



## APPLICANT INFORMATION PACK

**Deputy Head Teacher**

Start Date: January 2027



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**At Selly Park Girls' School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from our school, irrespective of race, sexual orientation, gender, disability, faith or religion or socio-economic background. We warmly welcome people from all backgrounds who are committed to fostering an inclusive environment where diversity is at the heart of all we do to apply to join our school.**

## Letter from the Head Teacher

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Dear potential applicant,

Thank you for your interest in applying for a job at Selly Park Girls' School. We are a school where we put students at the centre. We want every student to be kind to others, aspirational and ambitious in what they can achieve. We want to ensure that our students can reach their potential in a supportive, inclusive and nurturing environment. This is reflected in our four pillars school ethos.

We attract staff who are committed to making a difference in the lives of our pupils. From teachers, governors and senior leaders to administrators and support staff. Everyone has a role to play in the success of the school.

We are very proud of this success. Our achievement and progress are at consistently high levels and students consistently make better progress than students nationally through their enjoyment of a diverse and rich curriculum taught by a range of skilled practitioners. We are also proud of our history and teachers enjoy teaching in beautiful, ornate Victorian buildings which are complemented by recently built, modern, state of the art facilities.

Selly Park Girls' School provides all staff with access to a wide range of CPD and training opportunities, which we hope you will contribute to and benefit from. We value our staff as professionals and collaborative work is the key to our success. We want our staff to support each other, to share best practice, to work alongside local schools and agencies, to engage the local community and support families. We have a lively health and well-being programme which takes place at the end of every term and we have an established workload committee. We are determined that staff achieve a healthy work/life balance so that they are happy and have the energy to have a decisive impact whilst at school.

If you are someone who thrives in an aspirational environment and believes in the potential of all young people, then we look forward to receiving your application. Visits to the school are encouraged. Please contact our HR team to arrange a visit ([recruitment@sellyparkgirls.org](mailto:recruitment@sellyparkgirls.org)).

Yours faithfully

Lisa Darwood

## About our School

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Selly Park Girls' School is a six form-entry girls' community school for pupils aged 11 to 16 years, which currently has approximately 820 pupils on roll.

The school occupies buildings, which range from recently built to 110 years old, including extensive technology workshops, new science building and recently refurbished and extended library facilities. The site also includes a Sports Hall building housing modern sporting facilities, which are made available to staff outside school hours.

We are proud of the multi-cultural nature of our school and have a proven track record for promoting community cohesion at the local, national and global levels.

Our aspirational educational provision has been widely recognised, through awards such as 'Secondary School of the Year 2022' (and previously in 2018), ISA, Equality and Diversity Award, RRSA Gold (one of only 2 Secondary schools in the West Midlands region), Health and Well-Being Award, SEND Progress, LLPA, and the Platinum Safeguarding Award. Yet, we still actively invite consultants into school to carry out reviews as we continue to drive school improvement.



## Our SLT Team

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**Mrs Darwood**  
**Head Teacher**

I have worked at SPGS for over 20 years and was appointed Head Teacher in 2017. I am a proud mum of two daughters, who are both also teachers. I am passionate about tackling social injustice and inequality. I have worked in schools all over the world (Pakistan, India, Russia, Ghana, South Africa, UAE and Europe) and I have helped to set up a school in Ghana. My partner and I also work with the Homeless Charity 'Crisis' where we campaign for the betterment of those less fortunate. I have the best job in the world, and I cherish every day that is afforded to me. I feel extremely privileged that we have the most amazing teachers and pupils at SPGS and I wouldn't want to work anywhere else. I am keen to ensure that the views of all our stakeholders are listened to, shared, and valued.



**Mrs Sullivan**  
**Deputy Head Teacher**  
(Leaving to take Headship from September, 2026.)

I have served as an educator across Birmingham and Solihull for over 20 years, with 16 of those years spent in leadership roles. Growing up in South Birmingham has provided me with a deep understanding of the local community and the diverse population across the city. This background fuels my strong commitment to ensuring that our pupils receive the highest quality education and pastoral care that a school can offer.

Guided by the principle that the education we provide should be good enough for my own children, I approach my work with a sense of responsibility and personal connection. I am truly privileged to be part of the Selly Park Girls' School community and look forward to contributing to its continued success and growth.



**Mr. Barlow**  
**Deputy Head Teacher**

With over 15 years of experience in education and more than 8 years in leadership roles, I have built a broad range of expertise across all key areas of school life. I have worked across disciplines including teaching and learning, assessment, curriculum, behaviour and attitudes, attendance and exams, ensuring that every aspect of school life contributes to the holistic development of students.

I am deeply committed to fostering an environment where every student has the opportunity to thrive. As a passionate advocate for the transformational power of education, I firmly believe that schools should be the heart of the community, offering not just academic excellence but also a space that develops student's personal growth and well-being.

Selly Park is a great place to work with a fantastic reputation in the community and I am incredibly proud to be part of the Selly Park team.



**Mr. Pritchard**

**Acting Deputy Head Teacher**

I have been a teacher now for 18 years, with the past 5 years spent in senior leadership, all within Selly Park Girls' School.

Throughout my time at the school, I have undertaken a wide range of responsibilities spanning curriculum development, pastoral care, safeguarding, and whole-school improvement, providing me with a well-rounded perspective on school leadership.

As someone who grew up in South Birmingham, I have a strong connection to the local area and a clear understanding of the community we serve. This insight informs my commitment to ensuring that all pupils have equal access to opportunities for success. I work proactively to identify and remove barriers to learning so that every student can achieve their full potential.

