusion.
- Promote positive behaviour, wellbeing and a sense of belonging for pupils with SEND.
- Work with safeguarding staff to ensure concerns relating to pupils with SEND are identified and acted upon appropriately.
- Support pupils to develop the confidence, resilience and skills required for future success.

➤ EHCPs, Statutory Duties and Examination Access

- Lead and coordinate EHCP processes, ensuring statutory duties and timescales are met.
- Ensure provision specified within EHCPs and other statutory plans is implemented, monitored and reviewed.
- Coordinate and quality assure Annual Reviews for pupils with EHCPs, ensuring recommendations are accurately recorded and submitted within statutory timescales.
- Coordinate examination access arrangements alongside the Exams Officer, ensuring compliance with regulations and timescales.
- Maintain accurate statutory records and evidence.



➤ **Transition and Preparation for Adulthood**

- Lead effective transition arrangements at all key stages and points of transfer.
- Work collaboratively with pupils, families, staff and external providers to ensure continuity of support.
- Ensure transition planning reflects pupils' strengths, needs, aspirations and preparation for adulthood.
- Promote positive destinations, including further education, employment, independent living and community participation.

➤ **Multi-Agency Working and Partnerships**

- Develop effective partnerships with pupils, families, staff and external professionals.
- Coordinate referrals, assessments and specialist support, ensuring recommendations are implemented and reviewed effectively.
- Lead multi-agency collaboration to secure positive outcomes for pupils with SEND.
- Commission and coordinate specialist provision and external support where required.

➤ **SEND Provision, Funding and Resources**

- Lead the development, implementation and review of SEND Support and EHCP provision plans.
- Oversee the allocation and effective use of SEND budgets and funding, ensuring resources are linked to identified need and intended outcomes.
- Monitor SEND expenditure and advise school leaders on resource deployment and priorities.
- Ensure staffing and resources are deployed effectively to maximise pupil outcomes.
- Line manage and develop the SEND team.
- Coordinate SEND-related CPD to build staff knowledge, skills and confidence.

➤ **Communication and Information Management**

- Communicate effectively with pupils, parents, staff, governors and external agencies.
- Ensure relevant information regarding pupils' needs, provision and progress is shared appropriately.
- Maintain accurate, confidential and up-to-date records.
- Provide clear and timely reports and information to stakeholders.
- Maintain and review the school's SEND Information Report.
- Contribute to the schools Inclusion strategy as required.

➤ **General Extended Leadership Roles and Responsibilities**

- To carry out the duties of a school teacher as set out in the latest School Teachers' Pay and Conditions document.
- Have a strategic vision in all areas of responsibility.
- To support the work of the whole leadership team.
- Support Faculty Leaders and the SLT in the leadership, development and delivery of the curriculum and pastoral care.
- To make a significant individual contribution to and gain a high level of commitment from others towards the achievement of whole school vision and objectives.
- Promote the school as a dynamic and forward-thinking centre of excellence.
- Promote the school vision and values in all aspects of their work.
- Model at all times behaviours which create a culture of mutual respect, support and challenge so that all feel confident to improve practice.
- Make a major contribution to the smooth running of the school on a day-to-day basis.
- Act and communicate in a way which is consistent with agreed plans, following through on decisions made.
- Support, challenge, and hold to account, all staff in delivering the highest quality provision for students across the school.
- Participate actively in the work of the School Board, including preparing reports for Board meetings and attending and presenting within their area of responsibility.
- Provide information as required for WMAT Board of Trustees meetings.
- Actively participate in the work of WMAT, liaising with and supporting other schools in the Trust as appropriate.



- Contribute to ensuring that the leadership team has a presence at whole school functions, parent's evenings and events.
- Be committed to personal professional development.
- Lead staff working and UPR groups as required.
- Contribute to related areas of the SEF and SDP.
- Work with external services.
- Line management of Faculty and support staff as required.
- Development and implementation of relevant policies.
- Contribute to the work of the South Area Network.
- Communicate and work with parents and carers.
- Liaise with the WMAT Marketing Lead to ensure appropriate celebration and communication of events and student outcomes and successes.
- Support the HR functions as required.

Safeguarding: The school is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undergo all necessary safeguarding checks in line with statutory guidance, including an enhanced DBS check.

Additional Duties: The postholder will undertake any other duties commensurate with the role as directed by the Headteacher.

Ethos and values: As a member of staff at this school, you are expected to act in accordance with the ethos of the school at all times and follow all policies and the staff code of conduct. You can expect to have opportunities to contribute to the growth of the school, and for your professional development to be furthered.

