



# Sutton Coldfield Grammar School for Girls

## Application Pack for Teacher of English

Start date: **September 2026**

Closing date for applications: **9.00 am on Friday 1st May 2026**

Interview date: **Thursday 7th May 2026**

---

**Part-time (0.5 FTE), Permanent Post**

Teachers' Main Pay Range or Upper Pay Range

*Applications from both ECTs and experienced teaching staff welcome*

Jockey Road, Sutton Coldfield, West Midlands, B73 5PT

Tel: 0121 354 1479 | email: [recruitment@suttcold.bham.sch.uk](mailto:recruitment@suttcold.bham.sch.uk)  
[twitter.com/suttcold](https://twitter.com/suttcold) | [facebook.com/suttcold](https://facebook.com/suttcold) | [www.suttcold.bham.sch.uk](http://www.suttcold.bham.sch.uk)

Dear colleague

Thank you for your interest in our part-time, permanent vacancy for a Teacher of English. We are looking for a passionate and dedicated subject specialist to join our thriving English Department. At Sutton Girls, our focus is on providing high quality teaching and learning, personal development and wellbeing within a supportive, aspirational environment.

Ranked as one of the top 50 best state secondary schools nationally by the Sunday Times Parent Power Survey, we are proud of the educational experience we provide for our students and the enriching workplace we provide for teachers, leaders and support staff. A culture of continuous reflection and development is embedded across the whole school as we seek to constantly build on our existing high standards. On joining us, you will become part of a vibrant learning community full of engaged and enthusiastic students, dedicated and supportive colleagues working together in an inspirational environment.

We are informed by educational research; this year focusing on adaptive teaching strategies, increasing student engagement and participation. There is a comprehensive CPD offer for all teachers including weekly teaching and learning briefings which alternate between whole school and department led sessions, teaching staff and middle leader meetings with pedagogy at their core, unlimited access to the National College with many staff engaging with additional training modules. Curriculum and Pastoral Middle Leaders work collaboratively and strategically to raise outcomes for all students and support the professional development of themselves and their teams.

We are continuing to refine our approach to assessment, monitoring, intervention and are embedding the VESPA approach within our Sixth Form. Growth mindset strategies and character development are central to our day-to-day activities as we continue to enhance our practices whilst maintaining staff and student well-being.

Our culture is one which celebrates the diversity of the school's intake; an understanding, kind and respectful ethos is embedded through our established character strengths and 'be my best self' practices. Our staff have a range of teaching backgrounds with many coming from co-educational and comprehensive settings. You do not need previous experience of a grammar school setting either as a teacher or as a student.

We provide a broad range of extra and super curricular activities that enable students to develop their existing skills, discover new interests, broaden their horizons and consider aspirational choices for their futures. This ever-expanding enrichment offer provides students with numerous opportunities to enhance their learning throughout their time at Sutton Girls. There are sporting fixtures, music and drama performances, DofE, various student-led lunchtime clubs and many residential trips, including Whitemoor Lakes, London, Paris, CERN, and an annual ski trip to Canada. We support staff and students who wish to add to our enrichment offer as we continue to enhance our provision.

Our students are drawn from across the city of Birmingham and beyond, with many travelling long distances to be a part of Sutton Girls. These are exciting times for the school; we have a dedicated staff who are committed to building on our fantastic results and supporting students to make further progress and realise their ambitions:

| <b>Results across the curriculum</b> | <b>GCSE Grades 9 / 8</b> | <b>GCSE Grades 9 / 7</b> | <b>Progress 8</b> | <b>A level Grades A* / A</b> | <b>A level Grades A* / B</b> |
|--------------------------------------|--------------------------|--------------------------|-------------------|------------------------------|------------------------------|
| <b>August 2025</b>                   | 65%                      | 83%                      | N/A               | 53%                          | 77%                          |
| <b>August 2024</b>                   | 66%                      | 86%                      | 1.05              | 51%                          | 73%                          |

Please visit [our website](#) to find out more about life in our school and discover the opportunities we offer. This link to our [Spring 1 newsletter](#) gives you a flavour of what has been happening in school recently. Having joined Sutton Girls in September 2017, I can testify to the fantastic support offered to new staff, with the formal induction programme and buddy system alongside the daily informal help readily offered by colleagues to each other.

