



APPLICANT INFORMATION PACK

SENCO

Start Date: September 2025



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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



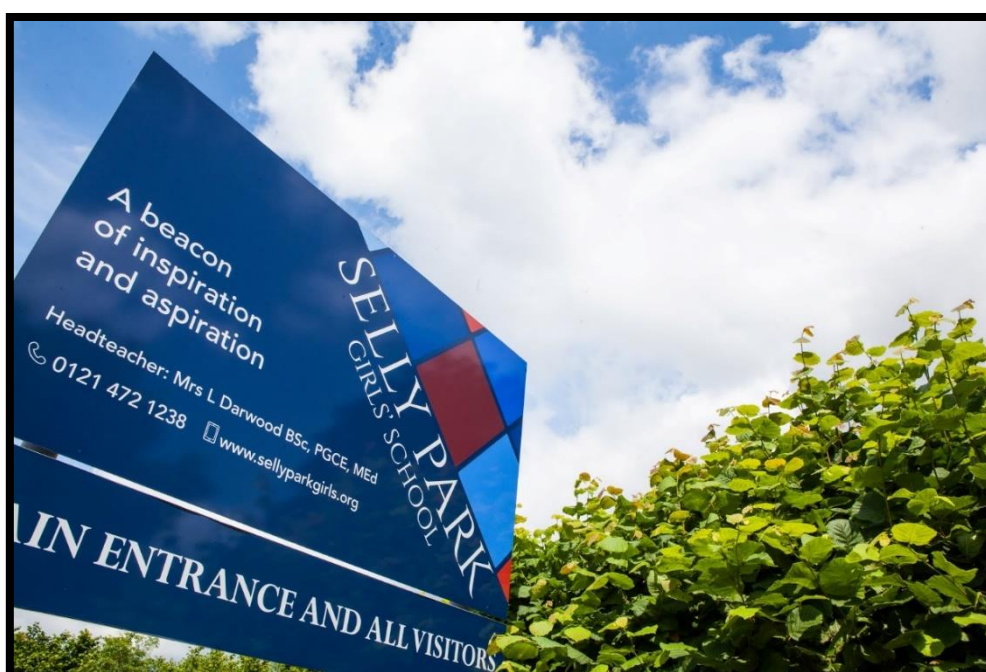
About our School

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

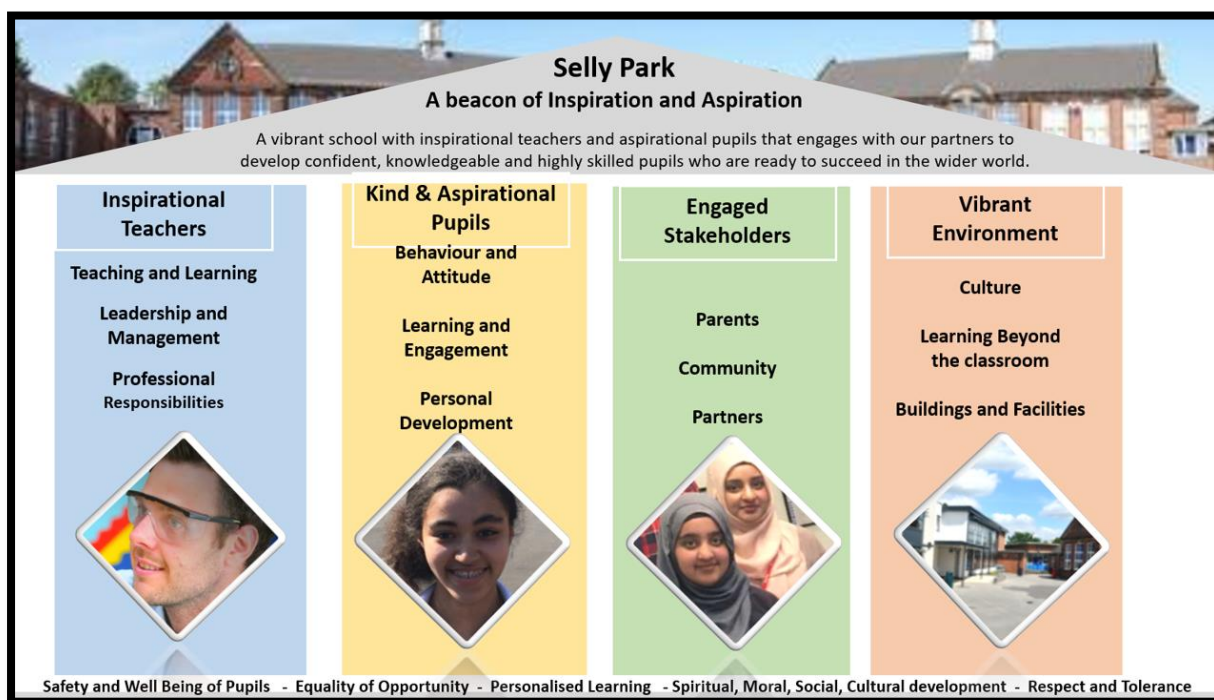
Research informed bespoke CPD

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

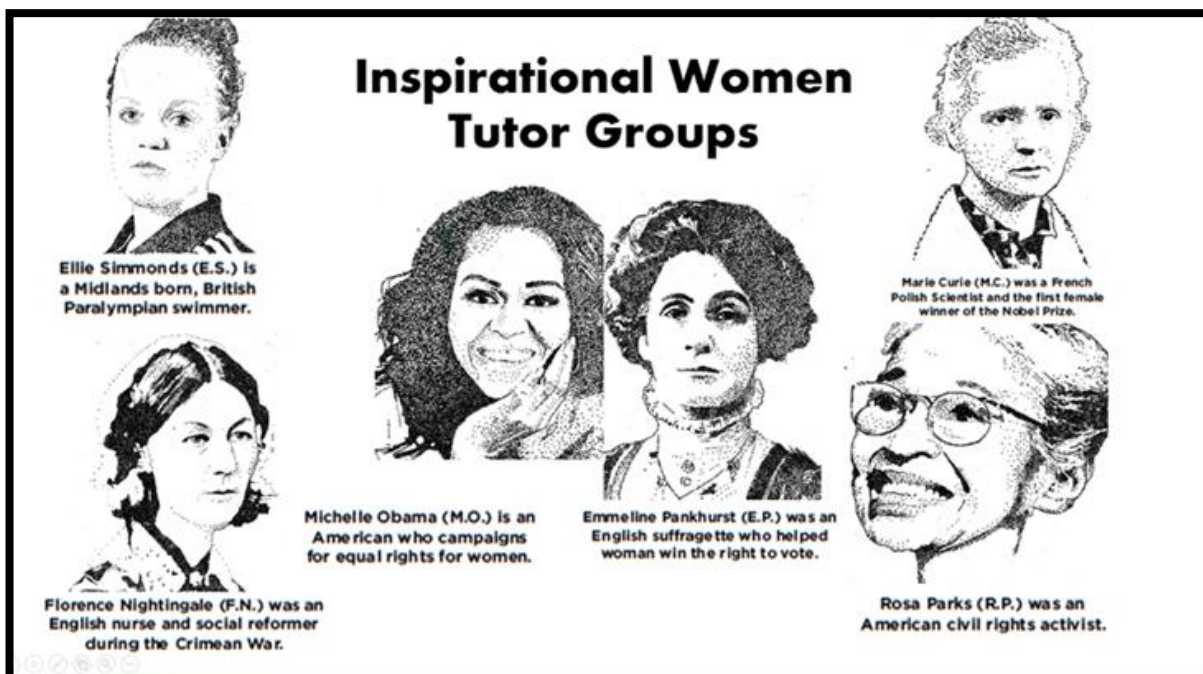
this key assessment objectives and units of knowledge are explicitly tracked across the curriculum to ensure full breadth of delivery.

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.

BIRMINGHAM CITY COUNCIL DIRECTORATE OF CHILDREN, YOUNG PEOPLE AND FAMILIES

Selly Park Girls' School
SENCO
JOB DESCRIPTION

Salary: Lead Practitioner (LPRAC 9-13) + TLR1

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

LINE MANAGER:

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

SPECIFIC RESPONSIBILITIES:

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

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

GENERAL RESPONSIBILITIES:

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.

A. JOB PURPOSE

As SENCO you will be responsible for cultivating an inclusive learning environment throughout Selly Park Girls' School. You will develop the graduated response at a whole school level, to support pupils with particular learning needs and lead staff in best practice, enabling every pupil to achieve their potential.

B. DUTIES & RESPONSIBILITIES:

Lead on the strategic direction and development of the school offer for SEND pupils

Embed the graduated response for literacy, numeracy, language and communication, SEMH and EAL at a whole school level.

Monitor and evaluate the teaching provision for and progress of pupils with SEND.

Liaise with external agencies and coordinate provision of necessary specialist support for pupils.

Identify the training needs of staff and coordinate relevant training as required.

Maintain a clear, up-to-date SEND register.

Implement effective and efficient SEND administration, including provision mapping and any information sharing proformas.

Plan the provision for pupils with an EHCP, a statement of special needs or requiring school-based support and review termly with a view to apply for an EHCP if needed.

Ensure there is early identification of pupils additional needs.

Identify evidence-based interventions that are matched to pupils' needs and ensure that these are measurable, time-limited and all staff delivering them are trained thoroughly.

Facilitate and coordinate multi-agency input and specialist support such as Speech and Language Therapy, Educational Psychology, Autism Outreach Services and Sensory Impairment Services.

Ensure all staff are aware of the needs of each SEND pupil and are trained in how to meet them. Advise on and contribute to the professional development of staff, including whole school INSET provision.

Build relationships with pupils' previous settings to create transition plans that facilitate continuity of support and learning.

Communicate regularly with parents, ensuring they are aware of the support provided for each pupil and are involved in setting targets for improvement.

