



# Sutton Coldfield Grammar School for Girls

Application Pack for  
Associate Assistant Headteacher: Head of Maths

Start date: **September 2026**

Closing date for applications: **9.00 am on Thursday 5th March 2026**

Interview date: **Tuesday 10th March 2026**

---

*Visits to the school can be arranged on Tuesdays, Wednesdays or Thursdays  
between Tuesday 24th February and Tuesday 3rd March*

---

**Full time or part-time (0.8 fte), Job share considered**

Leadership Spine L8 -11: £61,534 - £66,368

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 vacancy for an Associate Assistant Headteacher: Head of Maths. This is an exciting opportunity to join our extended Senior Leadership Team and play a pivotal role in shaping the strategic direction of mathematics across the school.

We are seeking a dynamic, talented and inspirational mathematics specialist who combines exceptional classroom practice with ambitious, forward-thinking leadership. The successful candidate will be a highly effective teacher and strategic leader with a proven track record of securing excellent outcomes, impact on student progress and attainment with a clear vision for leading an aspirational mathematics department.

This post is ideally suited to an experienced and successful middle leader who is ready to take the next step, or an aspiring senior leader eager to broaden their leadership impact. You will lead a high-performing and dedicated department, building on strong foundations and bringing further innovation and development. The successful candidate will combine subject expertise of Maths and Further Maths with effective communication and leadership skills to inspire students and colleagues alike.

As a key member of our extended Senior Leadership Team, you will work closely with senior and middle leaders to shape curriculum design, refine teaching and learning strategies, and contribute to whole-school quality assurance processes. This role offers a genuine platform for professional growth, providing the opportunity not only to lead an outstanding department, but also to develop as a senior leader and make a significant, lasting impact on the wider life of the school.

On joining Sutton Girls, 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. Ranked as one of the top 50 best state secondary schools nationally by the recent 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.

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 selective or girls' school setting to make a positive impact on our students who benefit from a wide variety of role models.

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 and for the Maths Department; 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>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%	1.04	51%	73%

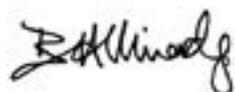
Please visit [our website](#) to find out more about our maths curriculum, life at Sutton Girls and discover the opportunities we offer. This link to our [Autumn 2 newsletter](#) gives you a flavour of what has been happening in school recently. Having joined Sutton Girls in September 2017, I can testify 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.

You are welcome to visit the school to meet some of our amazing students and staff. Visits can be arranged on Tuesdays, Wednesdays and Thursdays between 24th February and 4th March, either during school hours or after school by contacting [recruitment@suttcold.bham.sch.uk](mailto:recruitment@suttcold.bham.sch.uk). We appreciate that not all prospective candidates will be able to visit during the school day and are happy to arrange calls to answer any individual queries.

If you are seeking the next step in your career, one that allows you to inspire students to develop a deep appreciation of mathematics, refine and extend your own teaching and leadership practice, and lead a successful, forward-thinking Mathematics Department, we would be delighted to hear from you. This role offers the opportunity to make a meaningful contribution not only to Mathematics, but to the continued success and wider life of the school.

We warmly encourage you to apply and join our aspirational, positive and supportive community/environment here at Sutton Girls.

Yours sincerely,



Dr B. Minards  
Headteacher



## Mathematics Department

The department is made up of a team of 12 passionate subject specialists including an Assistant Head of Department who all share a love of the subject, continue to develop their pedagogy and promote an enjoyment of Maths throughout the school.

The department is well resourced, with all maths classrooms having a desk-top computer, a visualiser and an interactive whiteboard. Laptops and iPads can also be booked for use in lessons. All department members have a 2 in 1 device to use in lesson planning, delivery and providing students with feedback.

