

APPLICANT INFORMATION PACK
Exam and Student Data Manager



Contents

Letter from the Head Teacher	3
About our School.....	4
Our Head Teachers.....	5
Vision, Values and Priorities.....	6
Our Proud History.....	7
Senior Leadership Team	8
Organisation and Curriculum.....	9
Benefits of Working for Selly Park Girls'	10
Job Description and Person Specification	11
Person Specification.....	14
How to Apply	15
Safer Recruitment in Education: Information for Applicants	16

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 our pupils at the centre. We want every pupil to be kind to others, aspirational and ambitious in what they can achieve. We want to ensure that our pupils 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.

Our achievement and progress are at consistently high levels. Pupils make nearly half a grade more progress than pupils 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.

Yours faithfully,

Lisa Darwood



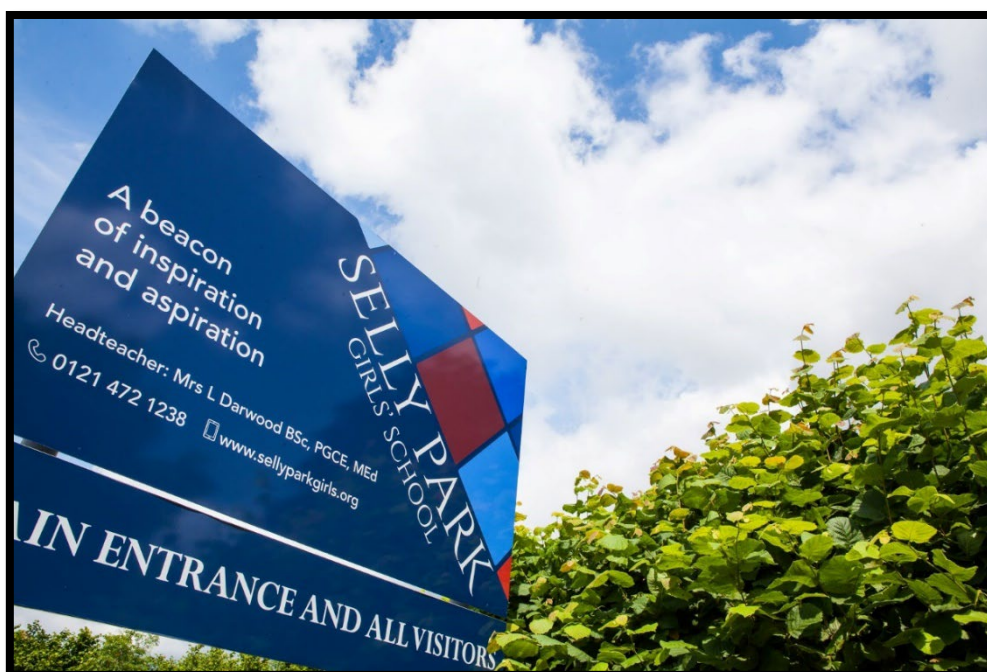
About our School

Selly Park Girls' School is a six form-entry girls' community school for pupils aged 11 to 16 years, which currently has 793 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 Head Teachers



Mrs Darwood
Head Teacher

I have worked at SPGS for 18 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.



Mr Moore
Deputy Head Teacher

I have worked in education for over 20 years with 15 of these being in senior leadership positions in a range of secondary schools across Warwickshire, Worcestershire, Birmingham and Sandwell. As part of this I spent 10 years as a Deputy Head in one of the country's highest achieving Multi-Academy Trusts. During my career, I have developed expertise in both curriculum and pastoral areas and has worked with a number of schools in a supportive and training capacity in areas such as teaching and learning, curriculum review and examinations. I have also served on the governing board of a Worcestershire primary School.



