# Renewal Room Coordinator and Pastoral Support: Application Pack

## Permanent, Full-Time

KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM

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# Applicant Letter

10th March 2026

Dear Prospective Applicant

This is a fantastic opportunity for an exceptional Renewal Room Coordinator and Pastoral Support to join Kings Norton Girls' School and Sixth Form on a permanent basis. The post is available immediately, on a term time only basis, working full time (37 hours per week).

At KNGS our Renewal Room is a designated pastoral space for KS3 and KS4 students which provides a structured and closely supervised environment for students who have been assigned internal isolation as a behavioural sanction. While it functions as a consequence for a significant or repeated behaviour concerns, the Renewal Room is also intended to support students' personal development and help them re-engage positively with school life.

We are an outstanding school achieving excellent pastoral and academic outcomes for students within a culture of care, concern and well-being for both students and staff. This role is key in providing effective, efficient and accurate administrative support and delivering targeted interventions to ensure that the role contributes to the smooth running of pastoral processes and strengthens the school's culture of safeguarding, wellbeing and success.

The role will model the school's ethos and values "demonstrating respect and courage in order to flourish" to ensure these are promoted throughout and beyond our school community. You will be joining a strong pastoral and student support team. Please refer to information about the department, job description and person specification contained in this pack as this also details our pastoral structure.

The successful candidate will be committed to working with young people to ensure they flourish. They will recognise the importance of promoting and maintaining a cohesive school community through building positive relationships with our students; exceptional communication skills are key to this role alongside strong organisational skills with a professional and helpful approach to their work with the ability to prioritise and problem solve. The successful candidate will have experience of working with children and young people in a main stream setting (secondary age is desirable) and will be joining a very supportive and forward thinking school.

Benefits include a pension scheme with a generous employer contribution, Employee Assistance Programme and cycle to work scheme.

You will find information about the post and our school in this pack and on our website. I do hope that having read further and found out more about us that you will choose to make an application; I look forward to hearing from you.

To apply, please submit your application through the 'My New Term' portal which will contain your supporting statement (which should not exceed 1200 words), please explain clearly how you meet the requirements of the person specification. You do not need to submit a separate covering letter. Please note we do not accept CVs and only applications completed on the school's application form will be considered.

If you have any queries relating to the role, please do not hesitate to contact Vicky Hutt, Lead for Student Support and Pastoral Administration, (vhutt@kngs.co.uk). Queries regarding the application process can be sent to Denise Wilson, PA to the Headteacher (dwilson@kngs.co.uk).

**Deadline for applications:** Monday 23rd March 2026 at 8.00am

**Interviews:** Date to be confirmed week commencing 23rd March 2026

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role. The school is committed to safeguarding children. The post for which you are applying involves working with children and is therefore exempt from the Rehabilitation of Offenders Act 1974. You are required to declare any convictions or cautions you may have, which are not protected, even if they would otherwise be regarded as spent under that Act. The information you give will be treated in confidence. A check with the disclosure and barring service (DBS) will be carried out at enhanced level for the successful candidate.

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form. References must be taken from your current (or most recent employer) where you have worked in connection with children. Candidates who have not been called for interview within two weeks of the deadline should assume their application has been unsuccessful. All offers of employment are subject to a satisfactory enhanced DBS check, a health check screening questionnaire and 2 references that are satisfactory to the school.

Yours sincerely

N. Raggett.

Mrs Nicola Raggett
WMAT CEO and Headteacher

# Staffing Structure

The successful candidate will work with all staff across the school, but in particular the following teams:

**Senior Leadership Team**

- Headteacher
- Deputy Headteacher: Curriculum
- Deputy Headteacher: Students
- Assistant Headteacher: Data, Timetable, Examinations
- Assistant Headteacher: Teaching and Learning, Pupil Premium
- Assistant Headteacher: SENDCO
- Associate Assistant Headteacher: DSL
- Business Manager (0.2 FTE)

**Pastoral team: Years 7-11**

- Line managed by Deputy Headteacher: Students)
- Associate Assistant Headteacher: DSL (This role is being covered by the Sixth Form Pastoral Support Assistant during maternity leave)
- Heads of Year 7 to 11: Teaching posts x 5
- Lead for Student Support and Pastoral Administration (whilst Associate Assistant Headteacher is on maternity leave)
- Renewal Room Coordinator and Pastoral Support
- Pastoral Administrator X2
- Student Support Assistant

**Inclusion Team**

- Line managed by Assistant Headteacher: SENDCO
- Assistant SENDCO
- SEND Hub Manager
- Learning Support Assistants (8 staff members)

# Job Description

**Job Title:** Renewal Room Coordinator and Pastoral Support

**Line Management:** Directly responsible to the Lead for Student Support and Pastoral Administration (whilst the Associate Assistant Headteacher is on maternity leave).

