



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Educational excellence for our City



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



Appointment of:

Headteacher

£83, 081 - £119, 921 (dependent on experience) + benefits + relocation

Closing date: **Friday 10th May at 4:30pm**

Application Pack

www.hwga.org.uk

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Welcome from the Chair of Governors



I am pleased you are interested in working with us to deliver our ambitious vision for our students and community.

King Edward VI Handsworth Wood Girls' Academy is proud to serve the community of Handsworth and Northwest Birmingham. We are a non-selective, comprehensive, thriving, diverse and academically successful school for girls aged 11-18. Our Academy is part of the King Edward VI Foundation and we are committed to helping it deliver its mission to make Birmingham the best place to be educated.

Regardless of their background or starting points, we expect all our students will achieve the highest academic standards. We also believe if we equip our students with the universal values of scholarship, character and community it will serve them well at university, in training, in the workplace and in their lives.

We are committed to the value of a broad and balanced curriculum, which is flexible and responsive to the needs of our students and well-matched to their aspirations.

Finally, we are a technology rich school which provides all students with a 1:1 device at no cost to families to support with their learning both in lessons and at home.

If you would like to come and see the Academy in action please contact us by phone, our website, or via email at recruitment@hwga.org.uk and we will be delighted to show you around our Academy, which we are extremely proud of.

Ms Sadia Haleema

Chair of Governors

Vision

Our vision is to work together to achieve educational excellence and full personal potential.

Mission

Our mission is to unlock a thirst for learning for all so that students can successfully access a range of opportunities in an ever-changing world. To overcome barriers and embrace challenges to enrich themselves and our community.

Values

Scholarship
Character
Community

Intellectual Virtues

Reflection
Critical Thinking

Moral Virtues

Tolerance
Respect
Gratitude

Performance Virtues

Resilience
Ambition
Confidence

Civic Virtues

Social Justice
Volunteering

The Foundation: Our Mission

The mission of the King Edward VI Foundation is simple: to make Birmingham the best place to be educated in the UK.

In many ways, this has not changed since King Edward's School was founded in 1552. However, Birmingham has grown from being little more than a village to the nation's second city, with a population of over one million, a proud industrial heritage and rich with diversity and innovation.

If we are to serve the city's children, we recognise that we need to provide a diverse range of schools: independent as well as Academies, selective and also comprehensive. We believe that those schools need to be accessible to all, regardless of ethnic, religious and social background.

To that end, we have:

- established and grown an Academy Trust, taking on six new schools in the last decade, with more in the pipeline;
- raised over £20m to provide Assisted Places at our fee-paying schools for families that could not otherwise afford a place; and
- provided a guarantee for any disadvantaged child living in Birmingham a place at their local selective Academy if they achieve the qualifying score on the entrance test. This year, nearly 200 Pupil Premium eligible children will be offered selective school places - a year-on-year increase of nearly 30%.

As of today, we educate over 11,000 children: the largest provider of secondary school places in Birmingham outside the city council.

Our commitment to play a constructive, influential role in the life of the city is reinforced by our patronage of the Greater Birmingham Chambers of Commerce and by our determination to work closely with business and cultural organisations and, as appropriate, with local and national government.

We already work closely with other schools and educational bodies, whether through our nationally acclaimed SCITT, through our primary outreach work or through partnerships with other providers.

Of course, to achieve our mission, we need to do even more. In future years, we need to deepen our commitment to work with other schools in the city and establish ourselves as a role model for other educational organisations, responding positively to the challenging demands of our fast-changing academic and employment environments.

Full details of the Foundation's strategy can be found here: **Foundation Strategy**

“To make Birmingham the best place to be educated in the UK”

The King Edward VI Foundation

Our history can be traced back as early as 1392 when gifts of land were made to found the Gild of the Holy Cross, which during the next 150 years provided support for the people of Birmingham.

Whilst The Gild of the Holy Cross saw its properties confiscated by the advisers to the new King Edward VI in the wake of the Reformation, leading local parishioners successfully petitioned the King for the return of the Gild's property assets in order to establish King Edward's School on 2nd January 1552.

When, in 1547, a Royal Commission dissolved the Gild of the Holy Cross, certain influential men of Birmingham petitioned Edward VI for the return of the gild lands in the form of an endowment for a free Grammar School. On 2nd January 1552 letters patent were sealed, granting this request and appointing twenty of the foremost inhabitants of the town as Governors of a School to be held in the old guildhall in New Street. So, King Edward's School was created in a small Midlands town, one of thirty such schools founded by Edward VI in his brief reign.

In 1831, the original charter was superseded by an Act of Parliament. This Act empowered the Governors for the first time to create other schools in addition to King Edward's School itself. Between 1838 and 1853 eight elementary schools were opened. At the same time, the Act broadened the curriculum of the original school by dividing it into separate Classical and English departments, thereby catering for the rising tradesman class. It also authorised the construction of the school's third and most famous home, Charles Barry's building in New Street.

In the 1870's the State started to provide junior education so that the elementary schools had outlasted their usefulness. Now the pressing need was for secondary schools and the structure of the Foundation was changed once more. Grammar schools were created at Aston, Camp Hill (Boys and Girls) Five Ways and Handsworth, whilst King Edward's School acquired a sister – the High School for Girls, housed in an adjoining building. All but Aston and Handsworth now function from sites to which they were transferred after 1936.

Originally independent, financial considerations persuade the Grammar schools to become voluntary aided in the 1940's.

In 1974 the grammar schools acquired their own governing bodies – appointed by the Foundation, the city, teachers and parents. Until that time twenty-four Foundation governors had been responsible for all seven schools. The formula thus created, of two independent and five grammar schools, the former admitting fee-paying students, the latter offering free education, was a formula for success and under the Direct Grant system which existed from 1944 to 1979, King Edward's School and the High School for Girls were amongst the most successful schools in the country. These successful schools continue to enjoy excellent reputations both in the city and beyond, educating pupils from a complete cross section of society and have produced men and women of distinction in many fields. In 2011 the five grammar schools converted to academy status so that they are funded directly from central government rather than from the Local Authority.