I take great pride in being part of the Selly Park community and remain dedicated to fostering a supportive, inclusive, and high-achieving environment for both students and staff.



**Ms. Hursey**

**Assistant Head Teacher**

I have been a teacher for 25 years, working across five schools in a range of pastoral and academic leadership roles. For the past four years, I have been a senior leader, leading on teaching and learning, supporting curriculum development, and contributing to both whole-school improvement and student wellbeing. Throughout my career, I have been driven by a deep commitment to helping young people grow into confident, capable, and compassionate individuals. I am passionate about the classroom and the vital role it plays in shaping learners who are curious, ambitious and reflective. I strongly

	<p>believe that everyone has a creative side, and that creativity is key to helping students express themselves and flourish. My pastoral leadership experience has taught me the value of relationships, care and community. I enjoy working closely with families and feel proud to be part of the Selly Park community — a school where girls are empowered to thrive in every aspect of their lives.</p>
<div data-bbox="354 629 727 1099" data-label="Image"> </div> <div data-bbox="209 1151 807 1272" data-label="Caption"> <p><b>Mr. Simpson</b>  <b>Acting Assistant Head Teacher</b></p> </div>	<p>I have been a teacher for 25 years, working across five schools in a range of pastoral and academic leadership roles. For the past four years, I have been a senior leader, leading on teaching and learning, supporting curriculum development, and contributing to both whole-school improvement and student wellbeing.</p> <p>Throughout my career, I have been driven by a deep commitment to helping young people grow into confident, capable, and compassionate individuals. I am passionate about the classroom and the vital role it plays in shaping learners who are curious, ambitious and reflective. I strongly believe that everyone has a creative side, and that creativity is key to helping students express themselves and flourish.</p> <p>My pastoral leadership experience has taught me the value of relationships, care and community. I enjoy working closely with families and feel proud to be part of the Selly Park community — a school where girls are empowered to thrive in every aspect of their lives.</p>



**Mrs. Illingworth**  
**Assistant Head Teacher**

I trained to be a teacher through Teach First almost a decade ago, working in schools that help every child reach extraordinary achievements. My focus has always been on ending educational disadvantage. I have led on various aspects of school life including literacy, behaviour and attitudes and teaching and learning strategies.

I come from Ireland and have chose Birmingham as my home and education as my career. I love coming to work knowing that I can help many young people achieve things beyond their expectations.

I have worked at Selly Park Girls' School for a year, I love it because of the strong values here that ensure education can change the lives of all. It is a warm and friendly place where the well-being of staff and students is prioritised.



**Mrs. Phillips**  
**Assistant Head Teacher**

I have taught in schools across the West Midlands for almost 20 years, first and foremost as a teacher of French and Spanish, and for the past seven years as a senior leader. As someone proud to be local, I am deeply committed to ensuring that every young person embarks on a positive learning journey, not only academically but also through character education, preparing them to thrive in life beyond school. I believe strongly in the power of education as a vehicle for social mobility and equity, and I am passionate about opening doors for all pupils. Throughout my career, I have organised trips abroad to provide rich cultural experiences and opportunities that inspire aspirations for higher education and professional careers. I feel incredibly fortunate to work at Selly Park Girls' School, with such kind, ambitious pupils who are always striving to be their best. It is a wonderful place to work, with a forward-looking ethos and a supportive

	<p>community where both staff and students can flourish. I have been a proud member of staff at Selly Park Girls' School since 2012. Over the years, I have been privileged to fulfil roles both within the English department and across the wider school, joining the Senior Leadership Team in 2025. I am deeply committed to serving our students and the school community, and strive to ensure that our students have an excellent holistic experience with us. I am passionate about creating an inclusive environment where every student can excel, and work closely with staff, students and families to manifest this. As part of my leadership responsibilities, I have established a coaching programme for teaching staff, supporting their professional growth in a bespoke capacity whilst simultaneously raising standards for our students.</p>
<div data-bbox="288 1196 703 1599" data-label="Image"> </div> <div data-bbox="236 1630 778 1742" data-label="Caption"> <p><b>Mrs. Stott</b> <b>Strategic Business Manager</b></p> </div>	<p>As an experienced Management Accountant, I began my career with Cadbury and National Grid, developing strong financial and analytical skills within large, complex organisations. After taking a career break to raise my two daughters, I returned to work with a renewed focus and a desire to contribute within a values-driven environment.</p> <p>Following a period in the charity sector, I joined the school in 2015 and was appointed Business Manager in 2017. In this role, I lead on financial management and health and safety ensuring the school runs efficiently, safely, and sustainably. I have overseen the exciting development of our refurbished Technology and Art departments &amp; new Science block in 2021.</p> <p>I am particularly passionate about contributing to a school that fosters an inclusive environment for both staff and pupils. I value the strong sense of community and take pride in helping to</p>

	<p>create a supportive, family-oriented setting where everyone feels respected and able to thrive.</p>
<div data-bbox="306 544 694 913" data-label="Image"> </div> <div data-bbox="371 1070 646 1115" data-label="Caption"> <p>Miss. Fletcher</p> </div>	<p>I am Charlotte, and I am part of the team at Selly Park Girls' School. I bring a strong background in HR and people management, alongside my role as a trained safeguarding lead, with a focus on both staff wellbeing and student safety. I oversee safeguarding through our visitor management processes, ensuring robust systems are in place to protect our school community.</p> <p>I work closely with the Headteacher and Senior Leadership Team to support the effective running of the school, developing clear and practical systems that enable staff to perform at their best. I am passionate about creating an environment where staff feel supported and valued so that pupils receive the highest quality experience.</p> <p>I enjoy taking part in the wider life of the school, including supporting PGL residentials, and I am an avid netball player. I have also taken part in an international visit to Ghana, where I taught in local schools, which strengthened my commitment to education and opportunity for all.</p> <p>As part of the Selly Park community, I take great pride in contributing to a supportive, inclusive and high-achieving environment where everyone thrives.</p>