**Job Purpose:** Under the direction of the Lead for Student Support and Pastoral Administration (whilst the Associate Assistant Headteacher is on maternity leave), coordinate the effective day to day operation of the Renewal Room provision, as short term, KS3 and KS4 provision to ensure a well-supervised and purposeful learning environment. The postholder provides direct support to students and works collaboratively with staff, parents and carers to secure improvements in standards of behaviour and readiness to learn through the rigorous application of the Behaviour for Learning Policy.
The role supports wider pastoral systems by helping to maintain a calm, structured and supportive environment that promotes positive behaviour, attendance, punctuality and engagement in learning.
Through effective, efficient and accurate administrative support and the coordination of targeted pastoral interventions and behaviour monitoring processes, the role contributes to and strengthens the school's culture of safeguarding, wellbeing and success.

Duties will include but are not limited to the following:

**Renewal Room**

- To coordinate the day-to-day operation of the Renewal Room, ensuring it is a calm, well-supervised, structured and purposeful learning environment for meeting student's pastoral and academic needs.
- Coordinate the operational delivery of the Renewal Room provision across the school day, ensuring consistent expectations, routines, supervision arrangements and accurate record keeping.
- To enable students to make optimum use of learning and reflection opportunities in the Renewal Room through the application of effective and consistent behaviour management strategies and co-ordinating high-quality, curriculum-linked work throughout the school day.
- Support students in overcoming their barriers to learning and developing to their full potential.
- To keep an on-going log of Level 5 referrals and ensure it is updated daily. When required, ensure parents and carers are communicated with in a timely manner.
- To encourage and support students to act in line with the school's ethos, values, norms and routines, including implementation of the school's Behaviour for Learning Policy.
- To promote positive behaviour for learning through all contacts with students in line with the Behaviour for Learning Policy; including expectations, norms and routines.
- To help students understand the impact of their behaviour, punctuality and attendance on progress and achievement to flourish academically and personally.
- To implement measures to address behaviour concerns, including the delivery of intervention sessions in line with school processes, targeted at supporting students where issues directly affect their behaviours (including emotional health and wellbeing) and attendance in school.
- To ensure registers are updated and accurate when students are in attendance in the Renewal Room
- To support the ethos of renewal by carrying out next-day check-ins with students who have spent the previous day(s) in the renewal room.

- Work with Faculty Leaders and Subject Leaders to ensure that meaningful work is available for the duration of the day and is passed to the teacher for feedback.
- To supervise the renewal room and afternoon detentions as directed, ensuring these processes operate effectively on a day-to-day basis.
- Plan and coordinate the Renewal Room rota, ensuring appropriate staffing and daily cover arrangements are in place and communicated clearly to relevant staff. To ensure all staff covering the Renewal Room receive clear training and direction, enabling consistent application of behaviour expectations, routines, pastoral procedures and record keeping.
- Delivery of consistent provision that is Impactful in reducing the number of recidivists attending the Renewal Room.

**Detentions**

- Provide daily email communication to all staff outlining the students who have detentions scheduled for that day.
- To supervise lunchtime and after-school detentions as required, ensuring these processes operate effectively on a day-to-day basis.

**Attendance and Punctuality**

- To assist in the support of systems relating to attendance and punctuality, including recording of lates in the morning.
- To have meaningful dialogue with late students to help them understand the importance of punctuality and the impact on their academic and personal development.
- Escalate sanctions relating to repeated issues with punctuality, in line with the school's Behaviour for Learning Policy. Ensure sanctions, including detentions are logged appropriately and consistently.
- To identify and assist Heads of Year in the implementation of measures to address punctuality issues affecting students, including analysing weekly data, working with parents/carers and students to create agreed punctuality plans and evaluate the impact of these.
- Analyse patterns in punctuality, behaviour and Renewal Room referrals to identify emerging concerns and provide summaries to Heads of Year or pastoral leaders to support targeted intervention.
- Help students understand the impact of their punctuality and attendance on progress and achievement to flourish academically and personally.
- To create and report objective and accurate feedback as required on students' persistent absence, behaviour, progress and achievement.

**Pastoral Base Operations**

- To support wider pastoral systems by helping to maintain a calm, structured and supportive environment that promotes positive behaviour, attendance, punctuality and engagement in learning. Through effective, efficient and accurate administrative support and the delivery of targeted interventions, the role contributes to the smooth running of pastoral base processes and strengthens the school's culture of safeguarding, wellbeing and success.
- Manage bookings for intervention spaces within the pastoral base.
- Work with SEN and Heads of Year to oversee issuing, monitoring and use of student passes.

**Behaviour & On-Call Systems**

- To support the pastoral team in operation of the 'on call' and 'missing students' systems. Implement measures to address behaviour issues affecting students within these systems.

