

MFL Faculty Leader Application Pack

Permanent, Full or Part-time (0.8 or 0.9 FTE) considered
Main or Upper Scale plus TLR 2-C £8,610 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	5
Background, Ethos and School Developments.....	5
The school's academic achievements 2025	9
About West Midlands Academy Trust (WMAT).....	10
Job Description	12
Person Specification	15
Privacy notice for job applicants	17



Welcome from the Headteacher and WMAT CEO

27th April 2026

Dear applicant

This is an exciting opportunity for an exceptional middle leader to join Kings Norton Girls' School and Sixth Form and help open a world of opportunities for our students; the role is available from September 2026, following the retirement of the post holder. This is a permanent role, full or part-time (0.8 or 0.9 FTE) will be considered; remuneration is at TLR 2C, £8,610 pa. Student outcomes at KNGS are consistently excellent. Provision for students with additional needs and our pastoral support are also strong. Our shared vision, "Opening a world of opportunities" underpinned by the values "Demonstrating *respect* and *courage* in order to *flourish*" is central to the school's culture and success.

You will be joining a highly effective and supportive languages department, committed to collaboration and professional growth. The Faculty Leader of MFL is a key Senior Middle Leadership role within our outstanding school and sixth form. The successful candidate will be an excellent classroom practitioner and language specialist with a proven track record of excellent teaching and leadership. You will have experience teaching French and Spanish to GCSE and at least one language to A Level, and the ability to inspire and lead an already successful, committed team. This role is central to the continued development and implementation of effective teaching and learning strategies, ensuring the best possible outcomes for all MFL students.

You will bring the vision, energy and organisational skills required to lead a thriving department. A confident communicator and positive role model, you will enjoy working collaboratively and be committed to professional development, both for yourself and for others. You will be passionate about languages, enrichment and pupil wellbeing, and thrive in a busy, high-expectations environment where safeguarding and excellence are at the heart of school life. We offer extensive leadership development and CPD opportunities, including collaboration across our Trust and South Area Network of schools, alongside benefits such as the Teacher's pension, a cycle-to-work scheme and an Employee Assistance Programme.

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

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 Sue Martin, MFL Faculty Leader smartin@kngs.co.uk. Queries regarding the application process can be sent to Mrs Denise Wilson, PA to the Headteacher dwilson@kngs.co.uk.



Closing date: Completed applications should be submitted by **8am on Tuesday 12th May at 8.00 am.**

Selection day: The selection day will take place **week commencing Monday 18th May** (date to be confirmed, this will be before the half term break).

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. In September 2026, Laura Sullivan will be taking over leadership of 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

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
- 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 (currently on maternity leave)
- Business Manager (0.2 FTE) and 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. 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/>

MFL Faculty:

Modern Languages are a core curriculum subject at Kings Norton Girls' School. The MFL Faculty offers French and Spanish in Key Stage 3. All staff are able to teach at least two languages and the faculty is led by the Faculty Leader and the Second in Faculty, who has responsibility for teaching and learning in Key Stage 3. Faculty staff are supported by our Foreign Language Assistant who helps to improve students' speaking skills and understanding of other cultures as well as working collaboratively with class teachers to help support students with additional learning needs.

On entry to the school in September, Year 7 students all study French. Approximately half of the cohort will then pick up a second language (French or Spanish) in Year 8 and continue to study both languages to the end of KS3.

In Key Stage 4, most students work towards a GCSE examination in one of their languages and we follow the AQA GCSE Specification. Students may also opt to pursue their second language as a GCSE course (AQA specification) and we usually run one French option group per cohort. Those students for whom a language GCSE is not appropriate, follow an alternative MFL pathway in KS4. **86.2%** of the year 11 summer 2024 cohort were entered for at least one GCSE in MFL. Value added was as follows (no added value data in 2025): -

French +0.69

Spanish +1.42



At Key Stage 5 we offer French and Spanish at A level. Students prepare for the AQA examination, and we pride ourselves on the fact that many of our A level linguists go on to pursue their languages at University.