# Vision, Values and Priorities

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## OUR GUIDING PRINCIPLE

'A beacon of inspiration and aspiration'

Our Vision is to achieve a vibrant school with inspirational teachers and aspirational pupils that engage with our community to develop confident, knowledgeable and highly skilled pupils who are ready to succeed in the wider world.

We aim to improve lives by delivering an exceptional, inclusive curriculum through expert teaching that facilitates tailored support at the right time for our pupils and their families.

## OUR VALUES



Pupil Centered



Forward Thinking/  
Outward Facing



Accountable/  
Transparent



Research In-  
formed



Aspirational/  
Inclusive

## OUR PRIORITIES

### Safeguarding

Keeping children safe

### Forward thinking

Keeping up to date with a constantly evolving educational landscape

### School Improvement

Driving school improvement through an unwavering evaluation of our practice

### Partnerships

Building partnerships with the local, national and international community

### Accountability

Being open to external scrutiny and inviting internal/external validation of our work

### Curriculum

Designing and delivering a curriculum that is ambitious, inclusive and systematically planned

### Finance

Being financially secure while adopting a sustainable & environmentally friendly approach

## OUR TOOLKIT

Policies, procedures and practice

Reports and summaries

Coaching

Quality assurance processes

Research informed bespoke CPD

Governance

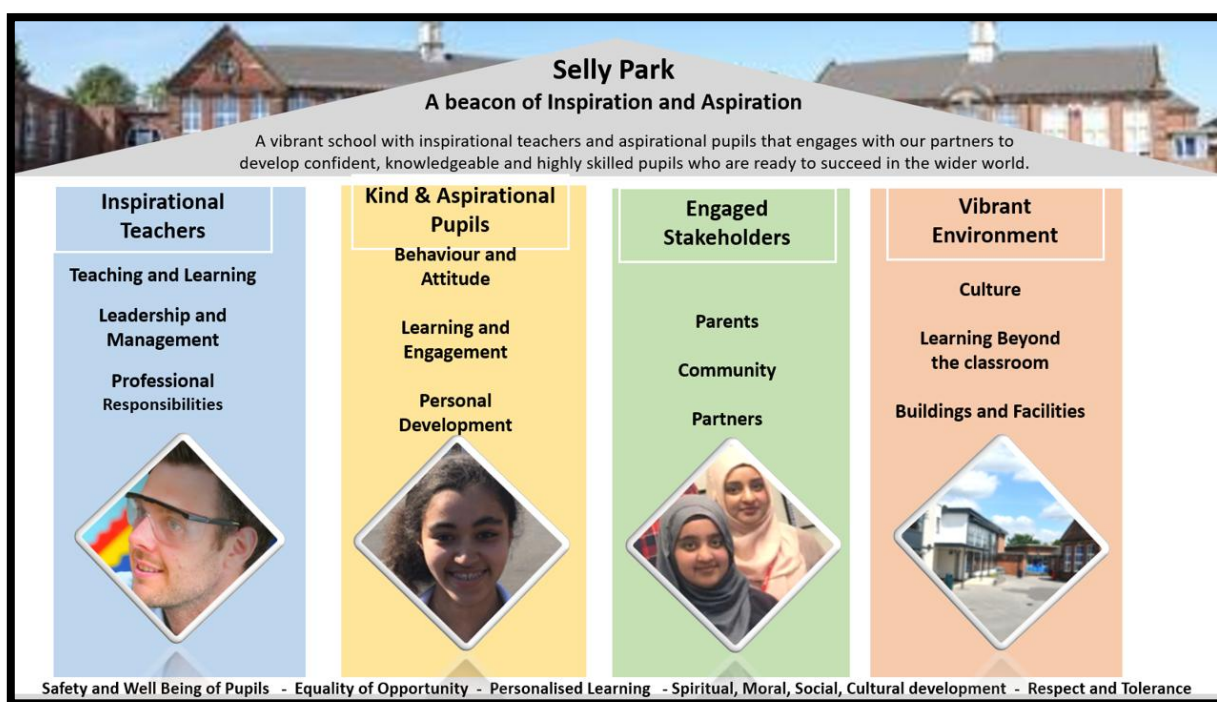
Networking

Risk assessment

## School Ethos

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The school's ethos is built on four pillars: inspirational teachers, kind and aspirational pupils, engaged stakeholders and a vibrant environment.



## Our Proud History

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The school opened in 1909 and was originally built as three separate schools: a mixed infant's school, a mixed junior school and a girl's senior school. These three schools were merged in the 1950s and became Selly Park Girls' School. Since that time the building accommodation has been extended to include Technology and Science facilities, which were added in the late 1950s and refurbished in the 1990s.