- Coordinate the collection of student statements following behaviour incidents, ensuring accurate recording and effective communication with staff and parents as required.

**Safeguarding & Compliance**

- Monitor the student side of the monitoring and filtering software.
- Identify safeguarding concerns arising through Renewal Room provision or monitoring activity and escalate appropriately in line with school safeguarding procedures.
- To keep an ongoing log of concerns and referrals through the daily updates spreadsheet and ensure it is updated regularly.
- To be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person.
- To respect the confidential nature of information relating to the school and its students.
- To be DSL trained and support safeguarding procedures as directed.

**Administration, Data Management and Communication Processes**

- Coordinate the administration of pastoral team interventions, including analysing data and identifying students in need of interventions when necessary.
- Maintain high-quality pastoral records including support for updating SIMS/EDULINK on behalf of the pastoral team, such as:
    - Punctuality, detentions and Level 5 intervention logs
    - Records of meetings
    - Communication logs
    - Student statements

    *NB: this is not an exhaustive list*
- Input, extract and analyse data from SIMS/EDULINK as required. Maintain data integrity to ensure the accuracy of information updated on SIMS/EDULINK that relate to the work of the pastoral team.
- To contribute to the school's self-review, evaluation and improvement processes.
- Use the resource bookings function in EDULINK for booking meeting rooms and other school resources.
- Effective and timely use of the school's communication systems, such as the use of EDULINK, text messaging and email systems for communication with parents/carers and students.

**Ethos and Values**

- Ensure that the school's ethos and values are promoted.
- Contribute to the development of whole school policies and reviews as appropriate.

**General**

- To carry out other duties as may be commensurate with the grade and nature of the post.
- To participate in the schools' arrangements for appraisal and continued professional development.
- To be first aid trained.

**Note**

- Support staff working closely with teachers will inevitably be privy to much that is confidential and this confidentiality must be adhered to.
- Compliance with GDPR and data protection.

- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years and it may be subject to modification or amendment at any time, after consultation with the holder of the post.
- It is a requirement of the post to have appropriate DBS clearance.
- 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
- To actively participate in professional development opportunities as required by the school for the role.

**Responsibilities:** 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.

# Person Specification

The following outlines the key skills and experiences required for this position. The selection 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 selection process.

All criteria are **essential**, unless indicated as **desirable.**

**Qualifications, Experience and Training**

- Relevant qualifications appropriate to this role, including a minimum of GCSE grade C/4(or equivalent) or above in English and Mathematics.
- Experience of supporting young people experiencing a range of social, emotional and behavioural difficulties.
- Experience of working with children and young people in a paid or voluntary capacity.
- Experience of working in a mainstream school
- Experience of working with secondary aged young people **(desirable)**
- Communicating with families **(desirable).**
- A demonstrable commitment to continuing professional development.

**Skills and Attributes**

- Ability to develop and maintain effective working relationships with others.
- Ability to work independently and proactively with excellent time management and prioritisation skills.
- Ability to contribute proactively to the work of the team.
- Ability to work accurately and to agreed specifications and deadlines with a flexible approach.
- Excellent ICT (e-mail, word and excel) skills to support administration.
- Familiarity with SIMS (or similar) administrative system **(desirable).**
- Effective oral and written communication skills across a range of audiences.
- Ability to relate effectively to a diverse range of young people and adults.
- Ability to deploy a range of strategies and techniques to defuse negative behaviours and encourage engagement and learning.
- Ability to receive effective feedback and act to improve own performance.

**Knowledge and other Skills**

- An understanding of the range of potential barriers to positive behaviour for learning.
- Safeguarding, equalities and inclusion policies and how these are implemented in schools **(desirable).**
- Ability to respond to new challenges.
- Commitment to the wider life of the school.
- A successful enhanced DBS check.
- This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to fulfil all spoken aspects of the role with confidence through the medium of English is essential.

# 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 1,092 students on roll and the staffing establishment is 125, which includes the Headteacher, 67 teachers and 57 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 Sixth Form is full and oversubscribed with 280 students across Years 12 and 13. In 2015 we had our first intake of boys into the sixth form; numbers here have increased significantly.

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. Our catchment for year 7 entry in 2025 was 2.005 km. In 2025 GCSE attainment was excellent with 86% of all grades at 4+, 73.8% at 5+ and 21.8% at 7+. We were praised by the Rt Hon Bridget Phillipson, Education Secretary on the excellent outcomes achieved by our disadvantaged students during 2024–2025. In 2024, the results at GCSE were outstanding with a Progress 8 of +0.64. In 2025 A level results achieved an average grade of a B- with 30.4% of all grades at A*-A.

**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
- 2 Deputy Headteachers (Curriculum and Students)
- 3 Assistant Headteachers (Teaching and Learning; SENCO; Data, Assessment, Timetabling and Exams)
- Associate Assistant Headteacher (DSL)
- Business Manager (0.2 FTE), Chief Finance and Operations Officer of WMAT (0.8 FTE)

This well-established team are supported by 7 Faculty Leaders, 5 Heads of Year, 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.