General

- To carry out other duties commensurate with the grade and nature of the post.
- To participate in the school's arrangements for performance management and continued professional development.
- Contribute to whole school policy development through communication routes and consultative procedures.
- Support school in meeting the Keeping Children Safe in Education (KCSIE) agenda in respect of safeguarding.
- The post-holder is expected to make themselves aware of and comply with KNGS Health & Safety Policy, including functions delegated to their role within the policy and to report any concerns to the appropriate person. This will support the school in meeting the well-being agenda in respect of health and safety of students.
- To actively participate in professional development opportunities as required by the school for the role.

Note: This job description is not necessarily a comprehensive definition of the post. The post holder is required to be flexible in developing the role in accordance with changes within the KNGS management agenda and priorities. It may be subject to modification or amendment at any time after consultation with the holder of the post. The job description will be reviewed at least once every two years as part of the appraisal process.



Person Specification

The following outlines the key skills and experiences required for this position. The shortlist process will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area, and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in an appropriate context. You should refer to these requirements when completing your application, and short-listed candidates will be expected to demonstrate these through the subsequent selection process.

ESSENTIAL	DESIRABLE
QUALIFICATIONS	
• Qualified Teacher Status (QTS). • Degree-level qualification.	• National Award for SEN Coordination (NASENCo). • National Professional Qualification (NPQ) or other relevant leadership qualification. • Evidence of continued professional development in SEND, inclusion and school leadership.
EXPERIENCE	
Experience/evidence of the following: - • Successful teaching experience with evidence of securing strong outcomes for students. • Leading and developing SEND provision across a school. • Improving outcomes for students with special educational needs and disabilities. • Working effectively with parents, carers and external agencies to secure positive outcomes for students. • Using data and evidence to identify need, evaluate provision and drive school improvement. • Leading, managing and developing staff. • Contributing to whole-school self-evaluation and improvement planning. • Teaching at Key Stage 3 and 4 • A secure understanding of safeguarding and child protection requirements.	Experience of the following: - • Being a member of a school leadership team. • Strategic leadership within a school. • Working collaboratively across schools, partnerships or trusts. • Teaching at Key Stage 5. • Teaching students who are not secondary ready.
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	
• Excellent knowledge of the SEND Code of Practice and current SEND legislation. • A secure understanding of safeguarding requirements, including Keeping Children Safe in Education. • A strong understanding of high-quality teaching and adaptive practice that enables all learners to succeed. • Knowledge of effective curriculum adaptation and reasonable adjustments to support student achievement. • A thorough understanding of barriers to learning, including SEND, attendance, behaviour, literacy and SEMH needs.	



• Knowledge of evidence-informed approaches to improving outcomes for students with additional needs. • An understanding of current educational developments, accountability measures and inspection frameworks. • Knowledge of effective systems for assessment, monitoring, intervention and provision mapping. • A commitment to ensuring that all students can access an ambitious and inclusive curriculum.	
LEADERSHIP AND MANAGEMENT	
• Provide strategic leadership for SEND and inclusion across the school. • Develop, implement and evaluate a clear vision for SEND that aligns with whole-school priorities. • Lead and manage staff effectively, fostering a culture of accountability, collaboration and continuous improvement. • Inspire, challenge and support colleagues to deliver high-quality inclusive practice. • Use data intelligently to inform decision-making, monitor impact and improve outcomes. • Lead professional development that enhances staff expertise in SEND and adaptive teaching. • Build strong and effective partnerships with students, families, governors, external agencies and trust colleagues. • Manage resources effectively to ensure the best possible outcomes for students. • Contribute to the work of the Senior Leadership Team, providing strategic direction and support for whole-school improvement. • Remain informed of national policy, legislative developments and educational reform, ensuring that provision remains compliant, effective and forward-thinking. • Lead change effectively and demonstrate the resilience, creativity and innovation required to drive continuous improvement.	
PROFESSIONAL COMPETENCIES	
• Be an excellent classroom practitioner with credibility amongst colleagues. • Demonstrate excellent analytical and problem-solving skills. • Communicate clearly, confidently and effectively, both verbally and in writing. • Be highly organised and able to manage multiple priorities effectively. • Demonstrate sound judgement and the ability to make informed decisions. • Work collaboratively while maintaining high expectations and accountability. • Be reflective and committed to continuous professional learning.	



• Show the confidence and presence required to influence practice across the school.	
PERSONAL QUALITIES	
• Be driven by a strong moral purpose and unwavering commitment to inclusion. • Have high expectations of themselves, colleagues and students. • Demonstrate integrity, honesty and professionalism at all times. • Be approachable, empathetic and able to build positive relationships across the school community. • Demonstrate resilience, emotional intelligence and self-awareness. • Maintain confidentiality and exercise discretion where appropriate. • Treat all members of the school community with dignity, fairness and respect. • Promote a culture of ambition, belonging and opportunity for all. • Champion staff wellbeing while maintaining a relentless focus on improving outcomes for students. • Act as a visible and positive role model who embodies the school's values and ethos.	