To work alongside the Leadership Team in delivery of the vision and values of the school through the school SEF/SIP and DEF/DIP and other policies.

To work as part of the Extended Leadership Team and attend SLT meetings

C. SPECIFIC:

To assist the Head Teacher and Deputy Head Teacher in planning, implementation and review of school SEN improvement strategies, to help foster a lively, supportive and enthusiastic atmosphere within the school for SEND pupils and staff.

Support programmes in the school to improve the quality of teaching and learning for pupils with SEND across the school.

To assist the Head Teacher and Deputy Head Teacher in the development of all aspects of the new Ofsted framework.

Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies.

To work alongside the Leadership Team in delivery of the vision and values of the school through the school SIP, SEF and other policies.

Ensure the meaningful assessment of SEND students is carried out, recorded and reported.

To liaise with the Data Manager in order to utilise IDSR and other appropriate data.

Use performance data to evaluate SEND student's progress and set appropriate targets for improvement

Ensure all SEND students have equal access to the curriculum according to the school's policies.

To be a Designated Safeguarding Lead and update the Head Teacher, Deputy Head Teacher and governors on all aspects of safeguarding as appropriate.

To assist the Head Teacher and Deputy Head Teacher in managing internal/external reviews, e.g. Departmental Reviews.

E. LINE MANAGEMENT – RESPONSIBILITY TO AND FOR:

Responsible to the Head Teacher and Deputy Head Teacher.

Responsible for the supervision of designated teaching and support staff: Learning Mentors and Teaching Assistants.

F. REVIEW AND AMENDMENT

This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

G. COMPLAINTS

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes

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 are a socially inclusive and equal opportunities school and committed to actively promoting equal opportunities for all our students and staff.

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.

Person Specification

TITLE OF POST: SENCO – Permanent, Full Time, September 2025 start

SALARY: MPS/UPS+ TLR1

Qualifications	<ul style="list-style-type: none"> • Qualified teacher status. • National Professional qualification for SEN Co-ordination, or a willingness to complete it within 3 years of appointment. • Degree. 	<ul style="list-style-type: none"> • Evidence of paper qualifications.
Work Related experience and associated skills	<ul style="list-style-type: none"> • Qualified teacher with significant teaching experience. • Proven track record of implementing effective teaching strategies which ensure all children make progress. • Experience of whole school monitoring and the development of action plans to address issues identified. • Experience of leading change at whole school level to support school improvement. • Experience of school self-review and school improvement planning and evaluation. • Experience of delivering INSET and working alongside and supporting colleagues. • Experience of observing lessons and giving feedback to colleagues. • An up to date knowledge of Safeguarding Procedures and a commitment to safeguarding. • Experience of supporting pupils through transition at Key Stage or Year on Year. • Experience of using a range of performance data to evaluate pupil progress across the curriculum and ensuring appropriate interventions are implemented. • To support staff in school to improve the quality of Teaching & Learning for SEND pupils across the school. • To form part of the Extended Leadership Team and to attend meetings. 	<ul style="list-style-type: none"> • Application letter of how experience fits person specification. • Evidence of consistency in teaching at proficient or better from last two years' Performance Management. • Interview questions on work related experience.

<p>Specialist knowledge and understanding</p>	<ul style="list-style-type: none"> • Knowledge of Teacher Standards. • NQT induction and procedures. • Performance Management of teaching and support staff. • Knowledge of Educational Visits procedures. • Knowledge of up-to-date teaching strategies. • Knowledge and experience of coaching skills. 	<ul style="list-style-type: none"> • Application letter will have evidence fits person specification. • Interview questions will test specialist knowledge.
<p>Personal skills and attributes</p>	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice. • Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies. • Ability to plan and evaluate interventions. • Data analysis skills, and the ability to use data to inform provision planning. • Effective communication and interpersonal skills. • Ability to influence and negotiate. • Good record-keeping skills. • Ability to deal positively with children, staff and parents. • Ability to implement Assessment for Learning. • Effective time management skills. • The ability to think strategically. • The desire to constantly evaluate and improve your own practice and learn from others. • The ability to lead by example and to support colleagues. • The ability to be flexible and have a ‘can do’ approach. • The ability to form positive relationships throughout the school. • A sense of humour and the ability to keep things in perspective. • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school. • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability. • Commitment to maintaining confidentiality at all times. 	<ul style="list-style-type: none"> • Interview questions will cover examples of good practice. • Ability to communication effectively in the letter of application and interview will be used as evidence of communication. • Evidence from references will reflect schools requests on comments on personal skills and attributes (referees will be sent the job description and person specification).

	<ul style="list-style-type: none">• Commitment to safeguarding and equality.	
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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 are a socially inclusive and equal opportunities school and committed to actively promoting equal opportunities for all our students and staff.

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 21st May 2025.**

Applications

- On school website
- My New Term
- TES

Expected Interview Date

Interviews are expected to take place on **Friday 23rd May 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>