The Faculty has the use of 5 designated MFL classrooms, all of which are equipped with a digital projector. There is also an ICT suite within the MFL area which allows for whole-class teaching and independent study. We are a well-resourced Faculty, with a wide variety of teaching material available on the school network, together with digitised listening material and subscriptions to a range of MFL websites to support independent learning.

We are committed to a varied programme of extra-curricular and enrichment opportunities for students. Within school, there is a very successful Language Ambassadors Programme which provides our students with an opportunity to use their language learning in a practical context through collaboration with younger students and local primary schools, mentoring activities and organisation of lunchtime clubs. Language Ambassador activities make a positive contribution to the school's Student Leadership programme.

We welcome visits from speakers from our local university links where appropriate and our students are encouraged to take advantage of opportunities provided by Routes into Languages. We aim to offer our students an opportunity to travel further afield; residential experiences in Spain (KS4) and French (KS3) are on the school calendar this year.

As a faculty, we are fully inclusive and it is our aim that all students have a positive learning experience in MFL, regardless of their level of ability. We strongly believe that enthusiasm, active participation, perseverance and a sense of pride in one's achievements are key factors in a successful language-learning journey.

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

- Champion and foster WMAT's mission and principles in the school.
- Support the implementation of the school's vision, aims and objectives.
- Establish procedures for receiving the views of the school community and ensure that the self and external evaluation outcomes (supported by the views of the school community) inform the School Development Plan.
- Contribute to and approve the school's self-evaluation and School Development Plan.
- Contribute to the development of the school budget and monitor the in-year financial position.
- Support and challenge the performance of the school through receiving and considering:
 - Self and external evaluation outcomes.
 - Information about staffing.
 - Work supported by WMAT centrally funded resources and the impact of this.
 - Overview of the curriculum, its adaptation for cohort characteristics, its implementation and its impact (which may also be SDP priorities / Lead Governor roles).
 - Quality of Education including information / data regarding pupil progress and attainment (including KS4 and KS5 outcomes), attendance, and behaviour and attitudes for learning (including suspensions and exclusions), Safeguarding, SEN, and Careers Education Information Advice and Guidance (CEIAG).
 - Quality of Teaching.
 - Any MAT or external reviews or quality assurance.
 - Information regarding the implementation and impact of the School Development Plan, including through Lead Governor roles and visits.
 - External reviews or assessments of school provision, including Ofsted reports.



- Ensure that School Board members are supported to enhance their skills and knowledge, including undertaking training as required.
- Make and be involved in decisions in accordance with the Scheme of Delegation; and
- Provide feedback and challenge to the Board of Trustees as advocates for the school.

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

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

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

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





Key Facts and Statistics about the school

Type of School	Multi Academy Trust. Non-selective comprehensive girls' school, age range 11-16: Co-educational sixth form post 16.
Location	South Birmingham in the suburb of Kings Norton, West Midlands.
Age range	11—18
Number of students	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 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.





Job Description

Line Management: Reporting to link SLT.

Working time: Full time or part time (0.8 or 0.9 FTE) would be considered.

Core purpose:

- To provide strategic and operational leadership across the MFL Faculty and to raise standards of student attainment and achievement.
- To lead the development of teaching and learning across the MFL Faculty to ensure the highest standards of provision and learner progress and outcomes.
- To work as a senior middle leader as follows:

Whole school responsibilities:

- To contribute to school self-evaluation.
- To contribute to the strategic leadership and daily management* of the school in order to create an ethos and a culture of high expectations (*e.g. by maintaining a presence around the school throughout the day).
- To model the ethos and vision of the school.
- To take a strategic role in creating the School Development Plan (SDP) and leading on its implementation.
- To take whole school responsibility for leading an area within the SDP.
- To model subject leadership and support subject leaders to achieve the highest professional standards and student outcomes.
- To act as Duty Team Leader.
- To attend and contribute to SLT meetings as appropriate.
- To attend and contribute to Faculty Leader meetings which may take place as a second calendared meeting within any week.