In September 2010 the Foundation sponsored King Edward VI Sheldon Heath Academy, which opened on the site of its predecessor school and has occupied new buildings on that site since September 2013. The sponsorship of this all-ability school serving its local community in east Birmingham fits well with the Foundation's charitable purpose of educating children and young persons living in or around Birmingham. It is a good school which is extremely popular and has a thriving sixth form.

A Multi-Academy Trust was created in September 2017 and Handsworth Grammar School for Boys was welcomed into the organisation.

A period of strategic growth has seen five further non-selective schools added to the Academy Trust. King Edward VI Handsworth Wood Girls' Academy joined in September 2018 and King Edward VI Balaam Wood Academy became the ninth member of the Trust in September 2019. Since then, King Edward VI Northfield School for Girls, King Edward VI Lordswood School for Girls and King Edward VI King's Norton School for Boys have been welcomed by the Foundation.

A Collaboration Culture

"The King Edward VI Academy Trust provides us with the real benefit of being a part of a much wider family of rich and diverse schools. We share similar values and principles and yet are distinct in our own right. This lends itself to a broad range of collaborative projects and an opportunity for us to learn and grow through the sharing of best practice" - Headteacher

At the heart of the Foundation is a spirit of collaboration. At every level, we encourage our people to work together for a common purpose. This manifests itself through regular meetings of School Governing Body Chairs, the Foundation Education Group, Cluster Leads and a range of subject network groups, including areas around Equality, Diversity and Inclusion. It also takes place through joint training, peer-to-peer reviews and shared subjects across schools on a cluster-based model in the north and south of the city. From September, we will introduce a more formal cluster-based model with each school having a Cluster Lead, an existing Headteacher from the Academy Trust, who will work closely with a group of Headteachers and their School Governing Body Chairs to further the achievement of strategic objectives and ensure effective use of resources.

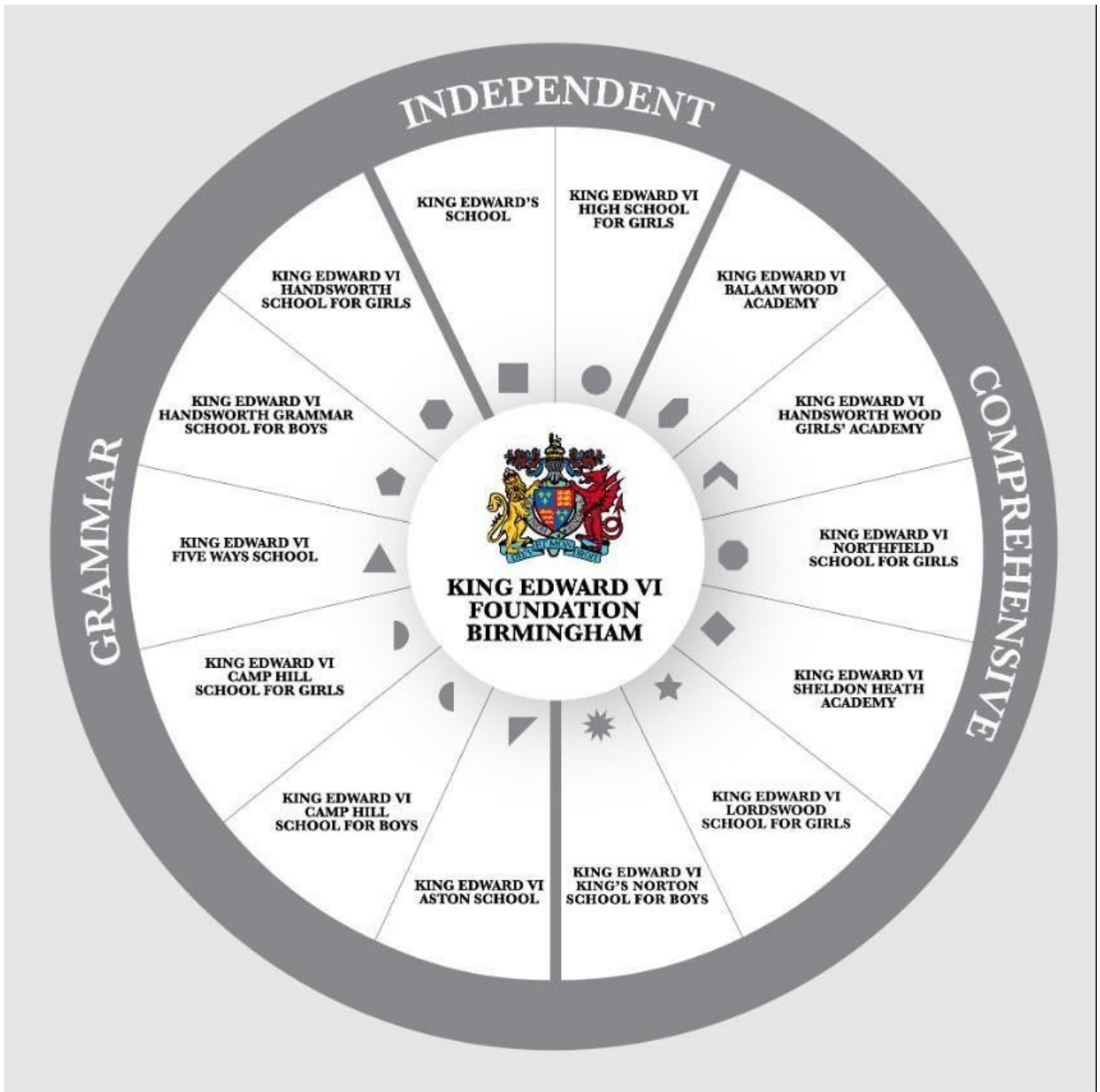
Our leaders relish the opportunity to share practice and learn from other leaders of many of the most successful schools in Birmingham. As we continue to grow our Foundation, the opportunities for professional development and advancement increase further. All the member Headteachers are part of the Foundation Education Group, contributing to and leading educational strategy for all Foundation schools alongside the Headmaster of the Foundation (the Chief Master of King Edward's School and the Chief Executive Officer).

We strongly encourage our Headteachers to work with others to lead on strategic Foundation activity. In recent times, some of our Headteachers have been seconded to work with the professional central team, relishing the opportunity to make a valuable contribution to the wider Foundation.