In the era of specialist schools in the mid-1990s, we were renamed Selly Park Technology College for Girls. However, from September 2018, we were proud to revert to our historic name and be officially known as Selly Park Girls' School. We believe we are innovative and forward thinking and prepare our students for an exciting future in the world of work, alongside taking the very best of traditions and values that have served the school so well in the past. Indeed, we are very proud of the link we have with our alumnae and house an annual school reunion in the summer term. The change of name coincided with the new branding, a new school uniform and new mixed ability forms which were named after inspirational women.

The school sports hall was built in 2006 utilising funding from the National Lottery. During 2014, a new build extension was added to increase dining facilities and teaching spaces. A new state-of-the-art science block, along with refurbished design and technology spaces and a SEND base were opened in 2021. The school reception area has been re-modelled to meet DDA requirements and the school library has been relocated to purpose-built accommodation formally occupied by the old gymnasium, to support our students with all aspects of learning.



## Senior Leadership Team

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The Senior Leadership team is made up of the following members:

- Head Teacher, Lisa Darwood
- Three Deputy Head Teachers
- Four Assistant Head Teachers
- Strategic Business Manager

In addition, the Head Teacher and SLT are supported by a Senior Office Manager/PA and HR team.

Each Assistant Head Teacher takes responsibility for a Year group (supported by a Head of Year) and takes strategic responsibility for an important element of the leadership and management of the school.

## Organisation and Curriculum

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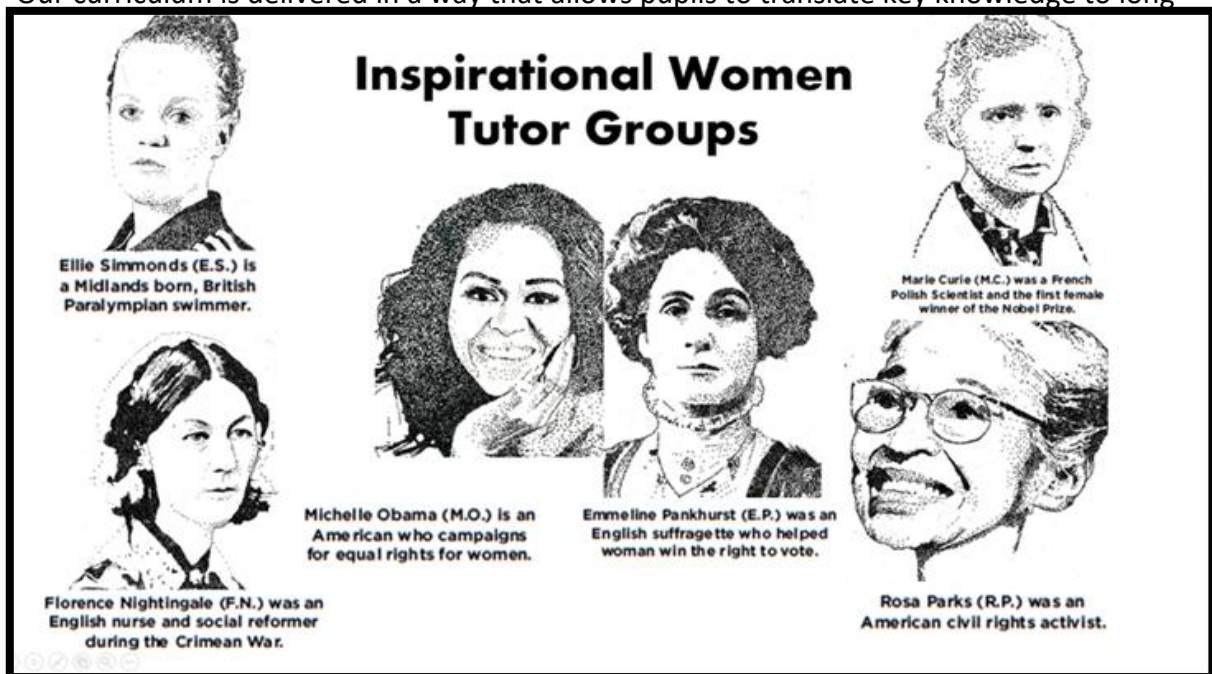
The curriculum we offer is broad, balanced and aspirational. We aim for all pupils to make outstanding progress by removing any potential barriers to learning. We have created a

curriculum that is inclusive, engaging and relevant through inspirational teaching and the creation of a vibrant learning environment.

Our spiral curriculum builds on prior learning, whilst developing confident, knowledgeable and highly skilled pupils who are ready to succeed in the next stage of their education, training or employment.

Character virtues are embedded throughout the school community through our unique CHARM lessons which compliments and enhances our curriculum offer with a bespoke range of cultural capital opportunities delivering enriching experiences in a coherently planned way.

Our curriculum is delivered in a way that allows pupils to translate key knowledge to long



ability forms which were named after the six inspirational women outlined below.

## Houses, Enrichment & Wider School Life

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At Selly Park Girls' School, we believe that education extends far beyond the classroom. Our commitment to character education, inclusion and aspiration is realised through a rich programme of **houses, extra-curricular opportunities and whole-school enrichment events**, which sit at the heart of school life.

## Houses & Student Leadership

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All students belong to a house, named after inspirational women, which plays a central role in building identity, belonging and leadership. The house system provides regular opportunities for students to collaborate across year groups, take on leadership roles and contribute to the wider school community. House activities include competitions, charity events, cultural celebrations and academic challenges, supporting teamwork, confidence and pupil voice.