Mrs Sullivan
Deputy Head Teacher

I have worked as a teacher across Birmingham and Solihull for over 17 years, and have held a leadership role for 14 of them within curriculum and pastoral. Having grown-up in South Birmingham I understand the local community and the diversity across Birmingham, and as a result I feel a strong sense of commitment to ensuring our pupils receive the very best education and pastoral care a school can offer. I am guided by the mantra that what we offer to our pupils must be good enough for my own family. I feel very privileged to be part of the Selly Park Girls' School community.

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

Policies, procedures and practice

Reports and summaries

Coaching

Quality assurance processes

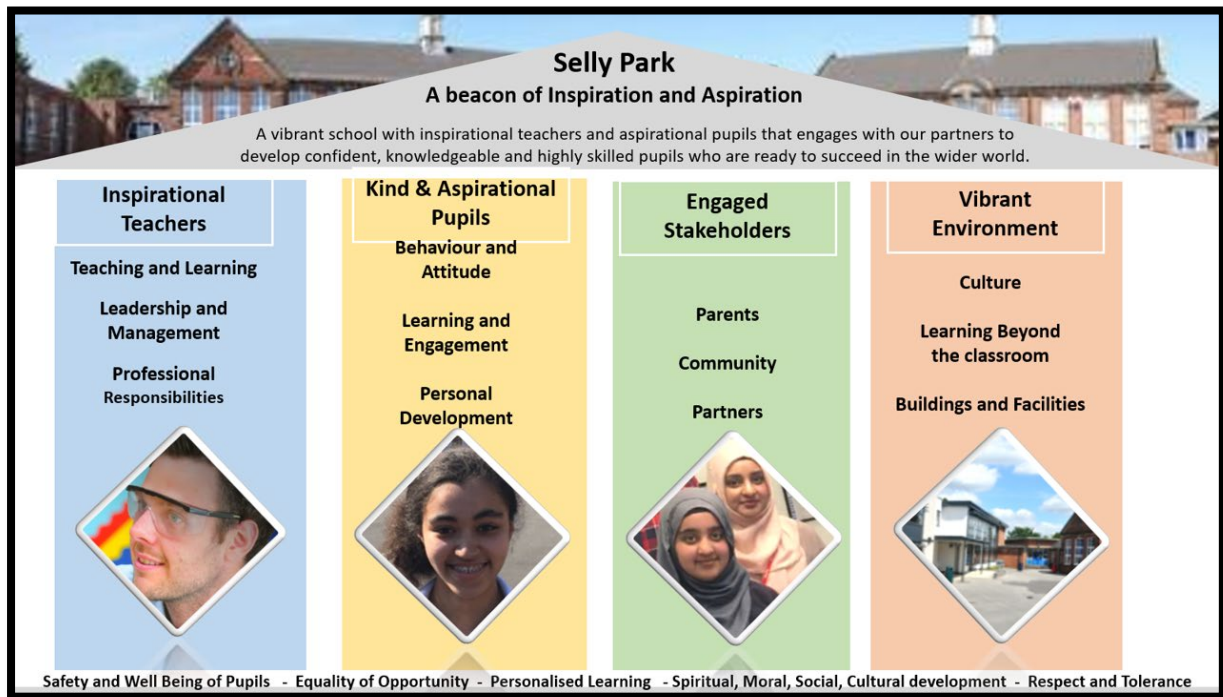
Research informed bespoke CPD

Governance

Networking

Risk assessment

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.



Senior Leadership Team

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

- The Head Teacher, Lisa Darwood
- Deputy Head Teacher – Quality of Education and Behaviour KS3
- Deputy Head Teacher – Quality of Education and Behaviour KS4
- Two Senior Assistant Head Teachers
- Three Assistant Head Teachers
- Strategic Business Manager
- Strategic Data Manager

