

Assistant Headteacher (Inclusion): Application Pack

Permanent, Full-Time
L13 – L17 (£69,596 - £76,772)



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	8
About West Midlands Academy Trust (WMAT).....	9
Job Description	11
Person Specification	15
How to apply.....	18
Privacy notice for job applicants	19



Welcome from the Headteacher and WMAT CEO

23rd April 2026

Dear applicant

This is an exciting opportunity for an exceptional leader to join Kings Norton Girls' School and Sixth Form and help open a world of opportunities for our students. The post arises following an internal promotion and is available from September 2026. This is a permanent, full-time role; applications from any subject area are welcome. 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 leadership team, committed to collaboration and professional growth. The Assistant Headteacher for Inclusion will provide strategic leadership to secure outstanding outcomes for all students, with a particular focus on those who are disadvantaged, vulnerable, or have additional needs. The postholder will lead the whole-school inclusion strategy, remove barriers to learning, and ensure all students can access an ambitious, inclusive curriculum. Improving progress, attainment, attendance, and behaviour for key groups will be central to the role. This role is therefore key in ensuring that every student's educational experience within our mainstream setting is both inclusive and aspirational.

The postholder will act as the named SENDCo, leading the strategic development of SEND provision, to ensure it is high quality, compliant and impactful. The specific portfolio of responsibilities will be determined in line with the experience and expertise of the successful candidate and the strategic needs of the school. You will build on an established track record of effective SEND practice, coordinating EHCP processes and working closely with families and external professionals. The willingness to complete the NASENCO qualification is required, if this isn't already held.

The successful candidate will be committed to enabling young people to flourish and to build strong relationships with students, staff, parents and carers. They will demonstrate excellent communication, organisation and problems solving skills, alongside the ability to articulate a clear vision and deliver impact. You will be an excellent classroom practitioner, a positive team player and a leader who believes passionately in the potential of every student. We offer extensive leadership development and CPD opportunities, including collaboration across our local network, alongside benefits such as 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."

We welcome visits to the school, prior to making an application; further information can be found in the applicant pack on page 18; this page also shares information on how to apply for this opportunity. Completed applications should be submitted by **8am on Tuesday 5th May 2026**. The selection day will take place on **Monday 11th May 2026**;



please note that this is a provisional date and may change. Contact details for the post are included on page 18 of the applicant pack.

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, Laura will be leading the selection day to enable candidates to meet her.

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 (this advertised post)
- Deputy Headteacher: Students
- Assistant Headteacher: Data, Timetable, Examinations
- Assistant Headteacher: Teaching and Learning, Pupil Premium
- Assistant Headteacher: 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/>

Governance: As a Deputy Headteacher, you will contribute to School Board reporting and will attend four meetings each year. 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

Hours and contract type: Full-time, permanent

Reporting to: The Headteacher

Job purpose: The Assistant Headteacher for Inclusion will provide strategic leadership to secure outstanding outcomes for all students, with a particular focus on those who are disadvantaged, vulnerable, or have additional needs.

The postholder will lead and coordinate the school's inclusion strategy, ensuring that barriers to learning are systematically identified and removed, and that all students can access a broad, ambitious curriculum. This role will drive improvements in progress, attainment, attendance, and behaviour for key groups, ensuring equity of opportunity and high levels of engagement across the school.

The Assistant Headteacher will act as the named SENDCo and will lead the strategic development of SEND provision, ensuring it is fully compliant, high quality, and demonstrably impactful.

The specific portfolio of responsibilities will be determined in line with the experience and expertise of the successful candidate and the strategic needs of the school.

Key Responsibilities: -

Strategic Leadership of Inclusion

- Lead the development, implementation, and evaluation of the school's inclusion strategy in line with whole-school priorities.
- Ensure a relentless focus on improving outcomes for disadvantaged and vulnerable students, including closing gaps in attainment, progress, attendance, and behaviour.
- Use robust data analysis to identify trends, monitor impact, and inform strategic decision-making.
- Establish clear, robust systems for monitoring, evaluating and reporting on the performance of key groups, including regular review cycles and updates to senior leaders and governors.
- Contribute to whole-school self-evaluation and improvement planning, ensuring inclusion is central to school development.