## Achievement

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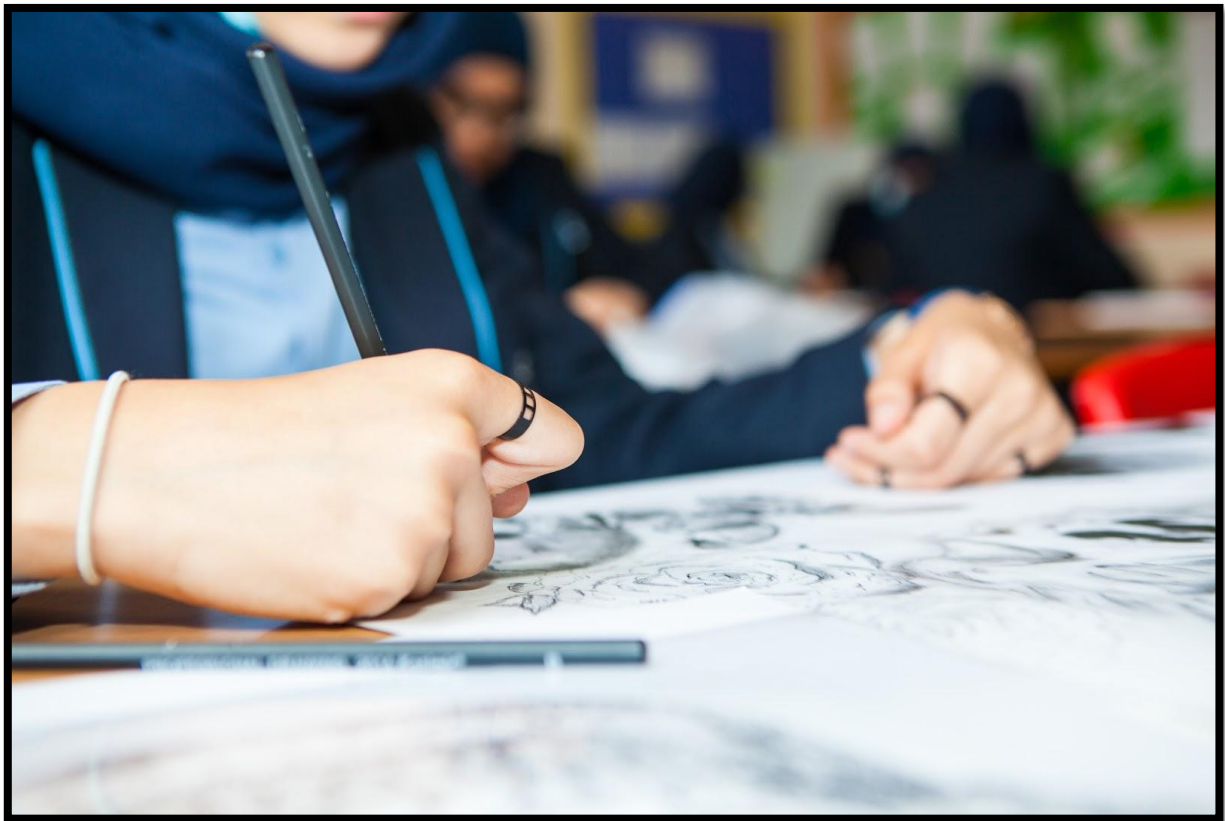
We are very proud of our students' attainment and progress. Our Progress 8 score puts us among the highest performing comprehensives in Birmingham.

2017/2018	2018/2019	2021/22	2022/23	2023/24	2024/25
0.40	0.52	0.71	0.21	0.58	No published data

## Our Students

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The best feature of our school is our students. They are friendly, well behaved and inquisitive. Many of our students come from some of the most deprived wards in Birmingham and over 60% qualify for the Pupil Premium. We are proud of the multi – cultural nature of our school and you can see the range of ethnicities we cater for. Over 80% of pupils have English as an additional language. Despite these barriers, the school is thriving and allows these students to be socially mobile due to their academic excellence.



## Parent/Teacher Links

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We consider parental involvement to be an important part of school life and have achieved the LPPA – Leading Parent Partnership Award, recognising our commitment to strengthening effective home–school partnerships.

We value the support of parents and carers and recognise that engagement takes many forms. As a school, we prioritise clear, regular and accessible communication, while continuing to develop meaningful opportunities for parents and carers to be involved in school life.

In addition to parents' evenings, routine communications and a regularly updated website, Selly Park Girls' School offers a programme of regular workshops for parents and daughters. These events are designed to build relationships, celebrate diversity and strengthen community links, and include activities such as wreath-making workshops, a Diwali workshop, and Chinese New Year celebrations, alongside curriculum- and wellbeing-focused sessions. Attendance at these events varies, and the school continues to adapt its provision to improve accessibility and engagement.

The school has a thriving Parent Teacher Association (PTA), which meets once each half term. The PTA plays an active role in supporting school events, fundraising and community engagement, and provides a forum for dialogue and collaboration between parents and the school.

Parents are invited to attend a range of school events, including musical concerts, drama performances, celebration evenings and presentation events, as well as briefings prior to residential trips abroad. These events provide opportunities to celebrate pupils' achievements and showcase the wider life of the school.

Communication with parents is maintained through regular newsletters, issued twice each half term, which share key information, dates and highlights from across the school. In addition, events, achievements and enrichment activities are celebrated through the school's social media platforms, helping to recognise pupil success and maintain strong links with the wider community.

Feedback from parents is sought through surveys and informal channels, and where appropriate, outcomes are shared. Members of the Pastoral Team maintain regular contact with families as needed, including contacting parents on the first day of a pupil's absence.

