



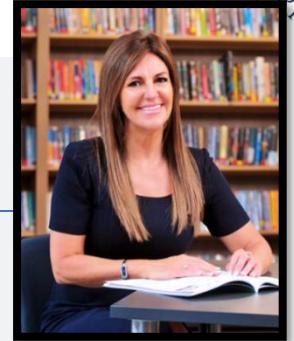
APPLICANT INFORMATION PACK
Teacher of Science
Start Date: April 2026

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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

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).

Yours faithfully

Lisa Darwood

About our School

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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|  <p>Mrs Darwood Head Teacher</p> | <p>I have worked at SPGS for almost 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.</p> |
|  <p>Mrs Sullivan Deputy Head Teacher</p> | <p>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.</p> <p>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.</p> <p>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.</p> |



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
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 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.

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|  <p>Mr. Simpson Assistant Head Teacher</p> | <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> |

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|  <p>Mrs. Illingworth Assistant Head Teacher</p> | <p>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.</p> <p>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.</p> |
|  <p>Mrs. Phillips Assistant Head Teacher</p> | <p>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 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</p> |

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|--|---|
| | <p>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> |
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Vision, Values and Priorities

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

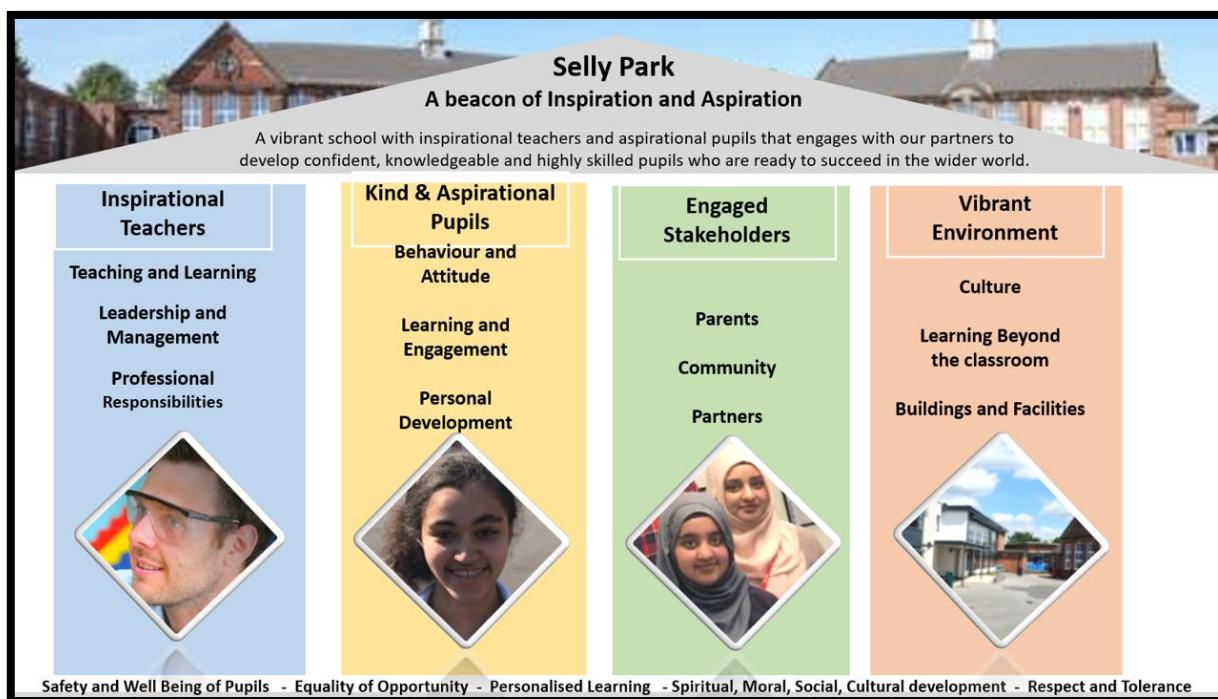
Finance

Being financially secure while adopting a sustainable & environmentally friendly approach

