

Head of Year (Teaching Role)
Full time, permanent
TLR 2(ii): £5,872 pa



KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM



Opening a World of Opportunities



Table of contents

Welcome from the Headteacher and WMAT CEO	3
About the School and Faculty	5
The school's academic achievements 2025	8
About West Midlands Academy Trust (WMAT)	9
Job Description	11
Person Specification	14
Privacy notice for job applicants	15



Welcome from the Headteacher and WMAT CEO

24th April 2026

Dear applicant

This is a fantastic opportunity for an exceptional individual to join Kings Norton Girls' School and Sixth Form and help open a world of opportunities for our students. This is a permanent, full-time role as a teaching Head of Year, and applications are welcomed from teachers of any subject specialism. The post is available immediately or from September 2026 and is not suitable for ECT applicants. The post is remunerated at TLR 2 (ii), £5,872 per annum.

We are an Ofsted Outstanding school, achieving excellent pastoral and academic outcomes within a culture of care, concern and wellbeing for both students and staff. KNGS is a happy and inclusive community where every student is valued as an individual, with their talents recognised and nurtured. Our vision is to 'Open a World of Opportunities' for our students, ensuring that all members of our school community demonstrate respect and courage in order to flourish.

The successful candidate will join a highly successful and dedicated team within a supportive and forward-thinking school environment. Whole-school progress and attainment indicators show that students consistently achieve well above the national average. This role is central to ensuring that exceptional pastoral support is available to students. Heads of Year lead the development of students within their allocated year group and are responsible for leading and managing all aspects of the year team. They ensure high-quality tutoring that supports positive outcomes in learning, attendance, behaviour, achievement, and personal and social development. The role also plays a key part in embedding and promoting the school's ethos and values of demonstrating respect and courage in order to flourish, both within the school and the wider community.

Alongside the Head of Year responsibilities, we are seeking a highly effective teacher with the enthusiasm, skills and commitment to make a real difference to the success of our students. The successful candidate will have the drive and ability to contribute to the continued development of a successful school and to deliver high-quality teaching within their subject specialism that supports all students to reach their full potential. Extensive leadership development and CPD opportunities are available, including collaboration with a wide range of schools within our local network. We also offer a cycle to work scheme and access to an Employee Assistance Programme.

Further information about the pastoral team, job description and person specification can be found in this pack, with additional details available on the school website. The successful candidate will be committed to working with young people to ensure they thrive and will recognise the importance of building positive relationships to promote a cohesive school community. Exceptional communication and organisational skills are essential, alongside the ability to prioritise, problem-solve and work effectively as part of a team. The successful applicant will be an excellent teacher with strong pastoral skills, professional knowledge, and the enthusiasm to make a meaningful difference to the lives and achievements of our students.

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 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 Mrs Anna Mugridge, Deputy Headteacher (Curriculum)



amugridge@kngs.co.uk . Queries regarding the application process can be sent to Mrs Denise Wilson, PA to the Headteacher (dwilson@kngs.co.uk).

Completed applications should be submitted by **8am on Tuesday 5th May 2026**. The selection process will take place on **Friday 8th May** (this date is provisional and may change).

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.

Thank you for your interest in this exciting opportunity; as current CEO of WMAT and 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. Please note that from September 2026, Laura Sullivan will be leading KNGS.

Yours sincerely

Mrs Nicola Raggett

WMAT CEO and 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. 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.



About the School and 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: Inclusion and named SENDCO
- Associate Assistant Headteacher: DSL
- Business Manager (0.2 FTE) and Chief Finance and Operations Officer (0.8 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)

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.

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. 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: Offering French in Year 7, French and Spanish in Y8 with both languages available at KS4.

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

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

Shared Services (currently)

- 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 school teams now work in central location at Swanshurst School, in order to realise greater efficiencies across the Trust’s financial functions. KNGS finance staff work on a weekly rota basis at the KNGS site.





Job Description

Line Manager: For the Head of Year aspects of the job responsibility, it is to the Deputy Headteacher (Students). For teaching aspects of the role, responsibility will be to the Subject Leader or Faculty Leader.

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.

Focus: To support and lead the development of each student within the year group, providing leadership and management for the year team, ensuring high quality tutoring and improving the standards of learning, behaviour, achievement and personal growth and well-being for students within the year group.

Job Purpose:

- To ensure that staff and students in the year team work respectfully, creating opportunities to show courage in order to flourish.
- To establish clear expectations for staff and students within the Year team leading development where required.
- Have a detailed overview of the year groups' whole school data, academic and pastoral progress. Identify those students that require interventions, ensure these are implemented and impact evaluated to ensure academic and behavioural excellence.
- To take a proactive part in supporting behaviour for learning and attendance through collaboration with Heads of Year and Deputy Headteacher (Students) to ensure consistent and proportionate sanctions.
- In collaboration with other Heads of Year, organise, plan and deliver the tutor programme to ensure it drives Behaviour for Learning, skills and attitudes needed for success.
- Work with the Deputy Headteacher (Students) and Heads of Year to drive the sense of purpose and urgency across all year groups.
- Work closely with other members of the pastoral faculty and additional needs team to ensure consistency of approach and shared information for families of students.
- Safeguarding support for the year group (and whole school if required) and complete DSL training.
- To support transition work between key stages.
- To work with parents/carers to ensure an improvement in behaviour, learning and attendance.
- Communicate with parents/carers in a timely and effective manner and in line with policies and procedures.
- Contribute to the spiritual, moral and cultural development of students.
- Contribute to praise and rewards, including events and celebrations within the year group.
- To attend and participate in meetings and CPD and lead training and other learning activities as required.
- Attend appropriate meetings/case reviews as required.
- Support policy and procedure in relation to safeguarding.
- Plan and deliver a programme of assemblies to drive learning skills and attitudes so that all students flourish.
- Support the implementation of house system events.