Disadvantage, Intervention and Outcomes

- Design, implement, and evaluate targeted, evidence-informed interventions to improve progress, attainment, and engagement of disadvantaged and vulnerable students.
- Implement established systems for tracking the progress, attendance, and participation of disadvantaged and vulnerable students.
- Complete, implement and review the student premium strategy ensuring fidelity of this by all staff.
- Identify and address barriers to learning, including attendance, literacy, SEMH needs, and access to enrichment.
- Working other members of the leadership team, ensure all students have access to a full range of curriculum and enrichment opportunities, promoting aspiration and high achievement.

SEND Leadership

- Act as the named SENDCo, ensuring compliance with statutory requirements and the SEND Code of Practice.
- Lead the strategic development of SEND provision, ensuring high-quality teaching, appropriate support, and strong outcomes for students with SEND.



- Oversee robust systems for the early identification, assessment and provision for students with SEND, ensuring timely and effective intervention.
- Monitor the impact of SEND provision through robust data and regular review of EHCPs and provision plans.
- Work effectively with parents/carers, staff, and external agencies to secure positive outcomes.
- Deliver and coordinate professional development to ensure high-quality adaptive teaching across the school.
- Work with the Examinations officer to ensure that Exams access arrangements are managed accurately and in line with examination requirements.
- Line manage and lead a team of Learning Support Assistants.

Behaviour, Attitudes and Attendance

- Support the Deputy Headteacher in providing strategic leadership for behaviour, attitudes, and attendance, ensuring systems are inclusive, consistent, and effective.
- Analyse behaviour and attendance data to identify patterns and implement targeted strategies for key groups.
- Promote a culture of high expectations, positive relationships, and strong engagement in learning.
- Work with pastoral leaders to ensure effective support for students at risk of disengagement or exclusion.

Curriculum, Teaching and Learning

- Work in collaboration with senior leaders responsible for curriculum and teaching and learning to ensure an ambitious, inclusive curriculum for all students.
- Promote high-quality adaptive teaching that meets the needs of all learners, particularly those who are disadvantaged or have SEND.
- Work in collaboration with senior leaders responsible for curriculum, ensure that curriculum pathways are appropriately tailored to support student success and progression.
- Contribute to quality assurance processes, including lesson visits, work scrutiny, and data analysis, with a focus on inclusion and impact.

Leadership and Collaboration

- Work closely with senior leaders responsible for curriculum, teaching and learning, behaviour, and attendance to ensure a coherent and aligned approach.
- Line manage relevant staff and contribute to leadership development across the school.
- Provide regular reports to governors on the impact of inclusion strategies, including outcomes for disadvantaged and vulnerable students, ensuring strong accountability at all levels.

Pastoral Systems and Safeguarding

- Ensure robust systems are in place to identify, monitor, and support vulnerable students.
- Work closely with the Designated Safeguarding Lead to ensure effective support for students at risk.
- Ensure no student falls through gaps in provision through effective communication and joined-up working.

Professional Development

- Lead professional development to improve staff expertise in inclusive practice, SEND, and strategies to support disadvantaged students.



- Provide both challenge and support to middle leaders to secure strong outcomes for vulnerable groups, ensuring a consistent focus on impact and the reduction of gaps over time.
- Maintain a current and well-informed understanding of national developments and evidence-informed practice, applying this strategically to further strengthen the quality of education and inclusive provision across the school.

Key Outcomes and Accountability

- Improved attainment and progress for disadvantaged and SEND students, with diminishing gaps over time.
- Sustained improvements in attendance and behaviour for key groups.
- Demonstrable impact of funding streams.
- High-quality teaching that meets the needs of all learners.
- A fully embedded, compliant, and exceptional SEND provision.