Strategic Direction

- To develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for impact and outcomes.
- To review the effectiveness of the faculty in the light of national examination results and to provide the lead for implementing intervention strategies which improve teaching and learning and student progress.
- In collaboration with faculty staff, to formulate subject development plans in line with the school improvement agenda, setting priorities for the development of teaching and learning.
- To evaluate the work of the faculty and ensure that an annual SEF is written which highlights key successes and actions for improvement.
- Prepare the faculty for external inspection (OFSTED).
- To ensure that curriculum plans, schemes of work, including assessment schedules are in place for each key stage taking into account the needs of all learners, and that these are reviewed regularly and updated as necessary.
- To oversee the effective and efficient deployment of resources to ensure high quality teaching and learning.
- To liaise with the member of Senior Leadership Team with responsibility for timetable to ensure the effective deployment of staff within the faculty and allocation to rooms.
- To be accountable for the subject budget allocation to ensure that it is spent in line with subject learning priorities and best value principles.
- To draw up agendas for curriculum meetings, to chair meetings as appropriate and ensure that minutes are distributed.



Teaching and Learning

- To lead the development of teaching and learning in the faculty, ensuring all teaching staff have a tailored staff development plan to meet their needs and ensure at least good standards of teaching across the faculty.
- To ensure those students with special needs and the most able are understood and catered for in the faculty.
- To establish and maintain high quality learning environments within the faculty. This will involve ensuring that the fabric and furniture in each area is in good condition; that each area is kept free of health and safety hazards; that displays in corridors and classrooms are stimulating and current and that resources are well maintained.
- To ensure that the faculty provides effective support, enrichment and challenge through the organisation of off-site and extra-curricular activities.

Standards

- To analyse data and promptly initiate actions as required.
- To have responsibility for the quality, standardisation and moderation of all aspects of assessment across the subject/s to ensure high standards and accurate tracking of students.
- To review the outcomes of faculty monitoring and draw up action plans as appropriate.
- To support the school's pastoral structure including overseeing and ensuring the implementation of the Behaviour for Learning Policy within the faculty, supporting staff and providing professional development to staff, as appropriate, to improve behaviour management.

Staff

- To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to review and evaluation through the school self-review and appraisal processes.
- To establish and maintain high professional standards within the faculty. This will involve leading regular staff training, quality assurance checks of staff planning, homework, marking and assessment and the quality of student progress as demonstrated through exercise books.
- To ensure that all teachers carry out their routine responsibilities accurately and effectively e.g. registers, timely provision of information.
- To undertake return to work interviews with absent staff for whom you are responsible, supporting and challenging absences in line with the school absence policy and liaising with HR if absence monitoring procedures are triggered.
- To ensure that robust appraisal arrangements are in place and that professional development of staff is identified and carried out with a focus on raising standards.

This job description allocates duties and responsibilities but does not direct the 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.

Ethos and values

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

General

- To carry out other duties commensurate with the grade and nature of the post.
- To participate in the school's arrangements for performance management and continued professional



development.

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

Note

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

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 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

Essential

- Relevant degree.
- Qualified Teacher Status.
- Evidence of personal and professional development.
- Up to date knowledge of statutory regulations and guidance relating to the post.
- Up to date knowledge of developments in specialist subject and their implications.

Desirable

- Evidence of further, relevant professional studies/development e.g. NPQSL/NPQML).

Experience, Knowledge and Skills

- Experience of effectively teaching French and Spanish to GCSE and at least one language to A level.
- An excellent teacher with a commitment to inclusive and adaptive teaching and improving quality of education for all learners.
- A strong understanding of exceptional teaching practice; intent, implementation and impact.
- A commitment to enable every child to flourish.
- Understanding of barriers to learning, including SEND, disadvantage, attendance, behaviour, literacy, and SEMH.
- A reflective practitioner who actively listens to, acts on and gives constructive feedback in order to build on strengths.
- Identify realistic and challenging targets for improvement and take successful action towards achieving them.
- Ability to design, implement, and evaluate targeted interventions with demonstrable impact.
- Excellent analytical skills with the ability to interpret data and translate it into action.
- Plan strategically. Identify realistic and challenging targets for improvement and take successful action towards achieving them.
- Successfully initiate, lead and manage change and improvement.
- Contribute effectively to the work of the Headteacher and Senior Leadership team.
- Commitment to promoting the vision and ethos of the school.
- An understanding of and respect for the confidentiality required by the post.
- An understanding of pedagogy in Languages.
- A commitment to ensuring that every student is capable of achieving in the languages they study.
- A thorough knowledge of the requirements of the National Curriculum and recent curriculum developments.
- Outstanding subject knowledge and the ability to apply this.
- An understanding of the strategies required to motivate and enthuse all students to progress in all languages as part of a whole school approach to raising achievement.