Accountable for:

- Year group self-review, including an eight weekly data review.
- Year group development planning and strategy improvement and implementation.
- Securing excellent tutoring within the tutor team so all pupils achieve their potential within an atmosphere in which show respect and courage in order to flourish.
- Monitor, analyse, support and share with relevant stakeholders the academic progress, behaviour and attendance of the students in the year group.
- Contributing towards the schools self-review systems, pastoral SEF and DDP.
- Developing strategies to best support student development within the year group, both collectively and on an individual basis.

Other:

- To lead year assemblies.
- Implement effective intervention strategies.
- 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
- 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.
- The 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 and amendment at any time after consultation with the post holder. The job description will be reviewed at least once every two years as part of the appraisal process.
- 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 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.

Teaching aspects of the role: The duties outlined in this role description are in addition to those covered by the latest School Teachers' Pay and Conditions document and the Teachers' Standards of 2011.

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

Teacher : You are required to carry out the duties of a classroom teacher as detailed below:

- To contribute to the development of the subject curriculum courses and the delivery of the School's Curriculum.
- To plan schemes of work within the area, prepare lessons and maintain a record of work for each teaching group.
- To teach according to the educational needs of the groups allocated. To mark, assess work and feedback to students in line with the school and faculty/department assessment policy.
- To monitor students' progress, maintain records and report on the development, progress and attainment of students in accordance with school and curriculum area policy
- To set homework of a meaningful and appropriate nature, having regard to students' abilities.
- In cases of foreseen absence, to set meaningful and appropriate work for all classes.



- To review from time to time methods of teaching and programmes of work.
- To prepare students for external examinations and participate in internal moderation (if appropriate).
- To take all reasonable steps to maintain good order and discipline among students, monitor their attendance.
- To participate, as appropriate, in meetings at the school which relate to the curriculum, and administration or organisation of the school.
- To safeguard student's health and safety, both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere, alerting the Health and Safety Officer immediately to hazards on site and following risk assessments.
- To attend parent/teacher consultation evenings.
- To carry out such duties as may be requested by the head teacher in accordance with school policy.
- To participate fully in the school's arrangements for appraisal.
- To participate, as appropriate, in arrangements for further training and professional development as a teacher.

Ethos and Values: Ensure that the school's ethos and values are promoted.

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
- 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.

Conditions of Employment: The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation), also any local agreements, local authority circulars and guidelines giving interpretations of teachers' conditions of employment.



Person Specification

The following outlines the key skills and experiences required for this position. The shortlist process will assess each candidate against the essential 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.

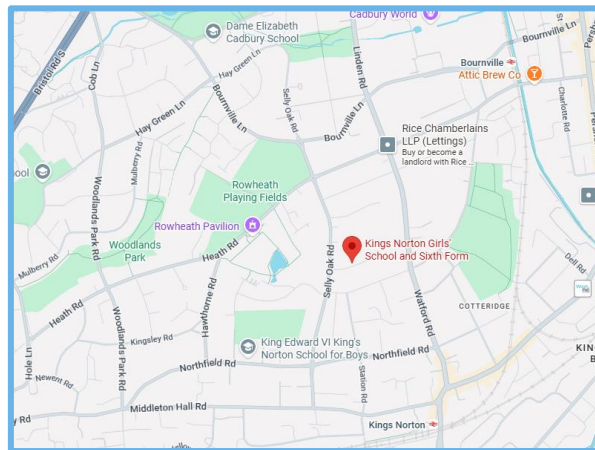
Qualifications and Training	<p>Relevant Degree</p> <p>Qualified Teacher Status</p> <p>Evidence of personal and professional development</p>
Teaching experience	<p>Relevant teaching experience in their subject at KS3 and KS4 (KS5 desirable).</p> <p>A highly effective teacher with enthusiasm for teaching their specialism and a strong understanding of pedagogy in their specialism.</p> <p>A thorough knowledge of the requirements of the National Curriculum and recent subject developments.</p> <p>Understanding of appropriate methods of assessment and record-keeping to monitor student achievement and analyse progress.</p>
Knowledge skills and attributes	<p>Experience of supporting students to improve academically, behaviourally and emotionally.</p> <p>A belief that every student is capable of achieving more.</p> <p>A proven understanding of the strategies required to motivate and enthuse all students to make progress.</p> <p>An ability to analyse data to identify underachievement/concerns and to use analysis to plan and action appropriate intervention.</p> <p>Ability to analyse data and write reports.</p> <p>Ability to approach all confidential matters with discretion, sensitivity and diplomacy.</p> <p>Experience of successfully managing a project or initiative within the school.</p> <p>Ability to implement school and departmental policies.</p> <p>Excellent inter-personal skills, communication skills and the ability to work within a team.</p> <p>Excellent presentation skills with the ability to deliver inspirational assemblies.</p> <p>Outstanding record of punctuality and attendance.</p> <p>The ability to respond to new challenges and motivate staff in supporting new initiatives.</p> <p>An understanding of age appropriate development.</p> <p>An understanding of the importance of praise and rewards.</p> <p>Confidence to hold others to account.</p> <p>Support and develop the professional skills of others.</p>
Equal Opportunities and Educational Commitment	<p>A commitment to equal opportunities.</p> <p>A commitment to student welfare and safeguarding.</p>



<p>Other</p>	<p>Able to take a broad over-view of school's needs. The ability to respond to new challenges. Potential for further career development and commitment to CPD with the confidence to lead CPD for other staff members where appropriate. Commitment to the wider life of the school.</p>
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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.

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.