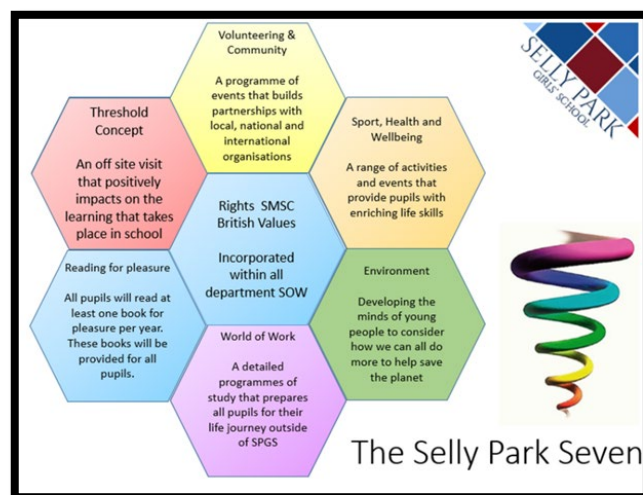
In addition, the Head Teacher and SLT are supported by a Senior Office Manager/PA and an HR Manager.

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.

Character virtues are embedded throughout the school community through our unique 'Selly 7' which compliments and enhances our curriculum offer with a bespoke range of cultural capital opportunities delivering enriching experiences in a coherently planned way.



Achievement

We are very proud of our students' attainment and progress. Our Progress 8 score puts us among the highest performing comprehensives in Birmingham. In terms of our 'family of schools' (similar schools, in terms of context) we were the 3rd highest performing out of eleven similar schools.

2016/2017	2017/2018	2018/2019	2021/22
0.39	0.40	0.52	0.71

Our Pupils

The best feature of our school is our pupils. They are friendly, well behaved and inquisitive. Many of our pupils come from some of the most deprived wards in Birmingham and over 50% 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 70% 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. We are particularly proud of the amazing Progress 8 scores achieved in 2022 by our disadvantaged pupils 0.36; EAL pupils 0.70 and SEND 0.71.

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.

Pension

You will be enrolled in a highly rated local government pension scheme.

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.

Employee Assistance Programme

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

Flexible Working

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

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

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

Exam and Student Data Manager JOB DESCRIPTION

Salary Scale: GR3 £25,119 - £31,364 pro-rata'd, term time only plus 10 days

1. Job Purpose

- 1.1 To contribute to the improvement in teaching and learning through the provision of accurate and timely examination and assessment data.
- 1.2 To manage the administration, organisation and smooth running of internal/external assessment and examinations.
- 1.3 To manage the administration of student data entry and reporting, including pupil attendance data.

2. Key Responsibilities

- 2.1 To inform students about test/exam requirements and procedures and co-ordinate deadlines for assessment information.
- 2.2 To liaise with staff and students about assessment data and problem solve queries about assessment information and data related to attendance.
- 2.3 Upload information and produce, co-ordinate and disseminate information/reports to appropriate staff via the intranet or hard copy.
- 2.4 Report building and development for assessment templates using the school's management information systems, as well managing and updating the management information systems.
- 2.5 To manage the Assessment Process/Cycle.
- 2.6 To arrange for the electronic receipt of student data from other schools and incorporating it into the school's database.
- 2.7 To assist with the allocation of student data to particular forms and class groups.
- 2.8 To arrange for the electronic dispatch of student data to other school's relevant Local Authority agencies and examination boards.
- 2.9 To manage student reports.
- 2.10 To arrange all related and dedicated organisational information for internal/external tests, mocks and examinations. This may include:
 - 2.10.1 Arranging timetables and seating plans;
 - 2.10.2 Liaising with staff and disseminating information;