Fortnightly department Teaching and Learning briefings build on whole school approaches and promote subject specific strategies including oracy, Socratic questioning and boundary examples. There are detailed schemes of work in place with links to variety of resources both internally created (skills checks, revision and assessment follow up tasks) and online resources including Dr Frost, MathsGenie, MadasMaths and Bicen maths to name just a few. The department is collaborative with shared resources used to provide a consistent experience for students which are regularly refined and added to as colleagues work together to develop their practice. Microsoft Teams is used effectively to store lesson plans and materials, to encourage dialogue between individual students and their teachers and between teachers in year group teams.

At GCSE and A level, the Edexcel specifications are followed with considerable success, as can be seen in the cumulative tables below. Years 7 to 9 are taught in mixed attainment groups in our selective setting; students are broadly set by levels of confidence in Years 10 and 11. Last year 93% of students achieved Grades 9-7 in their Maths GCSE. Many students continue to study Maths at A-level and it is our most popular course in the Sixth Form, last year 54% of our Year 13 students achieved A\* or A grades. We offer the option of an AS level in Further Maths to encourage students to study the subject in the Sixth Form.

We also offer many enrichment activities, including Year 7 Maths Club and the Junior, Intermediate and Senior Challenges from the UKMT. There is a Further Maths Club for Years 10 and 11 and several students opt to sit the Level 2 AQA qualification. In the Sixth Form students can participate in the Ritangle team competition, prepare for university admissions tests and be a subject mentor for younger students.

### A-Level Maths results

Entries		Percentage of students achieving grades					
		A*	A* - A	A* - B	A* - C	A* - D	A* - E
2025	97	23%	54%	72%	88%	100%	-
2024	81	14%	53%	70%	86%	96%	99%
2023	74	15%	57%	74%	89%	96%	100%

### A-Level Further Maths results

Entries		Percentage of students achieving grades					
		A*	A* - A	A* - B	A* - C	A* - D	A* - E
2025	15	27%	53%	80%	87%	93%	100%
2024	8	38%	75%	100%	100%	100%	100%
2023	6	-	67%	100%	100%	100%	100%