How to apply

Submitting your application: Applications must be made online and on the Trust's application form via the My New Term recruitment portal; we do not accept CV applications. Your application's supporting statement should, of course, address key aspects of the person specification and should be no longer than 1200 words. An additional covering letter is not required.

Key dates

Closing date and time	8.00 am, Friday 9 th October
Selection day	Friday 16 th October

Opportunities to find out more: We hope that what you have read motivates you to find out more about our school and ultimately, apply for this role. Opportunities for conversations and visits to the school, up until the deadline date for applications, can be arranged by contacting Ms Gemma Cartin, Deputy Headteacher (Curriculum) via email gwoodward@kngs.co.uk.

Should you have any questions relating to the application process please contact Mrs Denise Wilson, PA to the Headteacher dwilson@kngs.co.uk

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Privacy notice for job applicants

This privacy notice advises job applicants of the school's data protection responsibilities on the collection and processing of their personal information. We collect and process your personal data as part of the recruitment process in relation to the role you are applying for. We are committed to being transparent about how we collect and use that data and to meeting our data protection obligations. We are required to explain how and why we collect such data and what we do with that information. This notice will also provide information as to what you can do about your personal information that is held and processed with us. We have appointed Matt Henry, Data Protection Officer as the person with responsibility for ensuring that applicants' personal information is held and processed in the correct way. He can be contacted at mhenry@wmatrust.co.uk. Questions about this policy, or requests for further information, should be directed to him.

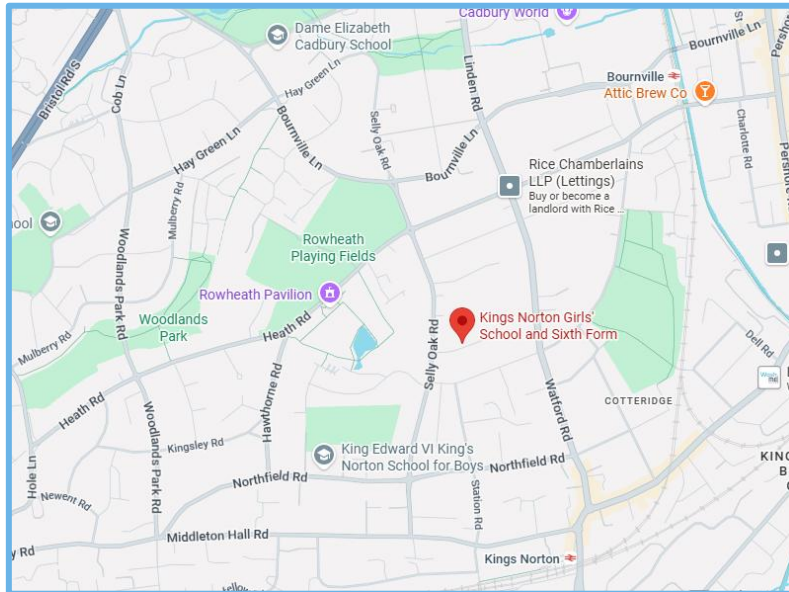
You can find our privacy notice on our website at <https://www.kngs.co.uk/wp-content/uploads/2022/05/Privacy-Notice-Job-Applicants-v2-May-2022.docx.pdf>

Submission of your application form confirms that you have read and understood our privacy notice.



Our local area

Kings Norton Girls' School and Sixth Form is located in the leafy suburb of Kings Norton, closely bordered by Bournville which benefits from green open spaces. The area is renowned for its exceptional schools at both primary and secondary level. KNGS is well connected to local transport links, including the Birmingham Cross City rail line from Redditch to Lichfield, with 2 adjacent train stations: Kings Norton and Bournville.



KNGS is part of the South Area Network (SAN) of Secondary schools. KNGS takes an active part in the SAN, a grouping of 21 secondary schools in South Birmingham that includes mainstream (both mixed and single sex) alternative provision and SEND specialist settings. SAN focuses on collaboration, professional development, and sharing resources through initiatives, this culminates in a cross-network training afternoon between schools each February and celebration of the Arts at an event in June. The SAN also facilitates a collaborative sharing panel to support those students that may be struggling in their home school, with all schools playing an active part in both referring and receiving student referrals.

The area our school serves, offers a strong sense of community with a mix of residential neighbourhoods and local amenities. Our school is within easy reach of the 2 other schools in our Trust; Hall Green Secondary School and Swanshurst School, this supports collaborative working.