"It has been refreshing using the expertise on offer at the heart of the Trust on strategic developments, such as building a new sixth form provision or securing financial benefits from expertise in contract negotiations with letting companies".
- Headteacher



The Foundation Schools



Number 1, Birmingham based SCITT offering initial teacher training.

Become a teacher, change lives.

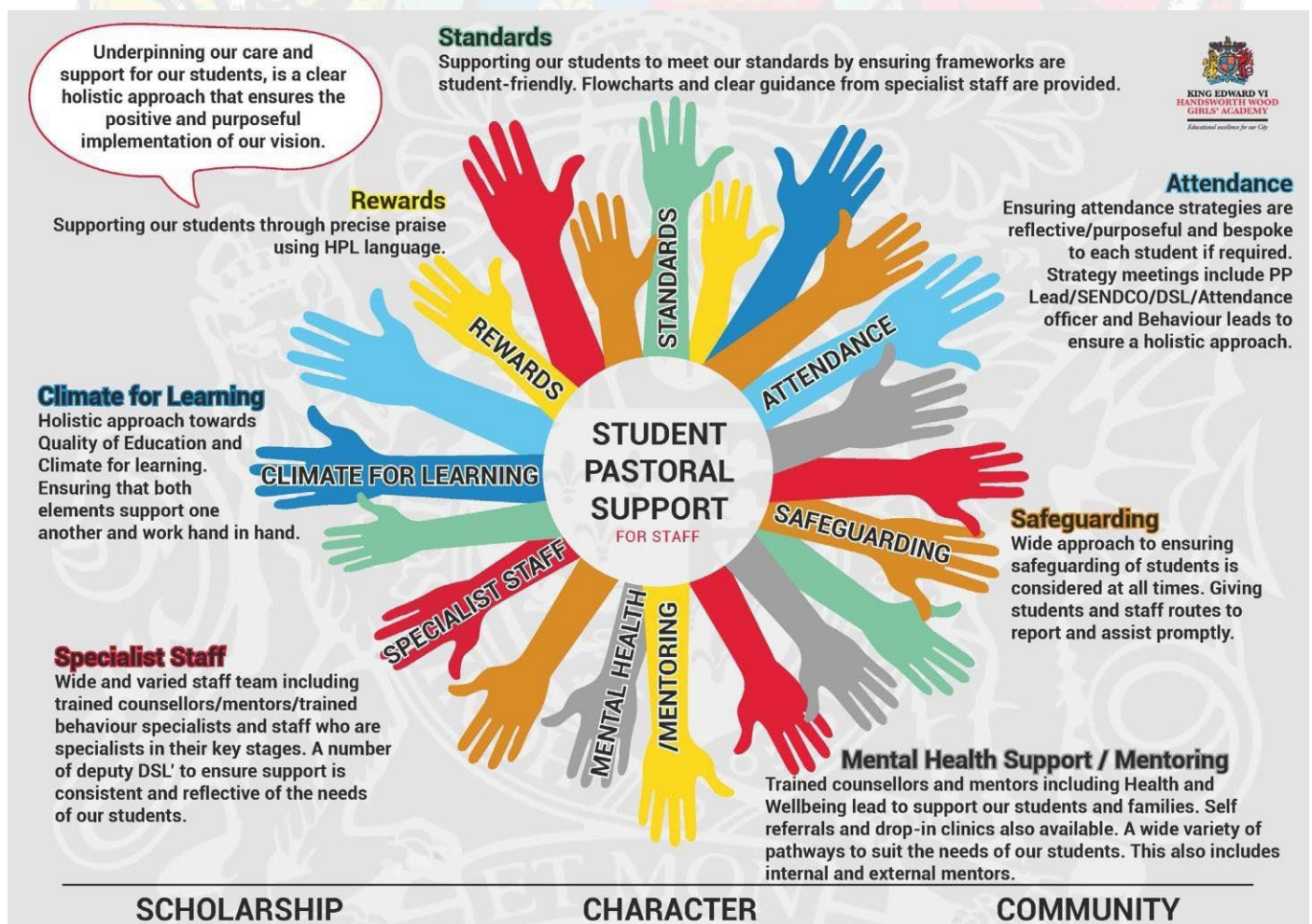
Pastoral Care

HWGA places a strong emphasis on student well-being and support, evident through our comprehensive pastoral structure and dedicated staff. Each year group is guided by a Pastoral Manager and team of form tutors, ensuring continuous support throughout their academic journey. The Head of Sixth Form, supported by a dedicated pastoral team, oversees the well-being and administrative aspects of sixth form education. Our SENDCO collaborates closely with pastoral managers to ensure holistic support for students.

Daily form periods are scheduled at the end of the day, providing an opportunity to reflect on the day's experiences and offer support if needed. These sessions focus on Academic, Character, and Values Development (ACP and VAA), aligning with our High Performance Learning (HPL) focus. Weekly assemblies further reinforce our ethos and values.

To cater to diverse needs, we provide learning mentors for each key stage and access to external agency support. Additionally, a counselor is available three days a week, with sessions coordinated by the health and wellbeing lead in collaboration with the pastoral team. We prioritize student comfort, nurturing, and resilience, with opportunities for self-referral and a "walk-in wellbeing clinic" during lunchtimes.

Our school culture promotes precise praise and rewards, emphasizing attendance and punctuality. The behaviour policy focuses on de-escalation and respectful interactions, modeling positive behavior for students. We are committed to equipping students with the skills they need for successful futures. Recognizing the importance of mental health, we actively address this issue by involving students and families in decision-making and challenging associated stigmas. Our aim is to create a supportive environment where students feel heard and valued, fostering a positive and fulfilling educational experience.



A Student's Welcome to Handsworth Wood Girls' Academy

"Being a student at this Academy means embarking on an enriching journey of learning and growth as we're immersed in an environment that fosters critical thinking and creativity from the outset. Teachers are dedicated in ensuring that every student reaches their full potential whilst offering their utmost support in helping us achieve our goals. Whether it's through in-class learning, or extracurricular activities, students are empowered to explore their passions and become independent and assured learners who are confident in combatting any challenges they face. The diverse and welcoming school community is undoubtedly fitting for any young woman who wishes to immerse herself in the facilities this Academy has to offer."