General SLT Roles and Responsibilities

- To carry out the duties of a school teacher as set out in the latest School Teachers' Pay and Conditions document.
- Have a strategic vision in all areas of responsibility.
- To support the work of the whole leadership team.
- Support Faculty Leaders and the SLT in the leadership, development and delivery of the curriculum.
- To make a significant individual contribution to and gain a high level of commitment from others towards the achievement of whole school vision and objectives.
- Promote the school as a dynamic and forward-thinking centre of excellence.
- Promote the school vision and values in all aspects of their work.
- Model at all times behaviours which create a culture of mutual respect, support and challenge so that all feel confident to improve practice.
- Make a major contribution to the smooth running of the school on a day-to-day basis.
- Act and communicate in a way which is consistent with agreed plans, following through on decisions made.
- Support, challenge, and hold to account, all staff in delivering the highest quality provision for students across the school.
- Participate actively in the work of the School Board, including preparing reports for School Board meetings and attending and presenting within their area of responsibility.
- Provide information as required for WMAT Board of Trustees meetings.
- Actively participate in the work of WMAT, liaising with and supporting other schools in the Trust as appropriate.
- Contribute to ensuring that the leadership team has a presence at whole school functions, parent's evenings and events.
- Be committed to personal professional development.
- Lead staff working and UPR groups as required.
- Contribute to related areas of the SEF and SDP.
- Work with external services.
- Line management of Faculty and support staff as required.
- Development and implementation of relevant policies.
- Contribute to the work of the South Area Network.



- Communicate and work with parents and carers.
- Liaise with the WMAT Marketing Lead to ensure appropriate celebration and communication of events and student outcomes and successes.
- Support the HR functions as required.

Safeguarding

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

Additional Duties

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

Ethos and values

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

General

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

Note

- 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.



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
<p>Essential</p> <ul style="list-style-type: none">• First degree.• Qualified Teacher Status. <p>Desirable</p> <ul style="list-style-type: none">• Evidence of further, relevant professional studies/development e.g. NPQSL/NPQML).• National Award for SEN Coordination (NASENCo), or willingness to complete within statutory timescales.
Experience
<p>Essential</p> <ul style="list-style-type: none">• Experience as a Senior Middle Leader in a secondary school.• Teaching experience at KS3 and KS4 with evidence of strong outcomes for all learners.• Substantial experience of improving outcomes for disadvantaged, vulnerable, and/or SEND students.• Experience of leading whole-school initiatives.• Proven experience of using data to identify need, evaluate impact, and drive improvement.• Experience of working with parents/carers and external agencies to support students.• Experience of contributing to whole-school self-evaluation and school development planning.• Experience of line management and developing staff.• Understanding of child protection and safeguarding requirements.• A continued commitment to personal professional development. <p>Desirable</p> <ul style="list-style-type: none">• Experience of managing student premium funding and demonstrating impact.• Experience of contributing to behaviour, attendance, or pastoral systems at a strategic level.• Experience of working within a collaborative partnership.• Experience of more than one school or academy.• Teaching experience at KS5.



Professional Competencies and Qualities

Essential

- An excellent teacher with a commitment to 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.
- Strong personal commitment to inclusion, equity and diversity with high expectations for all students.
- Deep understanding of barriers to learning, including SEND, disadvantage, attendance, behaviour, literacy, and SEMH.
- Secure and up-to-date knowledge of:
 - SEND Code of Practice
 - Safeguarding and KCSIE
 - Evidence-informed inclusive practice
- A reflective practitioner who actively listens to, acts on and gives constructive feedback in order to build on strengths.
- 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.
- 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.