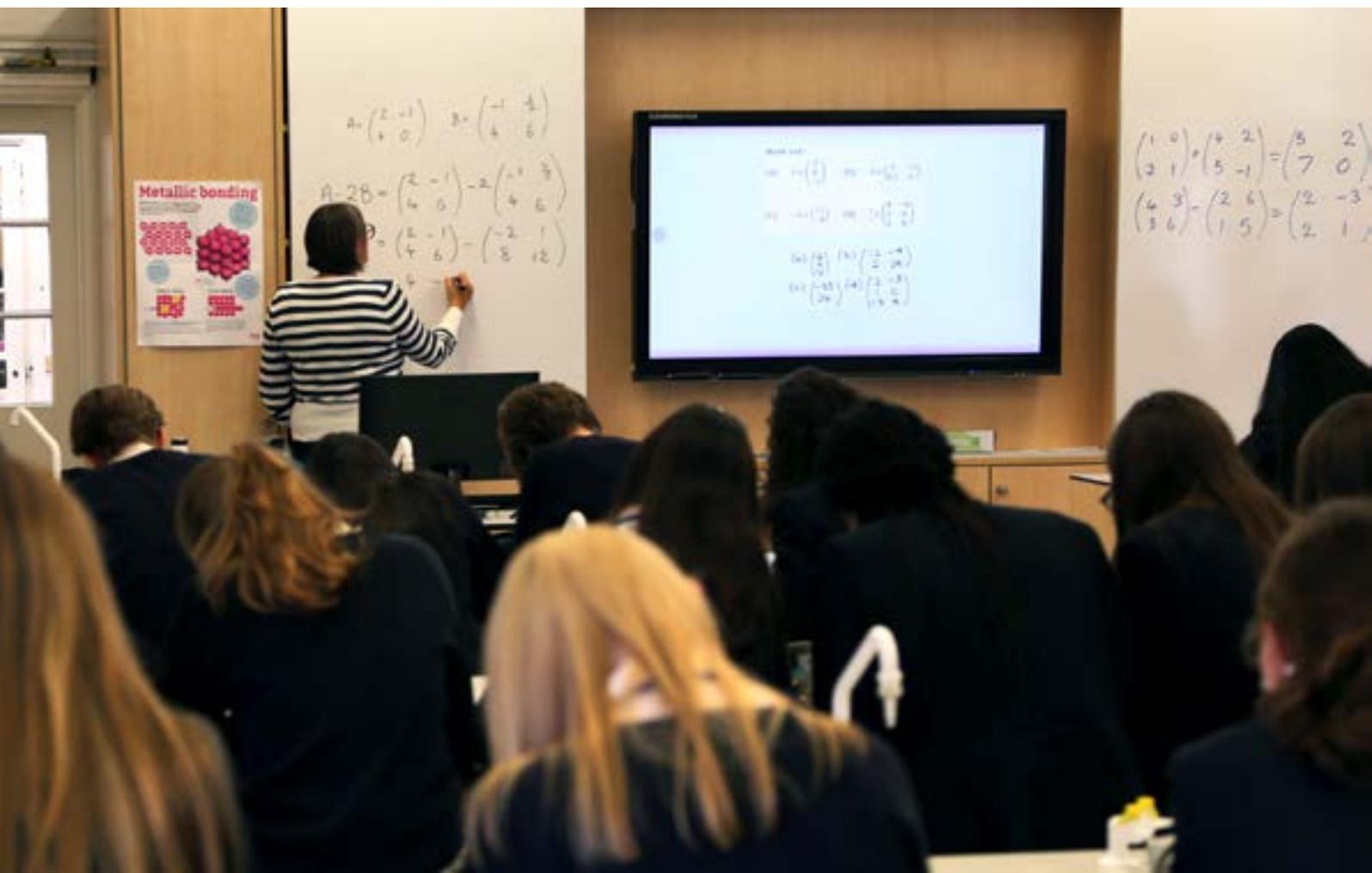
# Mathematics Department

## GCSE Maths results

Entries		Percentage of students achieving grades					
		Grade 9	Grades 9 - 8	Grades 9 - 7	Grades 9 - 6	Grades 9 - 5	Grades 9 - 4
2025	179	37%	74%	91%	98%	100%	100%
2024	178	42%	75%	93%	100%	100%	100%
2023	178	36%	75%	93%	98%	100%	100%

## Level 2 Further Maths results

Entries		Percentage of students achieving grades					
		Grade 9	Grades 9 - 8	Grades 9 - 7	Grades 9 - 6	Grades 9 - 5	Grades 9 - 4
2025	18	44%	78%	89%	100%	100%	100%
2024	28	29%	61%	82%	96%	100%	100%



## Job Description

Sutton Coldfield Grammar School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

**Job Description:** Associate Assistant Headteacher: Head of Maths

**Responsible to:** Headteacher (via Deputy Headteacher: Curriculum and Assessment)

**Responsible for:** The high quality of Maths education throughout the school, student progress and attainment, and the leadership and development of the Maths Department.

### Overview

The Associate Assistant Headteacher: Head of Maths will have strategic oversight and overall accountability for all aspects of Maths education at the School. They will be accountable for GCSE and A-level outcomes and for ensuring that these are routinely meeting school targets and exceeding national averages on all measures. The postholder will be responsible for implementing the Departmental Development Plan and be accountable for the overall standards of teaching and learning in the subject.

Working with the Headteacher and the rest of the Senior Leadership Team, they will be accountable for the effective delivery of the School Development Plan, with specific whole-school leadership responsibilities to be agreed based on the skills, experience and interests of the successful candidate.