Thank you for taking the time to consider Sutton Coldfield Grammar School for Girls; we look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'B. Minards', written in a cursive style.

Dr B. Minards  
Headteacher



## The English Department

The English Department is based in the most recently built part of the school with the use of six classrooms situated close together, all of which have computers, visualisers and projectors. The department is well resourced and follows a cohesive, coherent and engaging curriculum which is consistent across all classes. The department is made up of 9 passionate subject specialists, including the Head of Department supported by the Assistant Head of Department. All members of the department teach across all key stages; the ability and willingness to teach across all year groups are essential.

English is delivered in mixed attainment groups for all years within our selective setting. Work is marked regularly with personalised feedback offered to all students and formative assessment takes place every term. These assessments cover a range of Reading, Writing and Speaking and Listening skills. We work together to moderate assessments regularly and all teachers contribute to the writing and development of schemes of work.

GCSE is taught in smaller mixed attainment groups; these allow for more individual support. We follow the AQA specification and all students are taught Macbeth, The Strange Case of Jekyll and Hyde and An Inspector Calls. Last year, 73.2% achieved 7-9 in English Literature, and 78.25% in English Language. At A level we offer English Literature, following AQA specification B. Last year 85% achieved A\*-B in English Literature. These results reflect the hard work and commitment of the staff and the students.

The English Department has an active role in the wider school community, organising theatre visits, entering national writing and local debating competitions. We support the annual Literacy Festival in June, our Literacy Enhancement Programme and work closely with colleagues in other departments on cross-curricular themes and activities.

The successful candidate must have a passion for the subject which they can communicate to students and be able to teach in an imaginative and effective way that enables every student to be confident and successful.



# The English Department

## A level English Literature results

|         |    | Percentage of students achieving grades |        |        |       |
|---------|----|---|--------|--------|-------|
| Entries |    | A*                                      | A* - A | A* - B | A*- C |
| 2025    | 20 | 30%                                     | 75%    | 85%    | 100%  |
| 2024    | 19 | 21.1%                                   | 57.9%  | 100%   | 100%  |
| 2023    | 30 | 33.3%                                   | 63.3%  | 90%    | 100%  |

## GCSE English Literature results

|         |     | Percentage of students achieving grades |              |              |              |            |             |
|---------|-----|---|--------------|--------------|--------------|------------|-------------|
| Entries |     | Grade 9                                 | Grades 9 - 8 | Grades 9 - 7 | Grades 9 - 6 | Grades 9-5 | Grades 9 -4 |
| 2025    | 179 | 23.5%                                   | 44.7%        | 73.2%        | 99.4%        | 97.8%      | 99.4%       |
| 2024    | 179 | 25.1%                                   | 51.4%        | 79.3%        | 93.3%        | 99.4%      | 100%        |
| 2023    | 178 | 18%                                     | 44.4%        | 76.4%        | 99.4%        | 99.4%      | 99.4%       |

## GCSE English Language results

|         |     | Percentage of students achieving grades |              |              |              |            |             |
|---------|-----|---|--------------|--------------|--------------|------------|-------------|
| Entries |     | Grade 9                                 | Grades 9 - 8 | Grades 9 - 7 | Grades 9 - 6 | Grades 9-5 | Grades 9 -4 |
| 2025    | 179 | 16.2%                                   | 46.4%        | 78.2%        | 92.2%        | 99.4%      | 100%        |
| 2024    | 179 | 22.3%                                   | 53.1%        | 81.6%        | 95.5%        | 99.4%      | 100%        |
| 2023    | 178 | 18.5%                                   | 52.8%        | 80.3%        | 96.7%        | 100%       | 100%        |



## Job Description: Teacher of English

The subject teacher is under the guidance and leadership of the Head of Department in teaching the subject and in undertaking additional responsibilities, which can be reasonably assigned in respect of the subject.

**Responsible to:** Subject Leader for English

**Responsible for:** The high quality of English education, student progress and attainment, and contribution to the wider work of the department.

### Overview

The Teacher of English is responsible for the delivery of high-quality teaching and learning in English at Key Stages 3, 4 and 5, fostering strong student progress, attainment and engagement. The post holder is accountable for student progress, attainment, and engagement, and for contributing to the development of the English curriculum and the wider life of the school.