## Interventions & Supports

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Selly Park Girls' School provides a range of targeted academic and pastoral support to ensure pupils are supported appropriately throughout their time at the school.

A Homework Club operates after school each day until 4:15pm, offering pupils a calm, structured environment in which to complete work and access support where needed. This provision supports pupils in developing independence, organisation and positive study habits.

In addition, many departments provide subject-specific intervention and enrichment sessions, particularly at key points in the academic year, to support progress, consolidation and challenge.

The Saturday School Club is open on Saturdays from 9:00am until 1:00pm for pupils in Year 10 and Year 11 to support them in their studies. There are regularly over one hundred pupils in attendance.

The school also arranges a number of intervention programmes throughout the school holidays. These include programmes for Year 10, Year 11 study and Year 7 Summer School

These interventions sit alongside the school's wider enrichment and personal development offer, including Activities Week, trips and extra-curricular provision, ensuring that support is both academic and holistic in nature.

## Extra-Curricular Opportunities

We offer an extensive extra-curricular programme, with over 40 activities running at lunchtime and after school. These opportunities span academic, creative, sporting and wellbeing-focused provision and are designed to ensure that all pupils can pursue interests, develop talents and build confidence.

Students also have the opportunity to represent the school in a wide range of sporting fixtures, fostering teamwork, resilience and pride in the school community.

## Trips, Visits and Enrichment Experiences

Enrichment beyond the school site is a key strength of Selly Park Girls' School. Students benefit from a wide range of visits and residential experiences, including MFL trips, a PGL adventure residential, and a variety of curriculum-linked visits. Pupils also take part in workshops led by professional musicians, dramatists, cooks and artists, providing inspirational, real-world experiences that enhance learning and raise aspirations.

## Activities Week

Our annual Activities Week is a cornerstone of the school's enrichment offer. During this week, students engage in a carefully planned programme of subject-based learning, creative

projects, careers education and personal development activities. Activities Week provides opportunities for pupils to explore new interests, develop transferable skills and build cultural capital in an inclusive and purposeful way.

## Equality, Diversity and Inclusion (DEI)

Selly Park Girls' School has a strong and longstanding commitment to equality, diversity and inclusion, which is embedded throughout the curriculum and wider school life. Whole-school events such as Culture Day and Values Day celebrate diversity, promote mutual respect and encourage pupils to engage thoughtfully with social, cultural and global issues. These events play a key role in developing inclusive attitudes and social responsibility.

## Benefits of Working for Selly Park Girls'

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### Continuing Professional Development

All our staff have access to a wide range of CPD and training opportunities, including a weekly personalised whole-school CPD programme and access to The National College online CPD platform. Many staff also benefit from participation in accredited professional development, such as Masters and National Professional Qualifications, as well as additional optional CPD.

1:1 coaching programme

Personalised Spotlight Session - 30 mins with Head Teacher, 32-page report on your own performance preference

### Pension

You will be enrolled in the Teachers' Pension Scheme.

Generous employer pension contributions

### Wellbeing

We care deeply about the wellbeing of our staff. We have termly health and wellbeing events, a school workload committee and Occupational Health support. In 2025 we were recognised with as the Staff Wellbeing School of the Year in the TES awards.

Free annual seasonal flu vaccination

BCC eye care scheme

Workload committee

## Employee Assistance Programme

A free, confidential and independent service, available for staff to access 24 hours a day, 365 days a year. Services include counselling, as well as financial and legal support for matrimony, housing, consumer, boundary disputes, debt management and more.

## Flexible Working

We endeavour to support flexible working and family friendly policies, including job sharing.

Generous, flexible approach to family commitments such as children's assemblies, sports days etc.

Working From Home during PPA where possible, to encourage a late start or early finish

## Cycle to Work

The cycle-to-work scheme allows staff to obtain commuter bikes and cycling accessories, spreading the cost over 12 months and making unbeatable savings through a tax break.

## Staff Discounts and rewards

Includes subsidised travel passes and access to an employee website offering discounts and cash back on hundreds of retailers, called MyRewards.

Access to Blue light discount Reward gateway with access to savings and discounts across a number of retailers and services

Early finish for teaching and non-teaching staff at the end of each long term

Employee of the Month scheme

Long service recognition scheme

Golden ticket scheme

## Job Description

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BIRMINGHAM CITY COUNCIL DIRECTORATE OF CHILDREN, YOUNG PEOPLE AND FAMILIES

### **Selly Park Girls' School DEPUTY HEAD TEACHER JOB DESCRIPTION**

**Salary: LAH 21 - 25**

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

#### **1. Line Manager**

- 1.1. The post holder is responsible to the Head Teacher in all matters and will be line-managed by the Head Teacher.
- 1.2. 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.

#### **2. Purpose and Scope**

- 2.1. To provide effective leadership to staff and students to ensure achievement of the school's vision and values. This will include the shared responsibilities of the Senior Leadership Team (SLT) and in the agreed areas of strategic and operational responsibility outlined below. The responsibilities for this position will be decided with the successful candidate and will be based on their experience and expertise.
- 2.2. To promote general educational progress and well-being of pupils in the school.
- 2.3. To take key responsibility for leading all aspects of pupils' personal development and behaviour and attitudes and/or quality of education.

#### **3. Overall Responsibilities**

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

#### **4. General Responsibilities**

- 4.1. Promote the school's mission, aims, values and ethos.
- 4.2. To assist the Head Teacher in planning, implementation and review of school improvement strategies, to help foster a lively, supportive and enthusiastic atmosphere within the school for both pupils and staff.