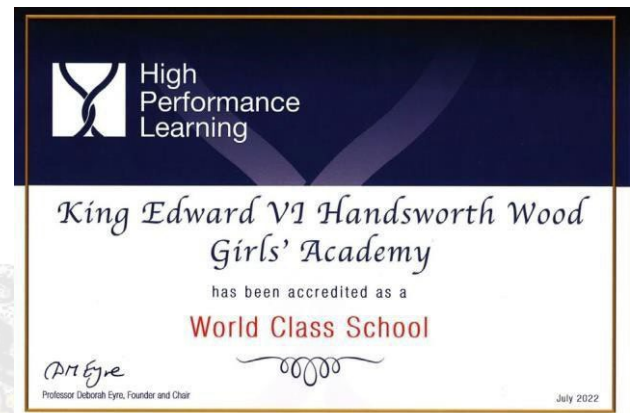
"Being a student at King Edward VI Handsworth Wood Girls' Academy is a great experience as it comes with filled opportunities for growth and learning. Here it's not just about the academics but about being part of a community where you can talk to teachers and approach them comfortably. In such an environment, students are encouraged to explore their interests with teachers being passionate about their subjects and dedicated to helping students succeed."

"Being a student at King Edward VI Handsworth Wood Girls' Academy is a great and wonderful experience. As soon as you enter the school gates you are greeted with big joyful smiles. The school environment is very pleasant and welcoming to all and we're really diverse. Teachers are very passionate about the subjects they teach and push their students to their fullest because they want what's best for them. Teachers really encourage their students to participate in lessons as it helps develop a student's confidence. The Staff at HWGA are very approachable, so if anything is concerning you at home or at school, you can confide in them, and they will do the best of their abilities to sort it out. At HWGA we often apply ACPs and VAAs into our learning whenever possible, as our school follows the High Performance Learning Framework."

"As a student attending HWGA, I can confidently say it is not just a school. It is a community, a community comprised of teachers, school staff and students who are able to communicate with one another and always feel securely within their school. HWGA aims for everyone attending to reach their truest potential whilst being guided along the right path, ensuring all doors are open for us post-16. This varies from teachers that are willing to hold interventions after school to enrichment opportunities and clubs, allowing us to connect with our fellow students and have access to new experiences both inside and out of school. We are taught to all be high-performance learners and not to be discouraged by failure as failure is the greatest teacher. Being surrounded by such wonderful staff and students has motivated me to feel more assured with myself and has given me a vast number of opportunities that have moulded me into the person I am today, someone I can be proud of."

Curriculum and Beyond

At KEVI HWGA our curriculum is sequenced to ensure that students gain knowledge, connect key concepts, acquire new skills and learn how to apply this confidently in different contexts. Our curriculum leaders carefully consider what knowledge should be secured and plan how best to map knowledge to ensure that pupils learn that knowledge in a way that means they remember it and can use it. Our curriculum vision is intrinsically linked to our academy vision and our academy values of scholarship, character and community which run through our aims.



Our High Performance Learning Philosophy As a high performance learning world class school, our core aim is excellence for all. Our vision, mission and values are echoed in the HPL philosophy and framework which means that we believe that all students can be high performers, and we teach with these expectations in mind. We use HPL to develop our core values of scholarship, character and community which focuses on the 5 Advanced Cognitive Performance skills and the 3 Values, Attitudes and Attributes of the HPL framework. The HPL framework ties together the Advanced Cognitive Performance Skills (ACPs) and the Values, Attitudes and Attributes (VAAs) across our curriculum and beyond the classroom. We explicitly teach and foster the framework within all our curriculum areas and within our pastoral framework.

CURRICULUM VISION

Curriculum Aims:

Our curriculum will reflect our academy values: scholarship - character - community and drive us in our mission to unlock a thirst for learning for all to successfully access an ever-changing world.

We explicitly learn through advanced cognitive performance characteristics in our curriculum alongside sequenced declarative and procedural knowledge.	We ensure students are able to remember and apply knowledge readily and in different contexts through deliberate practice.	We actively foster the performance values, attitudes and attributes in our curriculum alongside our character education programme.	Our curriculum is coherent and reflective of the local community, its rich cultural heritage and diversity.	We never tell our students they cannot achieve. It is just they are not doing it yet but with practice and perseverance it will happen.
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The overarching aims of our curriculum will underpin the following outcomes:

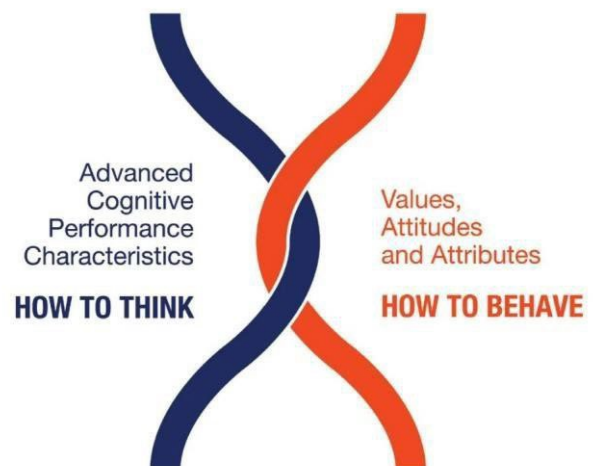
Increasingly strong academic results year-on-year leading to good post school destinations.	Well-motivated and engaged students, school-ready, college-ready, work-ready and life ready.	Effective citizens that have the cultural capital to be successful, socially mobile and proud of their achievements.
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Beyond the curriculum

As humans, we learn and grow from new experiences. At King Edward VI Handsworth Wood Girls' Academy, we ensure that all of our pupils have access to the widest range of learning opportunities through our extensive enrichment programme. This provision provides all pupils with the opportunity to learn, develop and master a range of skills that will help to create lifelong interests, whilst building positive relationships, confidence, self-esteem and resilience. We recommend that all students at King Edward VI Handsworth Wood Girls' Academy participate in at least two enrichment activities each week.