The successful candidate will demonstrate strong subject knowledge, effective classroom practice, and a commitment to inclusive education, ensuring that all students are supported and challenged to achieve their full potential within a safe and well-managed practical learning environment.

The post holder will:

- Be an outstanding classroom practitioner who models high-quality teaching and learning, demonstrating secure pedagogical practice in English across KS3, KS4 and KS5.
- Inspire a love of learning and foster curiosity, resilience, and confidence through practical and theoretical learning experiences.
- Deliver an ambitious, inclusive curriculum that reflects the school's ethos, values, and development priorities.
- Use assessment and data effectively to monitor student progress over time, set clear targets, and adapt teaching to secure progress for all learners.
- Maintain high standards of behaviour, engagement, and safety in all learning environments.
- Contribute to enrichment and extension opportunities beyond the classroom, such as trips and visits to support the curriculum.
- Work collaboratively with colleagues and contribute to whole-school priorities.

### Key Responsibilities

#### Teaching, Learning, and Student Outcomes

The post holder will be accountable for securing high standards by:

- Planning and delivering high-quality English lessons that meet the needs of all students and align with curriculum and examination requirements.
- Ensuring high expectations of progress, behaviour, and engagement in all lessons, particularly within practical teaching environments.
- Developing students' subject knowledge, practical skills, and understanding of language, literature and effective communication.
- Using a range of teaching strategies to promote independence, resilience, and a positive attitude to learning.
- Setting, marking, and providing timely, diagnostic feedback in line with departmental and school assessment policies.

#### Assessment, Data, and Quality Assurance

The post holder will:

- Use formative and summative assessment to monitor student progress and inform teaching and curriculum planning.
- Maintain accurate records of attainment, progress, and engagement in line with school systems.
- Complete progress reviews in line with School assessment and reporting policy.
- Analyse assessment information to identify underachievement and support targeted intervention strategies.
- Contribute to departmental self-evaluation and whole-school quality assurance processes, including work scrutiny and curriculum review.

# Job Description: Teacher of English

## Strategic Contribution and Curriculum Development

The post holder will:

- Deliver the English curriculum in line with agreed schemes of work and examination specifications
- Contribute to the development, review, and refinement of curriculum resources, schemes of work, and assessment materials.
- Support the integration of numeracy, IT, and wider transferable skills within English.
- Assist in ensuring the curriculum remains relevant, inclusive, and aligned with school and national priorities.
- Contribute actively to the school's super-curricular offer, including English enrichment activities, clubs, competitions, industry links, and other opportunities that extend students' learning beyond the classroom.
- Attend school calendared evenings such as parent and open evenings.

## Behaviour, Pastoral, and Student Support

The post holder will:

- Maintain a safe, orderly, and respectful learning environment in accordance with the school's behaviour policy.
- Act as a Form Tutor, supporting the academic progress, attendance, and wellbeing of students.
- Monitor attendance and punctuality and follow up concerns in line with school procedures.
- Communicate effectively with parents and carers regarding student progress, behaviour, and wellbeing.
- Contribute to the delivery of Personal Development (PD), careers education, and wider pastoral initiatives through the form tutor role.

## Deployment of Resources and Health & Safety

The post holder will:

- Ensure full compliance with Health and Safety legislation and subject-specific guidance for English.
- Use resources efficiently and responsibly, supporting the effective management and care of equipment and materials.

## Professional Responsibilities

The post holder will:

- Support and promote the ethos and values of the school.
- Set a positive example to students through professional conduct, punctuality, attendance, and presentation.
- Attend and contribute fully to key school events, including parents' evenings and open evenings, demonstrating commitment to the wider life of the school.
- Engage proactively in professional development, appraisal, and departmental training.
- Be vigilant in safeguarding responsibilities and comply fully with school policies and procedures.