- 4.3. To oversee and be responsible for ensuring that every pupil is positively encouraged to develop her potential to the full, and specifically for the development of those areas of school management identified below throughout the school.
- 4.4. To act as Line Manager for designated Assistant Head Teachers, Departments and functions.
- 4.5. To have strategic oversight of the development and promotion of oversight of students' personal development and welfare and/or quality of education.
- 4.6. To lead and manage programmes and relevant staff with the oversight of students' behaviour and attitudes across the school and/or quality of education.
- 4.7. Play an active role in formulating and implementing the school self-review cycle and ongoing review of the School Self Evaluation (SEF) and School Improvement Plan (SIP), taking responsibility for key areas.
- 4.8. To be a Designated Safeguarding Lead.
- 4.9. Perform the role of Performance Management Reviewer for staff, as determined by the Head Teacher, in line with the school's Performance Management Policy.
- 4.10. To contribute to the appraisal of staff, and the growth and development of teachers at all stages of their career.
- 4.11. Assist with the recruitment and induction of new staff, as appropriate.
- 4.12. To actively promote equality, diversity and inclusion within the school.
- 4.13. To undertake any professional duties of the Head Teacher reasonably delegated by the Head Teacher.
- 4.14. To undertake, to the extent required by the Head Teacher or Governing Body, the professional duties of the Head Teacher or Deputy Head Teacher in the event of their absence from the school.

## **5. Specific Responsibilities – to be decided based upon experience and expertise**

- 5.1. To assist the Head Teacher in the development, implementation and evaluation of policies and practices that promote high standards of teaching, learning, assessment and pupil achievement.
- 5.2. To work alongside the Senior Leadership Team and Head Teacher in delivering the school's vision, values and strategic priorities through the School Improvement Plan (SIP), Self-Evaluation Framework (SEF) and associated policies.
- 5.3. To lead strategically on the school's assessment, reporting and data systems, ensuring they provide accurate and meaningful information to support school improvement.

- 5.4. To oversee the collection, analysis and interpretation of pupil performance data and use this information to identify priorities, evaluate impact and drive improvements in outcomes.
- 5.5. To support and challenge middle leaders in evaluating the effectiveness of teaching, learning, curriculum provision and assessment within their areas of responsibility.
- 5.6. To use relevant information and data to evaluate pupils' progress, identify underachievement and support the setting of ambitious targets for individuals, groups and cohorts.
- 5.7. To ensure all pupils have equal access to a broad, balanced and ambitious curriculum in accordance with school policies.
- 5.8. To share data analysis, outcomes and improvement priorities with the Senior Leadership Team and Governors, providing clear evaluation of school performance.
- 5.9. To undertake rigorous monitoring of middle leaders, including Heads of Department and Heads of Year, ensuring accountability for standards and outcomes.
- 5.10. To lead and coordinate the school's use of national and local performance measures, including IDSR, FFT and other benchmarking information.
- 5.11. To oversee the school's assessment and reporting cycle, ensuring consistency, accuracy and effective communication with parents, staff and governors.
- 5.12. To undertake regular monitoring activities, including learning walks, work scrutiny, departmental reviews and analysis of pupil outcomes, to evaluate the quality of education.
- 5.13. To maintain a current knowledge and understanding of Ofsted requirements, national accountability measures and developments in assessment and curriculum policy.
- 5.14. To ensure that self-evaluation processes are evidence-based, rigorous and contribute effectively to raising standards.
- 5.15. To advise the Head Teacher, Senior Leadership Team and Governors on trends, patterns and concerns relating to attainment, progress, attendance and the performance of key pupil groups, including disadvantaged pupils, SEND pupils and higher prior attainers.
- 5.16. To be accountable for improving pupil outcomes and closing gaps in achievement through the effective use of data, intervention and quality-first teaching.
- 5.17. To lead relevant internal and external reviews and support inspection readiness through robust evaluation of evidence and outcomes.

- 5.18. To contribute to the professional development of staff by promoting effective assessment practice, data literacy and evidence-informed decision making.
- 5.19. To develop leadership capacity across the school and foster a culture of continuous improvement and high expectations.
- 5.20. To undertake any additional strategic responsibilities reasonably delegated by the Head Teacher in support of whole-school leadership and improvement.

## Person Specification

**TITLE OF POST: DEPUTY HEAD TEACHER**

**SALARY: LAH 21-25**

Attributes	Essential	How Identified
Qualifications	<ul style="list-style-type: none"> <li>• QTS status.</li> <li>• Qualification to the equivalent of degree level (2:2 or above).</li> <li>• Evidence of further professional development.</li> <li>• Recent, relevant in-service training in current educational practice, including leadership and management.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of paper qualifications.</li> </ul>
Work Related experience and associated skills	<ul style="list-style-type: none"> <li>• Qualified teacher with significant teaching experience.</li> <li>• Experience in the leadership and management of improving pupil outcomes and/or other aspects of provision.</li> <li>• Experience in the leadership and management of strategies that improve outcomes for disadvantaged pupils.</li> <li>• Proven track record of implementing effective teaching strategies which ensure all children make progress.</li> <li>• Experience of whole school monitoring and the development of action plans to address issues identified.</li> <li>• Experience of leading change at whole school level to support school improvement.</li> <li>• Experience of school self-review and school improvement planning and evaluation.</li> <li>• Experience of strategic leadership for the planning of the CPD and an</li> </ul>	<ul style="list-style-type: none"> <li>• Application letter of how experience fits person specification.</li> <li>• Evidence of consistency in teaching at proficient or better from last two years' Performance Management.</li> <li>• Interview questions on work related experience.</li> <li>• Evidence, from teaching a one hour lesson to a KS3/KS4 class, of relationships, class management, teaching and learning strategies, and ability</li> </ul>