Our pupil pledge

We ensure that every student has access to many experiences during their time at King Edward VI Handsworth Wood Girls' Academy. Our Pupil Pledge provides a 'bucket list' of activities that ensures that our students leave us as well-rounded young people with the skills, knowledge and aspiration to go on to succeed in an ever-changing world.



Curriculum and Beyond



World Class School

We use the High Performance Learning philosophy and framework in our school. This means that we believe that all the students can be high performers, and we teach with these expectations in mind.

Using the research-based High Performance Learning approach helps us to systematically build the cognitive competencies that lead a young person to thrive in school and in later life.

We embed the HPL philosophy throughout our school. We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and persevere it will happen. If you want to discover more about High Performance Learning please visit highperformancelearning.co.uk

ACPs
Advanced
Cognitive
Performance
Characteristics

How to think
Meta-thinking
Linking
Analysing
Creating
Realising

VAAAs
Values
Attitudes
Attributes

How to behave
Agile
Empathetic
Hard-working

Alongside the ambitious curriculum there are many support and enhancement opportunities which build currency for our students. These include:

Impress the examiner masterclasses: Students have various masterclasses during all Autumn half term, Spring half term, Easter and Summer half terms. These cover core concepts with a specific drive to attainment.

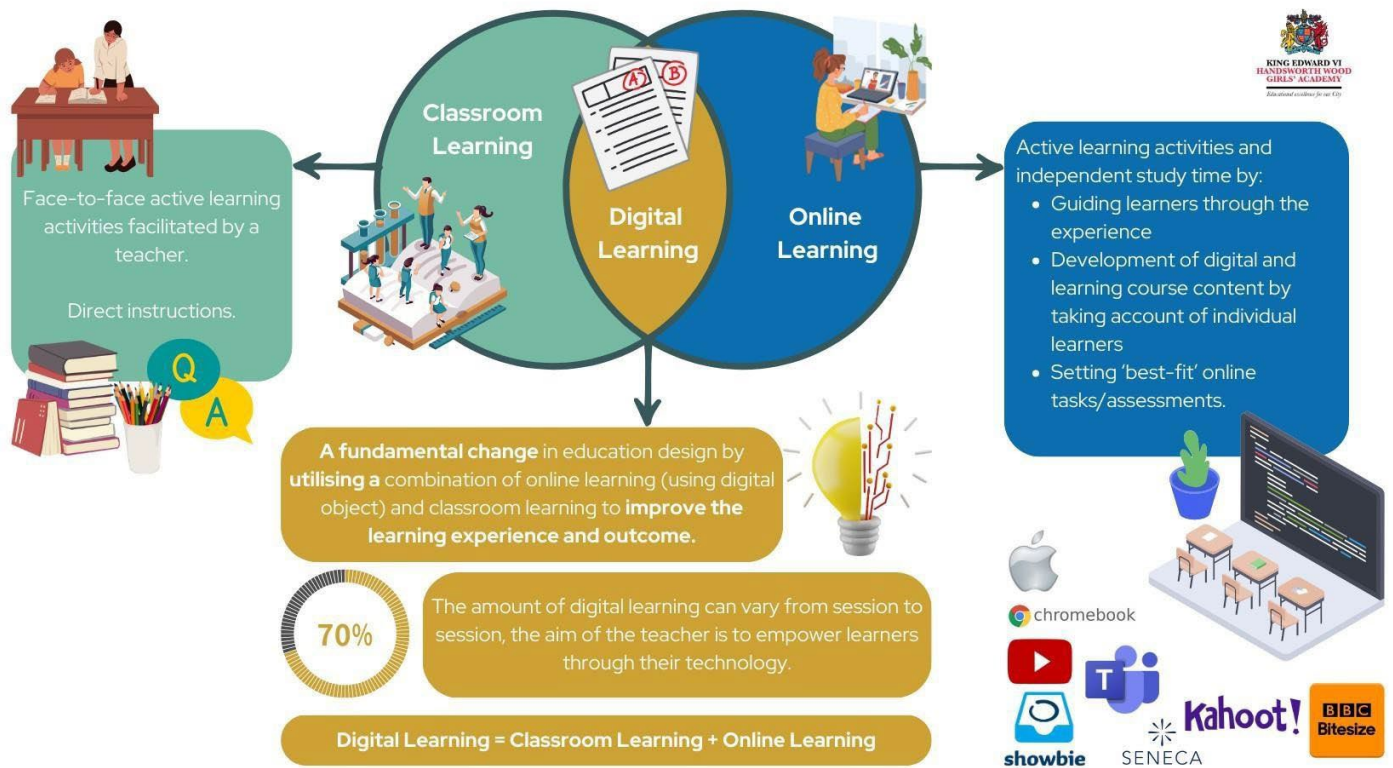
Saturday school: Students are invited to attend tailored suited booster classes on Saturdays with the day been broken down into two sessions (morning and afternoon) focusing on key concepts in core subjects. These sessions are delivered by an external professional agency and aims to challenge students to the best of their abilities.

MyTutor: KS4 students have taken part in online tutoring broken into either one-to-one or three-to-one groups focusing on exam techniques, with tutoring working on exam questions, walk and talk mocks and model answers.

Online platforms: We have invested heavily in many online platforms such as **Seneca, Educake, PiXL, GCSEPod, Kerboodle, UpLearn** and many more – students use this as homestudy and their own independent study programme.

In person tutoring: KS4/KS5 students have opportunities to work in small groups or one-to-one sessions with Maths, Chemistry, Physics and Biology tutors – specialising and targeting their areas of development.

Digital Learning



One to One Devices

All the students at the Academy are given a one-to-one device, this means that the device stays with them, they use it for each class and at home for their homework.

In Key Stage 3 (years 7 to 9) this device is an iPad. An iPad is a tablet device that operates using touch screen technology (including an on screen keyboard for typing), the iPad is an Apple device.

The students are given controlled access to a number of pre-installed education applications, which they can use to learn independently and as directed by their teachers.

When the students move into Key Stage 4 they will swap their iPad's for Chromebooks. A Chromebook operates as a 'mini' laptop using the Google Chrome operating system. There are a number of pre-installed applications for the students to use on the devices, with access to most of the tasks set for the students happening within the Chrome Browser.