## Review of Duties

This job description outlines the main responsibilities of the post and is not exhaustive. Duties may be reviewed and amended following consultation with the Headteacher in line with the School Teachers' Pay and Conditions Document



## Person Specification

|  | Essential Criteria   | Desirable Criteria  |
|--|--|---|
| <b>Qualifications &amp; CPD</b>        | <ul style="list-style-type: none"> <li>• Good Honours degree in a relevant subject area and a love of the subject.</li> <li>• Qualified Teaching Status.</li> <li>• Evidence of continued professional development.</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of subject-specific and pedagogical CPD and its application to classroom practice.</li> </ul> |
| <b>Experience</b>                      | <ul style="list-style-type: none"> <li>• Successful teaching record: An excellent classroom teacher, who uses adaptive teaching strategies and effective feedback to engage every student and support the needs of all learners.</li> <li>• Secure subject knowledge in English with the ability to teach across KS3, KS4 and KS5.</li> <li>• Experience of, or willingness to learn and use, Microsoft Teams.</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of teaching English at KS5 desirable.</li> </ul>  |
| <b>Personal Qualities &amp; Skills</b> | <ul style="list-style-type: none"> <li>• Excellent communication skills and the ability to work calmly and effectively under pressure.</li> <li>• Ability to inspire, motivate and enthuse students, especially very able individuals.</li> <li>• Strong classroom and behaviour management skills, particularly within practical learning environments.</li> <li>• A strong team player with a shared approach to problem solving and achieving goals.</li> <li>• Ability to establish good working relationships with colleagues, students, parents/carers and the wider community.</li> <li>• Evidence of initiative and taking responsibility.</li> <li>• A drive for improvement and challenging underperformance.</li> <li>• Capacity to be flexible, adaptive and creative.</li> <li>• Willingness to listen and act on feedback, to develop strengths and improve personal performance.</li> </ul> |   |

## Person Specification

|                    | Essential Criteria   | Desirable Criteria  |
|--------------------|--|---|
| Knowledge & Skills | <ul style="list-style-type: none"> <li>• Knowledge of national curriculum and GCSE/A level specifications.</li> <li>• Knowledge of best practice in assessment.</li> <li>• Ability to track student progress and develop key interventions to support student outcomes.</li> <li>• Ability to prioritise, plan and complete tasks to a high standard with attention to detail.</li> <li>• Keen to be involved in curriculum design and subject-specific pedagogy.</li> <li>• Ability to demonstrate integrity and consistency of judgement.</li> </ul>                 | <ul style="list-style-type: none"> <li>• Awareness of recent government curriculum proposals.</li> <li>• Evidence of delivering or leading extra and or super curricular engagement.</li> <li>• Knowledge of A level AQA 7717 examination course in English desirable.</li> </ul> |
| Training           | <ul style="list-style-type: none"> <li>• Clear responsibility for own CPD.</li> <li>• Evidence of recent relevant professional development.</li> </ul>   |   |
| Values             | <ul style="list-style-type: none"> <li>• A love of the subject and willingness to share this with others both through curriculum design, teaching and extra-curricular provision.</li> <li>• Shares the school's vision and commitment to Character Education.</li> <li>• Commitment to supporting the successful delivery of the School Development Plan objectives: Inspirational Environment, Aspirational Students and High-Quality Teaching and Learning.</li> <li>• Commitment to student achievement, staff development, and continuous improvement.</li> </ul> |   |
| Safeguarding       | <ul style="list-style-type: none"> <li>• Commitment to providing a safe and secure environment for all students</li> <li>• Knowledge and understanding of health and safety issues</li> </ul>  |   |





## What you can expect as a teacher at Sutton Coldfield Grammar School for Girls

Sutton Coldfield Grammar School for Girls is a vibrant school where there are endless opportunities for you to get involved in a range of activities, and where you will be well supported in taking any initiatives of your own. It is a place where you should always feel confident to try something new to enhance the learning environment.

### As a teacher you can expect:

- Generous Pension Scheme - the opportunity to join the Teachers' Pension Scheme (28.68% employer contribution)
- Flexible PPA with the option of up to one-third PPA taken off-site
- Opportunity to join the BHS Healthcare Plan
- Opportunity to sign up to our Cycle to Work Scheme
- On site car parking
- Individualised induction programme including the initial support of a Buddy
- Full support in your duties as a Form Tutor
- Access to the National College providing all teachers with on-demand CPD, subject and pedagogy development, workload-reducing tools, and a central system for tracking and evidencing professional learning
- Commitment to [staff wellbeing and mental health awareness](#)
- Access to flexible and family friendly policies and working practices
- Termly Staff Nominations – the chance for staff to pass on thanks and positivity
- Complimentary staff room drinks throughout the day
- Supportive colleagues
- Engaged and enthusiastic students