**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. Full governance information can be found on the following websites.

- **KNGS School Board:** Governance – Kings Norton Girls' School
- **WMAT Board of Trustees:** Governance – West Midlands Academy Trust

**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

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| **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** | 1092 |
| **Number of staff** | 1 Headteacher, Teaching 67, Support 57 |
| **Date school established** | 1910 |
| **External recognition** | Ofsted rating: Outstanding, July 2019; ungraded inspection January 2025, maintained and improved standards. |
| **Attendance** | 95.5% (pre Covid), 94.1% May 2025. |
| **Pupil Premium** | Year 7 to 11, 30% |
| **SEN** | 18% |
| **EAL** | 12% |

# The School's Academic Achievements 2025

| | |
|---|---|
| **GCSE Results** | % gaining 7+ in English and maths 18.2%<br>% gaining 5+ in English and maths 61.3%<br>% gaining 4+ in English and maths 82.4%<br>English Grade 4 or above: 89.4%<br>English Grade 5 or above: 80%<br>English Grade 7 or above: 42.1%<br>Maths Grade 4 or above: 84.4%<br>Maths Grade 5 or above: 63.8%<br>Maths grade 7 or above: 23.3%<br>Entering EBACC: 82.5% (compared with national average of 40.5%)<br>Achieving EBacc: 5+ 43.8%, 4+ 63.1% |
| **A Level Results** | A* - A all entries: 30.7%<br>A* - B all entries: 59.4%<br>A* - E: 97.5%<br>Average grade: B-<br>Value Added: -0.07 2025; +0.12 2024 |
| **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, an increasing number of 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 polices 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: 0.8 FTE (currently seconded until January 2027)
- Three Headteachers of the founding schools at point of transfer/conversion.

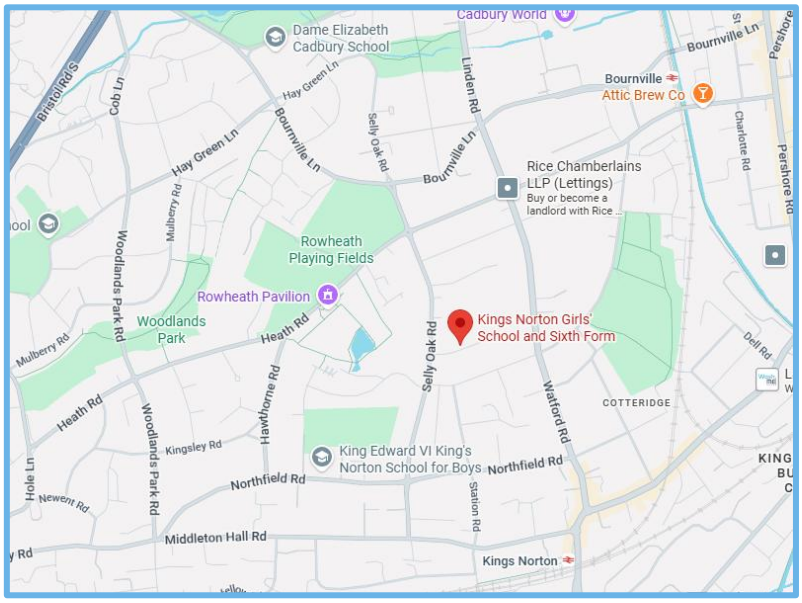
**Shared services**

- Head of HR: 1.0 FTE, permanent.
- IT Lead: 0.4 FTE, currently seconded until January 2027
- Estates Lead: 0.4 FTE, currently seconded until January 2027
- Marketing Lead: Full time, currently seconded until January 2027

**Finance teams:** Three teams currently work in individual schools; they will relocate to their central location at Swanshurst School in February 2026 in order to realise greater efficiencies across the Trusts financial functions.

# 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.

# How to apply

**Submitting your application:** Applications should be submitted using the school's application form via the My New Term Recruitment Portal. As part of the application form, candidates must provide a personal statement of up to 1,200 words, demonstrating how they meet the criteria in the person specification. CV's, additional covering letters and any other additional documents will not be accepted or considered.

**Key dates**

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| **Closing date and time** | Monday 23rd March 2026: 8.00am |
| **Interviews** | Date to be confirmed week commencing 23rd March 2026 |

***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. Online searches will be conducted as part of the pre-employment checks.*

*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, they will also be asked to complete a criminal records self-disclosure form and successful candidates will be subject to Disclosure and Barring Service (DBS) checks at enhanced level, along with other relevant employment checks. This role has been identified as public facing in accordance with Part 7 of the Immigration Act, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required.*

# 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.