Key Stage 5 students are given a Chromebook to use to continue their education.

Our Staff

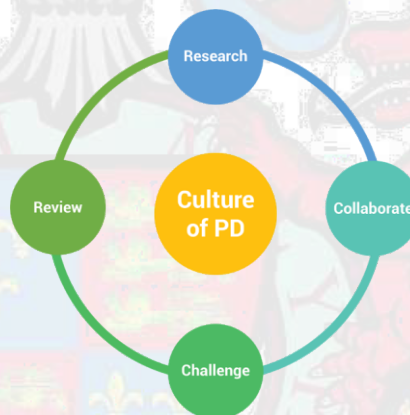
We are a forward-thinking school. We believe in investing in individual staff learning to support scholarship across all members of our community. We work together to ensure that students get a rich classroom experience that secures their knowledge and enhances their understanding.

Our commitment to Continuous Professional Development and Learning

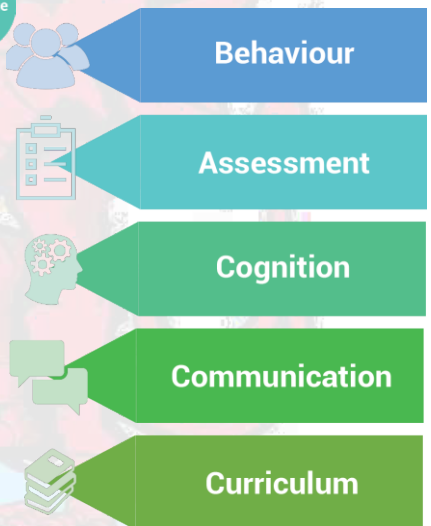
- Membership to high quality professional associations
- Protected time within the school day to meet and develop as subject specialists
- A commitment to the full suite of NPQ, Masters and other higher level qualifications for staff
- Flexible working for professional learning
- A bespoke HWGA professional learning App to support access and progress through learning pathways of choice with complete agency
- Bespoke classroom practice development
- An open, collaborative classroom practice culture for colleagues to learn from each other
- Opportunities to collaborate in professional learning Foundation-wide

Culture of Professional Development (PD)

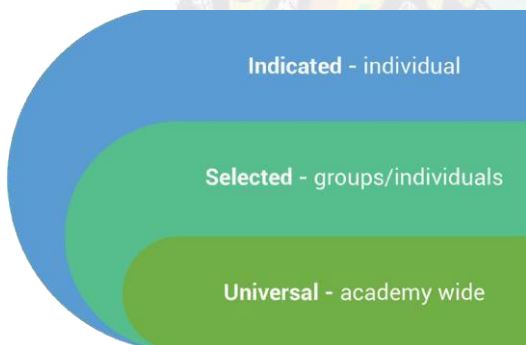
Professional Learning and Development



Strands to Explore



Our Learning Journey



KEVI HWGA T&PL PROGRAMME

Indicated Professional Learning

23/24 ACADEMIC YEAR



The **Indicated** pathway of professional learning is true **agency** in driving individual practice forward. **Protected** directed **time** allows the freedom for exploration and development.

Every teacher needs to improve, not because they are not good enough, but because they can be even better.

- Dylan William

	INNERDRIVE	CHARTERED COLLEGE OF TEACHING (CCT)	SENECA LEARNING
Access and login	Innerdrive Login	CCT Login	Seneca Login
	Sign in with your hwga email and	Sign in with your hwga email and CCT	continue with Microsoft to access

Wellbeing Commitment

At King Edward VI Handsworth Wood Girls' Academy, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors.

We understand the role positive mental health and wellbeing plays in creating an environment where all are healthy, happy and achieve their best. Our open culture allows students' voices to be heard, and using effective policies and procedures we ensure a safe and supportive environment for all affected – both directly and indirectly - by mental health issues.

We put wellbeing at the heart of our school to ensure successful learning and commit to our policies reflecting this. We aim to drive this message forward, and to ensure that mental health and well-being are "everyone's business" across the whole school community. We will strive to create an environment that has a whole school approach, to providing excellent mental health support, understanding and intervention.

Vision

Our vision is for all our students, staff and the community to have the support they need to build lifelong coping skills and thrive. We will make this happen by:

- Promoting a clear vision and strategy for advocating and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.
- To embed a positive culture which regards emotional wellbeing and mental health as the responsibility of all.
- To actively promote staff and parental emotional wellbeing and mental health.
- To prioritise professional learning and staff development on emotional wellbeing and mental health.
- To ensure staff understand the different types of emotional and mental health needs across the school and are aware of systems in place to respond appropriately.
- To actively seek the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.
- To work in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.
- Increasing opportunities to engage in the evidence based 'five ways to wellbeing' model 1) Connect 2) Be active 3) Take notice 4) Keep learning 5) Give to all stakeholders.



Staff Voice

""Being a member of staff at HWGA is a wonderful experience. You have a supportive environment, lovely students and amazing colleagues who work alongside you. Such an environment fosters professional development, contentment and means there is a community atmosphere. I take pride in being part of a school where students wellbeing and academic excellence is prioritised and knowing we as the staff are making meaningful impact on their lives."

- SLT

""Everyday is an innovative, adaptive and evolving experience. Just like our students we never want to stop learning, for that's where the wisdom lies.""

- Key Stage Co-ordinator

""Being a staff member of HWGA is a positive experience where colleagues are supportive and welcoming. We are a united force where we will collaborate, support and guide one another so we all share a consistent approach to give our students the best learning experience. Teaching at HWGA is enjoyable as our students are enthusiastic towards their learning which enables staff to share their passion for their curriculum domains. The atmosphere at HWGA is positive and kind - hearted in all areas of the Academy.""

- Faculty Leader

""As a member of staff at HWGA I have found that we collaborate closely as a whole school team and are fully supported. SLT are very approachable and work together with us all to ensure any issues and concerns are resolved quickly and effectively. Student and staff wellbeing is paramount here as working in any education environment can be challenging and I have found that we have been provided with accessible strategies to ensure communicating and expressing any concerns have had successful resolves. I enjoy working at HWGA and supporting our students and am very proud that I am a member of staff here.""