Attributes	Essential	How Identified
	<p>ability to deliver high quality INSET on a half termly basis.</p> <ul style="list-style-type: none"> <li>• Experience of supporting pupils through transition at Key Stage or Year on Year.</li> <li>• Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school.</li> <li>• Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well-being of the school community.</li> </ul>	<p>to engage students.</p>
<p>Specialist knowledge and understanding</p>	<ul style="list-style-type: none"> <li>• Knowledge of Teacher Standards.</li> <li>• ECT induction and procedures.</li> <li>• Experience of Performance Management of teaching and support staff, including proven ability to effectively deal with under performance, in accordance with relevant policies and procedures.</li> <li>• Knowledge of up-to-date teaching strategies and curriculum expectations.</li> <li>• An understanding of current educational developments and a clear grasp of issues relating to education.</li> <li>• Evidence of the promotion of positive behaviour strategies and constructive handling of problems.</li> <li>• Ability to use authority appropriately to maintain discipline.</li> <li>• Proven ability to analyse data, evaluate performance and plan for improvement.</li> <li>• An understanding of financial planning and budget monitoring in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Application letter will have evidence fits person specification.</li> <li>• Interview questions will test specialist knowledge.</li> <li>• Evidence from teaching 60 minute lesson.</li> </ul>

Attributes	Essential	How Identified
	<ul style="list-style-type: none"> <li>• Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well-being of the school community.</li> </ul>	
Personal skills and attributes	<ul style="list-style-type: none"> <li>• A commitment to supporting the vision, aims and values of Selly Park Girls' School.</li> <li>• Evidence of leadership qualities, including ability to lead, motivate and enthuse others.</li> <li>• Excellent communication skills, both oral and written, including the ability to communicate effectively with diverse stakeholders.</li> <li>• Ability to deal positively with children, staff, parents and stakeholders.</li> <li>• Effective time management skills.</li> <li>• The ability to think strategically and work to high professional standards.</li> <li>• The desire to constantly evaluate and improve your own practice and learn from others.</li> <li>• The ability to lead by example.</li> <li>• The ability to support colleagues, including coaching and developing all school staff appropriately.</li> <li>• The ability to be flexible and have a 'can do' approach.</li> <li>• A commitment to equal opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from the taught lesson of enthusiasm, empathy with young people, communication</li> <li>• Interview questions will cover (and ask for examples of) classroom management philosophy and practice, working in a team, how candidate evaluates equal opportunities in his/her lessons.</li> <li>• Ability to communicate effectively in the application form and at interview will be used as evidence on communication.</li> <li>• Evidence from references will reflect school's request for comments on personal skills and attributes (referees will be sent the job description and person specification).</li> </ul>
Safeguarding and Suitability to Work with	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• An up-to-date knowledge of Safeguarding legislation, policies,</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-employment checks detailed in KCSIE.</li> <li>• Interview questions on safeguarding.</li> </ul>

Attributes	Essential	How Identified
Children	procedures and best practice. <ul style="list-style-type: none"><li data-bbox="504 300 1413 379">• Ability to effectively implement safeguarding legislation and support a culture of safeguarding awareness, risk assessment and management.</li></ul>	

## How to Apply

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### Closing date

The closing date for completed applications is 8am Friday 26<sup>th</sup> June, 2026.

### Applications

- SAMPeople
- MyNewTerm
- TES

### Expected Interview Date

Interviews are expected to take place on: Tuesday 30<sup>th</sup> June and Wednesday 1<sup>st</sup> July, 2026.

### Equality, Diversity and Inclusivity

At Selly Park Girls School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from our school, irrespective of race, sexual orientation, gender, disability, faith or religion or socio-economic background. We warmly welcome people from all backgrounds who are committed to fostering an inclusive environment where diversity is at the heart of all we do to apply to join our school.

### Data Privacy

As part of our recruitment processes, we collect and process personal data relating to job applicants. We are committed to being transparent about how we collect and use that data, meeting data protection regulations and in line with GDPR compliance.

## Safer Recruitment in Education: Information for Applicants

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Selly Park Girls' School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We have a number of policies and procedures that contribute to our safeguarding commitment, all of which can be viewed at <https://sellyparkgirls.org/policies>

### What we will provide:

All applicants for all vacant posts will be provided with:

A job profile outlining the duties of the post; including safeguarding responsibilities;

A person specification which will include a specific reference to suitability to work with children.

All applications for employment will be required to complete an application form, containing questions about their academic and full employment history, and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in their employment history.

## References

Candidates are advised that references will be requested immediately after shortlisting. Please ensure your referees are aware of the need to respond promptly to a request.

## Interviews

At least one member of each interview panel will have completed Safer Recruitment Training.

An online search will be undertaken on all shortlisted candidates. This search is conducted after shortlisting and is undertaken by a member of staff not on the Interview Panel.

The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

## Pre-employment checks

- It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.
- An enhanced DBS check is required for all successful applicants.
- Evidence of the right to work in the UK.
- Prohibition, overseas and section 128 checks will also be completed, if necessary.

## Child Protection and Safeguarding Policy

View our Child Protection and Safeguarding policy at <https://sellyparkgirls.org/policies>