Leadership and Management

Essential Knowledge and Understanding of:

- Models of effective leadership and organisational structures with the ability to hold staff to account while maintaining positive professional relationships.
- Motivates, enthuses, inspires and empower others with the aim to build and lead effective teams.
- Experience of leading and managing teams, including performance management and professional development with a commitment to collaborative working.
- Strong organisational skills, with the ability to manage multiple and competing priorities effectively.
- OFSTED requirements and current educational issues with a sound understanding of developments in education at local and national levels.
- A strong understanding of the secondary curriculum for the inclusion of all students.
- Planning and leading research-based staff training and professional development to improve outcomes.
- Proven ability to provide strategic leadership aligned to whole-school priorities; translating vision into reality.
- Capable of leading change, creativity and innovation.



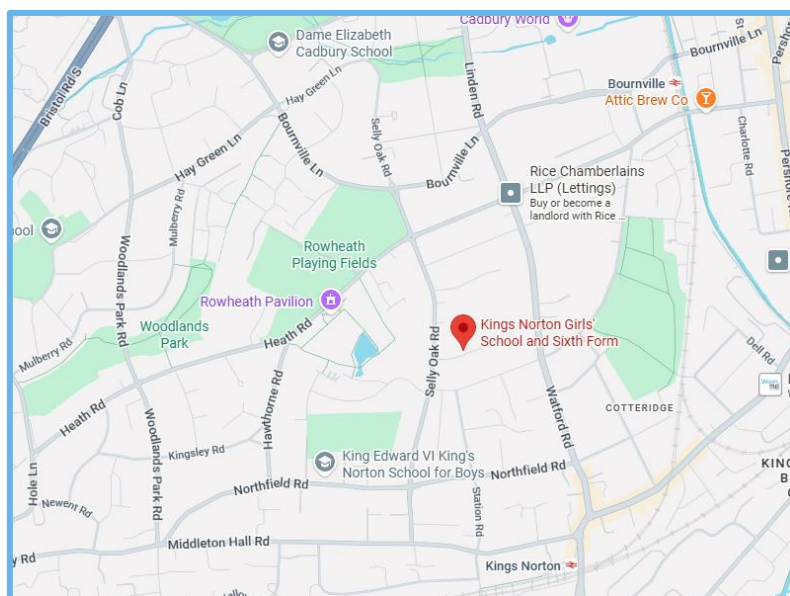
- Achieving stakeholder and community engagement.
- The importance of promoting the school's culture and ethos and modelling the vision and values of the school.
- Strategies to improve behaviour and the ability to learn.
- Building motivation, including the importance of celebrating achievement.
- Whole school evaluation and improvement strategies.
- Deals effectively with complexity and uncertainty.
- Develops, communicates and ensures fidelity to policy and practice.
- Forges positive relationships both within school and the wider community.

Desirable Skills:

- Use of tools to support data analysis such as SIMS, SISRA.
- Use of tools to support safeguarding such as CPOMS.
- Experience of policy development and strategic reporting to governors or trustees.
- Establish and engage in partnerships, including working with multi-agency teams.
- School-to-school collaboration.
- Contribution to achievement of community cohesion.

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. KNKS 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.



KNKS is part of the South Area Network (SAN) of Secondary schools. KNKS 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

Closing date and time	Tuesday 5th May at 8.00am
Selection day	Monday 11th May (provisional date, this may change)

Opportunities to find out more: We welcome informal visits to the school and a conversation with the current Headteacher and WMAT CEO, Nicola Raggett and/or another member of SLT; please note this opportunity is only available up until the deadline date for applications. The following dates are available to meet at Kings Norton Girls' School and Sixth Form, Selly Oak Road, Kings Norton, B30 1HW. Please note, the visit may not be a one-to-one appointment as several prospective applicants may attend at the same time; there will be opportunity to ask questions.

Tuesday 28th April: 2.00 – 3.00 pm
Thursday 30th April: 2.00 – 3.00 pm
Friday 1st May: 2.00 – 3.00 pm

If the dates and times available are not suitable, it may be possible to arrange a phone call. For all enquiries about the application process, including arranging a visit to the school please contact Denise Wilson, PA
dwilson@kngs.co.uk

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.