- Pastoral Manager

""It's a very friendly environment. The staff are genuinely warm and helpful. Always ready to lend a hand. The students are well behaved, compliant and hardworking.""

- New Starter

"I am really proud to be a member of staff at HWGA. It is a fantastic forward thinking school with a great ethos and atmosphere. The students are hard working, kind and passionate about their work. I really enjoy coming into work in such a friendly and helpful environment. We all work as a team and work well together."

- Head of Subject

"I enjoy walking into a lab and seeing the students being excited about doing practical work in science. I love testing out these practicals and even more so when they work perfectly in lessons! I love having the option of a well-being day, especially as a parent having that time with my little one before he starts nursery is really nice and important to me. Everyone is always happy to offer a helping hand and I enjoy coming to work, plus we always have cake & biscuits in the office!"

- Science Technician

Our New School

The Department for Education, King Edward VI Academy Trust and BAM Construction are pleased to share details of their proposals for the redevelopment of Handsworth Wood Girls' Academy, off Church Lane. Project timescale: The project started in February 2023 with the final phase of construction completing late 2025.

The proposals will replace all existing accommodation, but retains the recently constructed Sixth Form block, to provide new high quality teaching and community facilities. The proposals have been carefully considered to create a learning environment that aligns with the Academy's long-term vision for excellence.

The main building is a simple L-shape with a central circulation zone running through its spine. The Ground floor plan is simply laid out with a distinct visitors' entrance easily identifiable from the site entrance. The first impression is a generous double height entrance area with access to an interview room, accessible WC and a meeting/ conference room directly from the public zone. Views through to the centrally located Library overlooking the central courtyard provide visual connectivity from the reception area to the pupil zone beyond. A separate pupil entrance, generously sized and passively supervised by the general admin and strategically located office space provides a welcoming approach for the students adjacent to the main entrance.



About the Role

Headteacher

This is a tremendous opportunity for an existing or very experienced aspiring Head to lead a stable, successful and expanding girls' school with outstanding Ofsted reports, a strong academic reputation and a large, growing Sixth Form.

The next few years will present all schools with significant challenges as the political, social and economic landscapes continue to change rapidly. There is therefore an opportunity for a forward-thinking, outward-facing leader, who is willing and able to rise to such challenges, to make a real and lasting mark on the Academy as it enters the next phase of its proud history.

The Foundation is ambitious for all of its schools and provides unparalleled support to them and their Heads. This is an ideal role for someone who understands and/or has experience of Multi-Academy Trusts, as there is a need to leverage the tremendous opportunities that come with being part of the King Edward VI Academy Trust Birmingham.

The new Head will be someone who enjoys interaction with all stakeholders: pupils, parents, staff, Governors and the Trust. They will be a collaborative leader, happy working in partnership with other schools and organisations. They will also relish the opportunity to be an articulate ambassador of the School and the Trust, promoting King Edward VI Handsworth Wood Girls' Academy and the Foundation in the local community and in the wider city of Birmingham, and also championing single-sex education for girls.



Job Description

The job description and person specification should be read in conjunction with the Headteachers Standards 2020, which very much complements the ethos and values of Handsworth Wood Girls' Academy.

LEADERSHIP

Develop and embed the vision and strategic direction for the school within the Academy Trust.

Key Requirements

- Ensure that all those involved in the Academy are committed to its aims, motivated to achieve them and strive to secure the long-term success of the Academy.
- Actively collaborate with other schools across the Academy Trust to ensure that the Foundation's wider objectives to improve the quality of education within Birmingham can be met.
- Ensure the most efficient and effective deployment of staff and resources in order to support teaching and learning.

Related Tasks

- Create and implement a strategic plan which takes account of the future needs of the Academy in a local and national context.
- Report to and be accountable to the Governing Body and provide it with information, objective advice and support to enable it to meet its responsibilities.
- Produce and implement clear, evidence-based improvement plans and priorities for the development of the School and its facilities.
- Work with the Academy Trust to set up appropriate priorities for expenditure, allocate funds and ensure effective administration and control to secure value for money.
- Recognise and manage risks facing the School and the Academy Trust and implement strategies to reduce their impact.
- Demonstrate a clear set of values and integrity when dealing with others in line with the Ethical Leadership Framework for Education.
- Put the collective good above personal interest.

TEACHING AND LEARNING

Secure high-quality teaching appropriate to the differing needs and aspirations of all students and foster an enthusiasm for learning through a varied programme of curricular and extra-curricular activity.

Key requirements

- Create and sustain an ethos of high academic standards which promote and secure good teaching, effective learning and constructive relationships between staff and students.

Related Tasks

- Systematically monitor and evaluate the quality of teaching and standards of learning and promote evidence-based improvement strategies.
- Take a strategic role in the development of new and emerging technologies, including online learning, to enhance and extend the learning experience of students.
- Work collaboratively with Academy Trust colleagues to share best practice in teaching and learning and take an active role in the Foundation Education Group (FEG) to help shape and deliver the education strategy for the Foundation.

Job Description

CURRICULUM, STANDARDS AND WELFARE

Lead curriculum design and development within and beyond the national curriculum such that each student may develop their individual interests and talents to the full.

Ensure students are provided with a caring, safe and attractive environment in which they can thrive.

Key Requirements

- Create and maintain an environment which promotes high academic standards and ensures that students are afforded the maximum possible choice and opportunity within the school curriculum.
- Create and maintain an environment in which all aspects of individual student achievement (curricular and extra-curricular) are promoted, valued and celebrated.
- Create and maintain an environment which secures sustained improvement in students' spiritual, moral, cultural, mental, physical and emotional development and prepares them for the opportunities, responsibilities and experiences of adult life.