- Understanding of appropriate methods of assessment and record-keeping to monitor student achievement and analyse progress.
- Ability to use ICT to enhance teaching and learning.
- Provide a high quality and stimulating learning environment.
- Excellent inter-personal skills, communication skills and the ability to work within a team.
- Excellent organisational skills.
- Ability to meet deadlines.
- Strong personal commitment to inclusion, equity and diversity with high expectations for all students.
- Able to take a broad view of the school's needs.
- The ability to respond to new challenges.
- Commitment to the wider life of the school.
- Commitment to continued professional development.
- A successful enhanced DBS check.

Leadership and Management

- Recent experience of leading an aspect of departmental or whole school responsibility.
- Ability to: -
- Lead and manage a team to successfully achieve agreed outcomes.
 - Use the outcomes of self-review to improve standards across the team.
 - Analyse data, to evaluate the performance of students and groups of students.
 - Take a lead in observing lessons and giving feedback.
 - Manage behaviour in own classroom and beyond.
 - Communicate effectively to a wide range of different audiences.
 - Implement school and departmental policies.
 - Be an effective team player who works collaboratively and effectively with others.
 - Motivate, inspire and promote positive, effective working relationships within the subject team.
 - Provide a role model for students and staff.
 - Devolve responsibilities, delegate tasks and monitor and evaluate effective implementation and outcomes impact. Deal sensitively with people and resolve conflicts.
 - Support and develop the professional skills of others.

Qualities

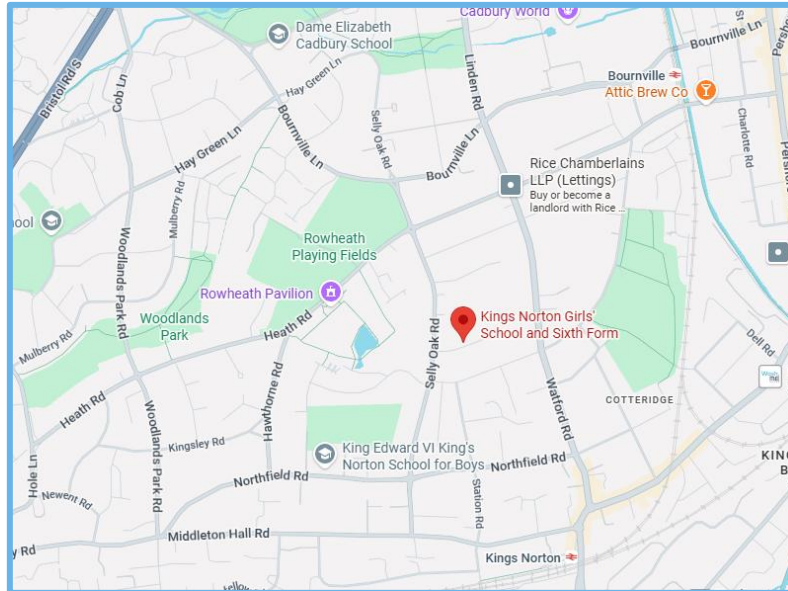
Essential

- High levels of personal resilience, integrity, and personal and professional conduct.
- A clear, confident and effective communicator with staff, students, parents/carers and external partners both orally and in writing.
- Self-managing and emotionally intelligent.
- A strong presence enabling high visibility in the school environment.
- A visible, confident and courageous presence in the school.
- Maintains confidentiality.
- Demonstrates humility and a commitment to collaboration, building trust within and beyond the school community to ensure all have the environment in which to flourish.
- Creates a safe environment for innovation and risk-taking.
- Treats everyone with respect.
- Strong commitment to prioritising staff well-being.



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.