- 2.10.3 Allocating appropriate rooms/exam areas;
- 2.10.4 Allocating invigilation and managing Invigilators;
- 2.10.5 Ensuring preparation of papers for examinations to meet required standards and deadlines;
- 2.10.6 Recording student non-attendance and re-arrange where appropriate;
- 2.11 To liaise with all departments to establish assessment requirements, which may include:
 - 2.11.1 Liaising with external agencies;
 - 2.11.2 The ordering of resources/papers to meet deadlines;
 - 2.11.3 The arrangement of seating plans and invigilation;
 - 2.11.4 Liaising with staff/students/parents regarding exam and assessment timetables;
 - 2.11.5 The recording of results for assessment data and reporting this to parents;
 - 2.11.6 Preparing reports.
- 2.12 Managing all duties and responsibilities regarding External Examinations on school premises.
 - 2.12.1 Allocating invigilators;
 - 2.12.2 Liaising with the Leadership Group to establish requirement for alternative arrangements for students where necessary/
- 2.13 Invigilation
 - 2.13.1 Responsible for the recruitment of Invigilators in liaison with the School management;
 - 2.13.2 Establish availability of Invigilators, with appropriate experience, and allocate invigilation sessions accordingly;
 - 2.13.3 Process payments for Invigilators and deal with queries arising;
 - 2.13.4 Manage the induction of new Invigilators;
 - 2.13.5 Allocation of roles of responsibilities to invigilators during examinations.
- 2.14 To ensure all tasks are carried out with due regard to Health and Safety.
- 2.15 To undertake appropriate professional development including adhering to the principle of performance management.

- 2.16 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.17 A commitment to equal opportunities.
- 2.18 To adhere to the ethos of the school:
 - 2.18.1 To promote the agreed vision and aims of the school;
 - 2.18.2 To set an example of personal integrity and professionalism;
 - 2.18.3 Attendance at appropriate staff meetings and parents evenings.
- 2.19 Supervise the Reflection Room, when required.
- 2.20 Supervise pupils during break times, when required.
- 2.21 Any other duties as commensurate within the grade in order to ensure the smooth running of the school.

3. Supervision Received

Supervising Officer's Job Title: Senior Leadership Team member with responsibility for examinations and/or attendance.

- 3.1 Level of supervision:

Left to work within establishment guidelines subject to scrutiny by supervisor.

4. Supervision Given (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.0 above)
Casual Exam Invigilators		Varies	

5. Special Conditions

- 5.1 Term Time Only (plus 10 days)

Person Specification

Method of Assessment (M.O.A.)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
---------------------	---------------	-------------	--------------------	----------------

CRITERIA	ESSENTIAL / DESIRABLE (Where stated)	M.O.A.
EDUCATION / QUALIFICATIONS NB Full regard must be paid to overseas qualifications	GCSE grade C (4/5) or equivalent in English and Maths, or their equivalent, OR equivalent relevant experience	AF/C
EXPERIENCE Relevant work and other experience	Experience of working in an educational environment Experience of data and information systems, particularly in a school setting.	AF/C AF/C
SKILLS AND ABILITIES (E.g Written communication skills, dealing with the public)	An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016 Competent in the use of Spreadsheets and Word Processing Packages Ability to communicate at all levels both orally and in writing Ability to present information clearly in a group situation Must be willing to work in a developing and pressured environment in order to meet the needs of the school Understanding of the need for confidentiality Able and confident to work on own initiative whilst still being part of a team	AF/I/T AF/I/T AF/I/T AF/I/T AF/I/T AF/I/T AF/I/T
TRAINING	Willingness to participate in further training and development opportunities offered by the school.	AF/I
OTHER	Ability to demonstrate commitment to Equal Opportunities Ability to demonstrate commitment to safeguarding the welfare of children and young people	AF/I AF/I

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Selly Park Girls' School is committed to the safeguarding and welfare of young people and expects all staff to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to minimise risk and continuously promote a culture of safeguarding amongst our workforce.

How to Apply

Closing date

The closing date for completed applications is **9am Monday 19th February 2024**.

Applications

Applications can be made online using the **Apply Online** button in the advertisement.

Expected Interview Date

Interviews are expected to take place in the week commencing Monday 19th February 2024.

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 process, 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 [Link to policies and procedures](#)

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 [Link to Child Protection and Safeguarding policy](#)