Related Tasks

- Determine, monitor and evaluate the school curriculum, identifying and acting on areas for improvement.
- Ensure that a wide range of extra-curricular opportunities are available for all students to enhance their experience and deepen their learning.
- Ensure a range of educational data is regularly presented to the Local Governing Body, relevant committees and Boards of the Academy Trust.
- Ensure that the School is fully compliant with DfE and local authority child protection and safeguarding regulations and best practice.
- Take overall responsibility for the delivery of excellent pastoral care - ensuring the security and pastoral care of all pupils in line with safeguarding legislation, including safer recruitment and working alongside external agencies as appropriate.
- Ensure the existence of systems for target setting, assessment and monitoring of progress.
- Ensure the existence of systems of pastoral care, personal guidance and discipline which contribute to the wellbeing of all students.
- Deal with serious breaches of discipline, including temporary and permanent exclusion.
- Manage the school environment to ensure it meets the needs of the curriculum and health and safety regulations.
- Plan for and oversee building/estates projects, working with relevant colleagues.

Job Description

PEOPLE DEVELOPMENT

Inspire, motivate and lead the staff within the Academy, ensuring morale is high and that the right structure and mix of staff skills to deliver a first-rate educational experience.

Key Requirements

- Value, support, challenge and develop staff in order to sustain good performance and promote collaborative activity across the Academy Trust to meet the strategic aims of the organisation.

Related Tasks

- Build staff capacity and capability to navigate and deliver change, innovation and organisational flexibility.
- Through coaching and mentoring, enable staff to develop expertise in their respective roles through high-quality, inspiring and collaborative continuing professional development.
- Assist in the delivery of the HR strategy, working with colleagues from the Foundation to deliver on people priorities.
- Engage in constructive discussion with staff in order to maximise student progress and school development.
- Ensure clear delegation of tasks and responsibilities so that teams and individuals are aware of their accountabilities and can undertake effective planning, allocation, support and evaluation of work.
- Manage own workload and that of others to ensure a good work/life balance and staff wellbeing are maintained.
- Develop, empower and support individuals and teams.
- Manage people issues with empathy, consulting and negotiating to reach successful outcomes.

BEING PART OF AN ACADEMY TRUST AND WIDER COMMUNITY

Be an effective ambassador promoting the work of the School, the Academy Trust and the wider Foundation locally and nationally.

Key Requirements

- Ensure an effective partnership between Governors, staff, parents and students.
- Collaborate with Cluster Leads and other Foundation Heads on strategic initiatives and make a valuable contribution to the development of the Foundation's non-selective schools, providing expertise and sharing resources.
- Through liaison and networking, encourage links with the local and wider community of Birmingham to provide opportunities for students to contribute to and learn from the society in which they live.

Related Tasks

- Keep parents fully informed about the curriculum and work of the Academy, their child's progress and how they can best offer support.
- Make a significant contribution to the Foundation Education Group, and with other Heads and the Headmaster of the Foundation, develop and implement the education strategy for the Foundation.
- Forge close relationships with the Foundation central team and seek their expertise and counsel as appropriate.
- Foster links with a range of educational, business, cultural, civic and governmental organisations.

Person Specification

EXPERIENCE

- Substantial experience of leadership in a large, high-performing school as Head or a very experienced Deputy Head.
- Demonstratable ability to lead and manage change and growth strategically.
- Evidence of vision and energy to inspire, motivate and develop people and teams.
- Evidence of building a culture and environment of trust, high performance and accountability.
- Experience of working collaboratively across schools, developing strong partnerships with colleagues to exchange ideas and learn from one another.
- Evidence of collaborative or partnership working beyond an individual school to aid widening access and improve pupil outcomes for disadvantaged pupils.

SKILLS AND VALUES

- Strong alignment with the values of the King Edward VI Foundation and its mission to widen access and improve the life opportunities of the children of Birmingham.
- Exceptional and versatile interpersonal and communication skills.
- Ability to work through challenges, take difficult decisions and exercise sound judgement with integrity.
- Commitment to embracing diversity and inclusion in a changing world and the skills to run an inclusive and diverse school community, valuing and promoting inclusion.

KNOWLEDGE AND UNDERSTANDING

- Comprehensive knowledge of national policy, legislative and financial frameworks and school governance.
- Deep understanding of political, economic, social, religious, legal and technological influences which have an impact on school strategy and operational delivery.
- A thorough understanding of the Head's responsibilities to safeguarding and child protection issues and a clear commitment to delivering best practice in safeguarding.
- Knowledge and understanding of statutory requirements and models for the curriculum and its assessment.
- Knowledge and understanding of effective teaching methods, including the use of IT and the development of online learning.
- Ability to analyse and interpret relevant comparative data, establish benchmarks and set targets for improvement.
- Fully embrace collaborative working across the King Edward VI Academy Trust and the wider King Edward VI Foundation, contributing to the mission of making Birmingham the best place to be educated in the UK.

Application Process

John Murphy of ASCL's Leadership Appointment Service will be providing professional support to the Governors throughout the selection and recruitment process. If you would like to find out more about this rare and exciting opportunity to lead Handsworth Wood Girls' Academy as Headteacher, please contact John on **07954 178567** or email John.murphy@ascl.org.uk All discussions will be in confidence.

Closing date: 4.30 pm Friday 10th May 2024

Applications should be made electronically to John Murphy at John.murphy@ascl.org.uk in PDF format. An application form is available from the Academy's website at www.hwga.org.uk Your application should include a covering letter of no more than two sides of A4 detailing how your knowledge, skills, experiences and achievements meet the criteria on the person specification.

Interviews will take place on **Monday 20th and Tuesday 21st May 2024**. The first day will be held at the school and the second day will be held at the Academy Trust's Head Office. Candidates should make themselves available all day for both dates.

N.B. Safer recruitment checks will be made at all stages of the recruitment process.

TERMS AND CONDITIONS

The salary for the role will fall within the Group 6 scale. TPS and access to a Private Medical Scheme. A relocation package is also available. The post will be offered subject to the necessary pre-employment checks, including medical fitness and enhanced DBS check.

SAFEGUARDING

The Academy is committed to safeguarding and promoting the welfare of children and young people. In addition to the candidate's ability to perform the duties of the post, the application and interview will explore issues relating to safeguarding and promoting the welfare of young people, including motivation to work with young people, ability to form and maintain relationships and personal boundaries with young people and emotional resilience in working with the challenged that young people can present.



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Educational excellence for our City



King Edward VI Handsworth Wood Girls' Academy
Church Lane, Handsworth, Birmingham, B20 2HL

Tel: 0121 554 8122

John.murphy@ascl.org.uk

www.hwga.org.uk