### As a member of the teaching staff, SCGSG expects you to:

- Act in accordance with safeguarding and child protection procedures
- Observe a smart, business-like code of dress
- Follow the school rules and codes of practice, including the staff code of conduct
- Ensure that students observe the rules and codes of practice
- Ensure your public attitude and behaviour gives positive messages to those around you
- Attend parents' evenings, open evenings, INSET days as required
- Take part in department, pastoral, and other staff meetings as required
- Be aware of the aims of the school and the areas being developed in the current School Development Plan
- Keep up to date with developments in your own subject
- Ensure your classroom practice is inclusive and reflects a full awareness of the requirements of the Teachers' Standards.

**At Sutton Coldfield Grammar School for Girls we work hard to promote an open and positive environment for teaching and learning. We look forward to your contribution as a member of staff to this rich culture.**

## How to apply

In order to apply for this post, please complete the online application on [MyNewTerm](#). The Personal Statement section gives you the opportunity to detail other relevant experiences, interests and skills. In this section please:

1. State your reasons for applying for this post.
2. Outline the experiences that you believe have prepared you for this post.
3. Describe the skills and strengths that you will bring to the school.

Please note that the application form must be completed in full. It is not sufficient to substitute a C.V. for all or any part of the form. You are welcome to telephone or e-mail our HR team via [recruitment@suttcold.bham.sch.uk](mailto:recruitment@suttcold.bham.sch.uk) to ask for clarification on any matters regarding this vacancy. Informal visits to the school can be arranged before the deadline for applications, and shortlisted applicants will have a tour of the school on the day of interview.

**Deadline for Applications: 9.00am on Friday 1st May 2026**

**Interviews will be held on Thursday 7th May 2026**

Candidates who have not heard from us by then should assume their application has been unsuccessful on this occasion.

## References

Please note that it is our practice to take up references before shortlisting for interview. If you would prefer us not to do so unless you are shortlisted, please indicate this clearly in your application. When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer. References from relatives or friends are not acceptable.



## Safeguarding

Sutton Coldfield Grammar School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to all necessary pre-employment checks. This includes enhanced DBS, barred list clearance, medical fitness, identity and right to work; and where applicable prohibition check, qualifications, certificate of good conduct and letter of professional standing from the regulating authority in the country in which the applicant has worked. An online search will also be carried out as part of due diligence on all shortlisted candidates.

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school. In addition to the ability to perform the duties of the post the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people.
- ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- emotional resilience in working with challenging behaviours.
- attitudes to the use of authority and maintaining discipline.
- any relevant issues arising from references.
- any gaps in time not covered by details in the application form.

## Rehabilitation of Offenders Act

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Please refer to our policy statement on the recruitment of ex-offenders.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role.



**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

## Summary of Child Protection Information for Visitors and Volunteers

Sutton Coldfield Grammar School for Girls is committed to the highest standards in protecting and safeguarding the students entrusted to our care. Our school supports all students by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some students may be the victims of neglect, physical, sexual or emotional abuse. Staff working with students are well placed to identify such abuse.

In order to protect our students, we aim to:

- Create an atmosphere where all our students can feel secure, valued and listened to.
- Recognise signs and symptoms of abuse.
- Respond quickly, appropriately and effectively to cases of suspected abuse.

If you have a concern that a student is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally), you must contact the following staff member as quickly as possible.

**Designated Senior Lead (DSL) and Single Point of Contact (SPOC) for safeguarding and child protection: Mr Neil Eaton.**

If this person is not available please contact

**Deputy DSL/SPOC: Mrs Samantha Hart  
Mrs Lisa Neal  
Mrs Meg Mahoney  
Miss Rebecca Pegg  
Dr Barbara Minards**

**Headteacher: Dr Barbara Minards**

Everyone working with our students their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised.
- They should involve the Designated Senior Person (DSL) immediately.
- If the DSL is not available the Headteacher or the Deputy DSL should be contacted.
- Disclosures of abuse or harm from students may be made at any time.

**If anything worries you or concerns you, report it straight away. The main office will direct you to the appropriate member of staff to report your concerns. The school's Safeguarding and Child Protection Policy and procedures will form part of the induction for the successful candidate.**

***The school's Safeguarding and Child Protection Policy and procedures will form part of the induction for the successful candidate.***