The post holder will:

- Be an outstanding classroom practitioner who consistently models exemplary teaching and learning, demonstrating highly effective pedagogical practice at all key stages.
- Be an effective, strategic and positive leader.
- Inspire a love of learning and foster a culture of intellectual curiosity, resilience and confidence.
- Design, implement and have strategic oversight of an ambitious, inclusive curriculum that reflects the school's ethos, values, and development priorities.
- Use data and evidence effectively to analyse internal and external data (including ALIS or equivalent) to monitor student progress over time, set measurable objectives, and implement targeted strategies to secure progress for all students.
- Lead, support and develop staff through effective coaching and ongoing professional development.
- Plan and deliver mathematics enrichment and extension opportunities beyond the classroom for students in all year groups/Key Stages.
- Contribute to whole school leadership, policy development and self-evaluation and delivery of the School Development Plan.
- Work closely with the Assistant Headteacher: Head of Sixth Form and their team to provide subject specific advice and guidance to students on Higher Education applications, including entrance examinations where appropriate.
- Demonstrate a clear commitment to inclusion, equity and high expectations for all.

### Key Responsibilities

#### **Strategic Leadership and Curriculum Development**

The post holder will:

- Promote a shared vision for Maths that reflects national developments, statutory requirements and school priorities.
- Lead the strategic development of Maths across KS3, KS4, and KS5 with the Assistant Head of Maths.
- Ensure that curriculum provision, schemes of work, and assessment practices are ambitious, inclusive, and coherent.
- Instil a culture of high expectations across the Maths Department.
- Establish and maintain robust quality assurance processes to ensure reliable data collection, using the information to evaluate curriculum effectiveness, monitor outcomes and guide future planning and improvement strategies.

## Job Description

- Work alongside the Examinations Officer to make sure all examination entries and other related documents are completed and compliant with JCQ rules.
- Develop and review an annual Department Development Plan that aligns with whole-school priorities, using clear Objectives and Key Results (OKRs) to track progress and demonstrate impact on student outcomes.
- Lead departmental self-evaluation in Maths, using data and review processes to assess teaching, learning, and student outcomes, and contribute to whole-school self-review and improvement initiatives.
- Act as the subject specialist and source of professional guidance for Maths within the school.
- Ensure the integrity and effective use of data to support the progress and achievement of all students, including those with additional needs, Pupil Premium, and EAL.
- Implement and monitor the consistent inclusion of careers and workplace skills within the Maths curriculum, evaluating impact on teaching and learning.
- Report on standards, progress, and curriculum developments to the Curriculum Committee of the Governing Board.
- Promote the work and achievements of the Maths Department across the school community.
- Maintain the Maths Department section of the school website and continue to develop the super-curricular offer.
- Contribute to whole-school policies and development planning where relevant to the subject.
- Develop an outward facing approach, collaborate with Maths Departments in other schools to enhance provision and share best practice.
- Support the examinations officer with in-year testing of joining students.

### Teaching, Learning, and Student Outcomes

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

- Monitoring the quality of teaching and learning through lesson observations, work scrutiny, planning reviews, and data analysis.
- Ensuring high expectations of progress, behaviour, and engagement in all Maths lessons.
- Developing and delivering robust assessments across all year groups, ensuring assessment, feedback, and reporting practices align with school policy.
- Analysing internal and external data to identify priorities and inform targeted intervention strategies to ensure all student groups attain at least expected progress.
- Leading departmental self-evaluation and contributing to whole-school self-review processes.
- Implementing and maintaining high-quality assurance strategies.
- Coordinating the development and annual review of the curriculum in line with school, local, and national requirements.
- Ensuring appropriate work is set during staff absence, with subject teachers retaining primary responsibility.

### Leadership and Development of Staff

The post holder will:

- Lead, manage, and support the Maths Department staff team, fostering a culture of collaboration and high professional standards, including line management responsibilities such as appraisal, professional development, absence management, and performance conversations, liaising with HR as necessary.
- Line manage the Assistant Head of Maths, including setting clear priorities, holding regular meetings to review progress, and supporting their professional development.
- Ensure departmental meetings and activities focus on improving inclusive teaching, learning and student outcomes.
- Act as a role model of effective teaching and professional practice.