OUR TOOLKIT

School Ethos

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



Our Proud History

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

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

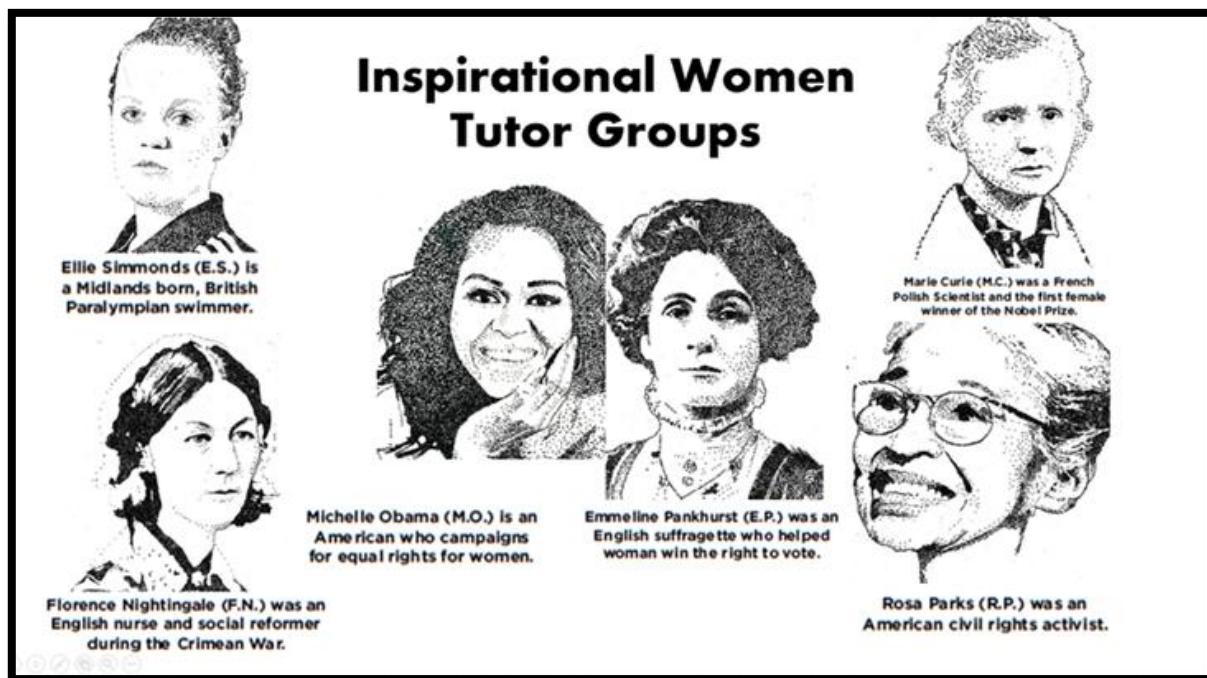
- Head Teacher, Lisa Darwood
- Three Deputy Head Teachers
- Four Assistant Head Teachers
- Strategic Business Manager

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

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.



ensure full breadth of delivery.

The delivery of the curriculum is enhanced through our annual summer school and our unique Saturday school which enables disadvantaged students to access the full curriculum and receive additional teaching support.

Forms

In July 2018, after consultation with staff and students, students were placed in six, mixed ability forms which were named after the six inspirational women outlined below.

Houses, Enrichment & Wider School Life

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

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

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

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

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

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'

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 maternity, 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

BIRMINGHAM CITY COUNCIL DIRECTORATE OF CHILDREN, YOUNG PEOPLE AND FAMILIES

Selly Park Girls' School Science Teacher

JOB DESCRIPTION

Salary Scale: MPS/UPS

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

LINE MANAGER:

The post holder is responsible to the Head Teacher in all matters and will be line-managed by Head of the Science Department

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description may be amended at any time following discussion between the Head Teacher and the post holder.

SPECIFIC RESPONSIBILITIES:

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.

To fulfill the Teachers' Standards in England as published by the Department for Education.

GENERAL RESPONSIBILITIES:

A. STRATEGIC DIRECTION AND DEVELOPMENT OF CURRICULUM PROVISION IN THE SCHOOL

1. Contribute to a positive ethos in which all students have access to a broad, balanced and relevant curriculum;
2. Analyse and interpret relevant school, local and national data relating to the classes they teach and advise the Senior Leadership Team on the level of resources required to maximise achievement;
3. Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision within the classes they teach;

4. Consider the views of pupils and parents/carers and respond appropriately.

B. TEACHING AND LEARNING

1. Develop a classroom environment and teaching practice which secure effective learning across the breadth of the curriculum and provide a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behavior and discipline;
2. Support the identification of, and provision for students with additional educational needs within the classes they teach;
3. Regularly monitor progress of students within the classes they teach which is then reflected in teaching plans;
4. Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process;
5. Ensure setting of realistic and challenging expectations of students in the classes they teach;
6. Liaise effectively with staff to ensure the successful transition of students through the school;
7. Contribute fully to meetings, discussions and management systems necessary to coordinate the work of the school as a whole.

C. RELATIONSHIPS WITH STAFF

1. Achieve constructive working relationships with all staff;
2. Direct, organize and manage the work of support staff within the classes they teach;
3. Provide regular information to the Leadership Team on student progress.

D. EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

1. Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting teaching objectives;
2. Participate in the performance management system and agree objectives based on the School Improvement Plan, Local Authority and nationally determined targets.

E. GENERAL

1. Promote the school's mission, aims, values and ethos, behavior policy, and other policies;
2. Perform the role of Form Tutor and carry out its attendant responsibilities;
3. Participate in the designated guidance and direction of pupils, including progress reviews and target setting meetings;

4. Contribute to the delivery of the Personal, Social, Health, and Economic Education (PSHEE), and the Careers Programme;
5. Attend assemblies, designated school functions (such as parents evenings, open evenings etc) and register the attendance of pupils;
6. Take on any additional responsibilities which might, from time to time, be determined.

SAFEGUARDING

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.

Person Specification

TITLE OF POST: Teacher of Science

| Attributes | Essential | Desirable | How Identified |
|---|--|--|--|
| Qualifications | <ul style="list-style-type: none"> • QTS status • Qualification to the equivalent of degree level in a relevant subject (2:2 or above). | <ul style="list-style-type: none"> • Further relevant qualification in relevant subject. | <ul style="list-style-type: none"> • Evidence of paper qualifications. |
| Work Related experience and associated skills | <ul style="list-style-type: none"> • Knowledge and understanding of Science at KS3 and KS4, and of strategies that improve understanding. • Good classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students. • Ability to encourage and maintain a good standard of discipline in the classroom through well focused teaching, positive relationships and good classroom management. • Ability to use appropriately a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students. • Experience of supporting pupils with SEND through inclusive classroom practice and/or targeted intervention work. • Sound understanding of assessment practices to secure excellent progress. • Ability to set clear and appropriate targets, feedback to students and make use of | <ul style="list-style-type: none"> • Ability to use research evidence to inform and improve teaching. | <ul style="list-style-type: none"> • Application form will have paragraph on how experience fits person specification. • Evidence, from teaching a 60 minute lesson to a KS3/KS4 class, of relationships, class management, teaching and learning strategies, ability to engage students. • Interview questions on teaching and learning strategies, interventions, assessment of student work and its use and communication, and classroom management. |

| Attributes | Essential | Desirable | How Identified |
|--|---|--|---|
| | <p>assessment information to promote each student's attainment and progress, and to plan future lessons.</p> <ul style="list-style-type: none"> Ability to plan, deliver and evaluate targeted intervention strategies to support pupil progress. Have a sound knowledge and understanding of current theory/research, pedagogy and best practice in education. Ability to reflect on own practice. Ability to differentiate and prioritise tasks appropriately. | | |
| Specialist knowledge and understanding | <ul style="list-style-type: none"> Secure knowledge and understanding of the relevant subject knowledge, concepts, and skills. Secure knowledge and understanding on sequencing and the National Curriculum. | <ul style="list-style-type: none"> Able to make good use of ICT as a learning resource. Knowledge of how to give positive and targeted support to students with special educational needs. | <ul style="list-style-type: none"> Application form will have evidence fits person specification. Interview questions will test specialist knowledge. Evidence, from teaching a 60 minute lesson to a KS3/KS4 class, |
| Personal skills and attributes | <ul style="list-style-type: none"> A commitment to supporting the vision, aims and values of Selly Park Girls' School. Determination to encourage the highest quality of learning experience for all students. A commitment to equal opportunities. Ability to establish good and productive working relationships, and work well in a team. Ability to communicate effectively to staff, students, parents, orally and in writing Ability to meet deadlines. | <ul style="list-style-type: none"> Ability and willingness to offer extra-curricular activities. | <ul style="list-style-type: none"> Evidence from the taught lesson of enthusiasm, empathy with young people, communication 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. Ability to communicate effectively in the application form and at interview will be used as |

| Attributes | Essential | Desirable | How Identified |
|-----------------------------------|---|-----------|---|
| | <ul style="list-style-type: none"> Ability to use IT in all aspects of teaching and learning. Able to empathise with young people and yet be firm, fair and consistent when dealing with them. Excellent attendance and punctuality. Ability to work in and to lead a team. Enthusiasm, personal dynamism, and stamina. Sense of humour and perspective. Ambition. Personal presence. | | <p>evidence on communication.</p> <ul style="list-style-type: none"> 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). |
| Suitability to Work with Children | <ul style="list-style-type: none"> Commitment to safeguarding and promoting the welfare of children and young people. | | <ul style="list-style-type: none"> Pre-employment checks detailed in KCSIE. Interview questions on safeguarding. |

How to Apply

Closing date

The closing date for completed applications is **Sunday 22nd February 2026**

Applications

- On school website
- My New Term
- SAMPeople

Expected Interview Date

Interviews are expected to take place on **W/C Monday 23rd February 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

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>