## Job Description

- Have an outward facing approach, seeking and sharing best practice to further promote inclusion, a love of learning and growth mindset approach across the department.
- Plan and coordinate departmental teaching and learning CPD, working alongside the Assistant Headteacher responsible for Teaching and learning.
- Identify and share best practice within the department and, where appropriate, across the school.
- Induct, support, and monitor new staff, early career teachers, and associate teachers
- Work with the Headteacher to develop and retain high quality staff.

### Extra-Curricular Maths and Enrichment

The post holder will:

- Lead the planning and delivery of departmental extension and enrichment activities that are inclusive, accessible, and engaging for all students.
- Lead and develop Maths enrichment opportunities, including competitions, masterclasses, STEM events, and educational visits.
- Organise and have oversight of the delivery of Level 2 AQA Further Maths qualification.
- Promote participation in cross-curricular projects that enhance numeracy and mathematical thinking.
- Seek opportunities outside of the school community for our students to explore Maths through real world opportunities.

### Deployment of Resources and Health & Safety

The post holder will:

- Collaborate closely with the SLT to integrate the School vision into the Maths Department and contribute to the success of shaping and leading the School Development Plan.
- Promote excellence, equality of opportunity and high expectations of all students and staff.
- Contribute to the School's outward facing approach; building positive relationships with parents, governors and wider stakeholders, making connections with other schools and organisations to share and develop best practice.
- Actively participate in the overall leadership and management of the school (duties, evening events, governing board links).

**Specific whole school leadership responsibilities will be agreed with the successful candidate based on their skills, experience and interests.**

### Professional Responsibilities

The post holder will:

- Support and promote the ethos and vision of Sutton Girls.
- Set a positive example to students through professional conduct, punctuality, attendance and presentation.
- Attend and contribute fully to key school events, including open evenings and parents' evenings as part of a clear commitment to the wider life of the school.
- Take responsibility for their own professional development and engage fully in training with the National College.
- Meet published deadlines and comply with school policies and procedures.
- Be proactive in matters relating to safeguarding and Health and Safety.

### 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
Qualifications & CPD	<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> <li>• Clear responsibility for own CPD.</li> <li>• Evidence of recent relevant professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Recent leadership and management CPD.</li> <li>• NPQ Qualification.</li> <li>• Demonstrated experience of leading CPD across a department, with evidence of a positive impact on staff practice and outcomes.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Excellent classroom practitioner with strong subject knowledge, who uses adaptive teaching strategies and effective feedback to engage and support the needs of all learners.</li> <li>• A successful track record of securing strong outcomes at both GCSE and A Level.</li> <li>• Significant contributions to the success of a whole school initiative with demonstrable impact.</li> <li>• Experience of leading, coaching or mentoring staff within a performance management framework.</li> <li>• Experience of, or willingness to learn and use, Microsoft Teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience of managing and developing a department or team in more than one school.</li> <li>• Led a successful whole school initiative with demonstrable impact.</li> <li>• Experience of teaching Further Maths at A level.</li> </ul>
Personal Qualities & Skills	<ul style="list-style-type: none"> <li>• Excellent communication skills and the ability to work calmly and effectively under pressure.</li> <li>• Ability to lead by example with the highest professional standards.</li> <li>• Vision and drive to raise standards and outcomes.</li> <li>• Ability to prioritise, plan and organise.</li> <li>• Ability to inspire, motivate and enthuse students, especially very able individuals.</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>• The ability to work collaboratively, embrace change, and inspire excellence in others.</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, GCSE and A level specifications, including Further Maths.</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> <li>• Awareness of recent government curriculum proposals.</li> <li>• Ability to write and evaluate a department development plan.</li> <li>• A deep understanding of the challenges facing young people, alongside a commitment to their welfare and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead departmental intervention strategies.</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
- Contribute to the wider life of the school through involvement in extra and super curricular activities
- 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 the school 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: 9.00 am on Thursday 5th March 2026.**

**Interviews will be held on Tuesday 10th March 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.***

