



2025/2026

Applicant Information Pack



Letter from Headteacher

Dear applicant,

Thank you for your interest in applying for a position at Hodge Hill Girls' School.

Found in the heart of the Hodge Hill community, the school is committed to approximately 750 pupils. Having strong community values; we know, and care for each pupil as individuals.

Hodge Hill Girls' School is a comprehensive, 11-16, secondary school located in the heart of the Hodge Hill community. We pride ourselves with having a committed, supportive, and talented staff body. This works in conjunction with a dynamic and encouraging Governing Body, who constitute a broad range of experience and interest.

We strive to meet the needs of each member of our school community, celebrating diversity and always striving for equality in our school family and the wider world. Our ethos encourages mutual respect and support to enable every pupil to make the greatest personal, social and academic progress during their time with us, preparing them for successful careers and fulfilling lives.

Hodge Hill Girls' School was inspected by Ofsted in March 2022 and received a 'Good' rating. Despite the challenges of the pandemic faced by staff, pupils, parents, and governors, Hodge Hill Girls' School has maintained its effective standard of being 'good' educators to the next generation. The report refers to how 'pupils value the education they receive at Hodge Hill Girls' School', with the firm stance that we are 'educating tomorrow's women today'.

- *"Staff promote pupils' personal development exceptionally well. Staff help pupils to develop positive characteristics and to have high aspirations. Careers education is very effective, and pupils are well prepared for life in modern Britain."*
- *"Leaders and the majority of staff have high expectations of pupils. Teachers help pupils to develop their knowledge and understanding through the many opportunities available to them. The school is 'educating tomorrow's women today'."*
- *"Pupils value the education they receive at Hodge Hill Girls' School. They appreciate how their experiences prepare them for future learning and adult life. They clearly understand the purpose of their education."*

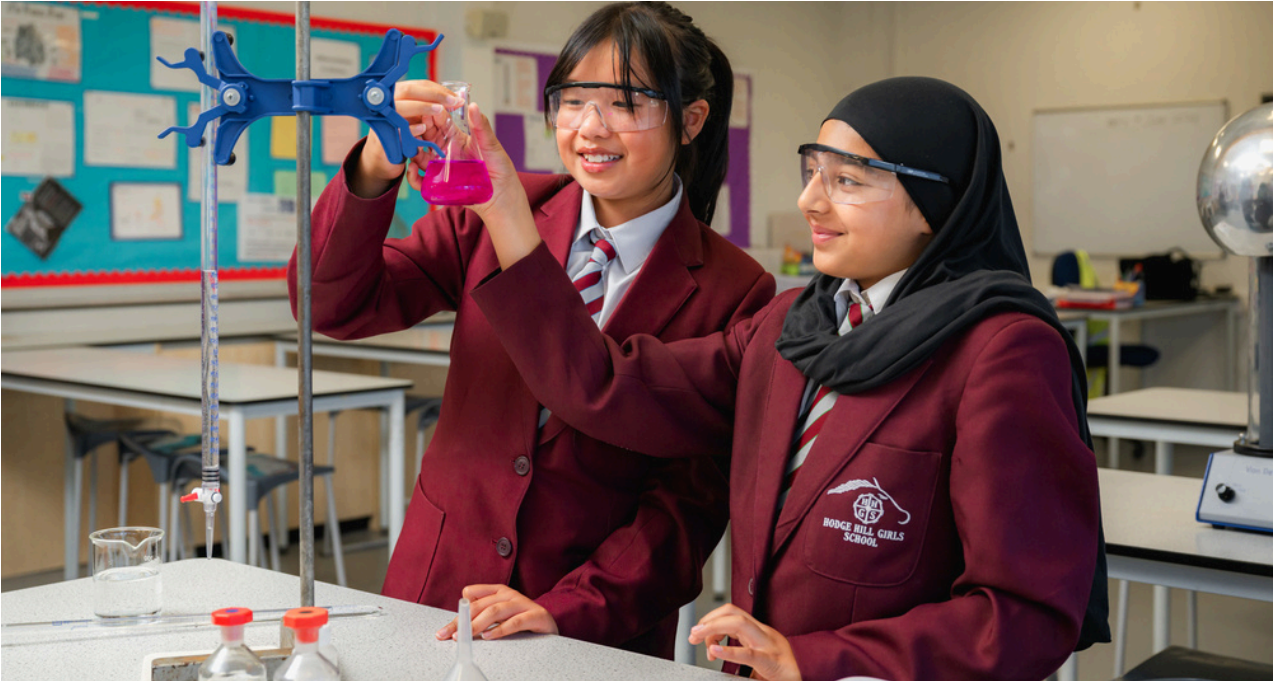
We take satisfaction in providing the best care possible to each student. We work with feeder schools on establishing SEND provisions for those in need of extra support, with a team of teaching assistants trained and informed to support wider pupil needs.

Please feel welcome to arrange a visit to sense the community feel the school has created for pupils and staff.

Mrs S Adu
Headteacher



Our Mission



'EDUCATING TOMORROW'S WOMEN TODAY'

As a small school, we know and care for every child. We genuinely value and strive to enhance working partnerships with our families and our local community, knowing that in those partnerships lies our greatest strength and best hope of raising the achievement and aspirations of all our children to ensure that we really are "educating tomorrow's women today". Our aim is to ensure that the students at our school are all well-rounded individuals, not just academically but also strong in character, confidence and embrace British values.

Our aim is pupils, families, staff and governors working together in partnership to help every pupil make expected progress, to help many pupils make better than expected progress and to help some pupils to make exceptional progress by:

- Ensuring pupils attend for a minimum of 96%.
- Rewarding personal endeavours and community commitment.
- Helping pupils overcome challenges in their work and behaviour.
- Supporting physical health and emotional resilience.
- Developing teaching and curriculum for high quality learning.
- Developing the site, building and resources for best value learning.

PRIDE Values



Partnerships

We value each member of our school community, and work in partnership to achieve the best outcomes.



Respect

We demonstrate respect for ourselves and others through our words and actions, we extend this respect to our environment.



Inspiration

We are inspired to make positive contributions to both ourselves and the wider community in our daily lives. Additionally, we actively seek to challenge ourselves and achieve our highest potential.



Determination

We display determination and resilience, persisting even in challenging circumstances. We embrace risks and rise to challenges with resolve.



Excellence

We pursue excellence by upholding high standards in all aspects of what we do. Our actions, words, attire, and outcomes reflect our professional approach.

Success and Opportunities



We are determined to bring success and opportunities as we go the extra mile for our pupils. Using our school values as a guide, we have many opportunities which will help your child develop resilience, independence and the personal qualities, skills and attributes needed for a successful life beyond Hodge Hill Girls' School.

There are so many wonderful opportunities for pupils to develop their skills, character and personal qualities. Alongside learning within and beyond the classroom through enrichment opportunities many girls become School Council Representatives/House Leaders/House Captains, Librarians, Peer Mentors, Sports Leaders, and UNICEF Ambassadors.

CAREERS

Hodge Hill Girls' School is recognised by the Careers Mark Standard for excellent career related learning. Our intention is that pupils leave their secondary school experience with a careers education which has helped to; raise aspirations, provide skills to achieve full potential, and to provide the opportunity to experience different career pathways.

The school has a specified careers curriculum programme in place which delivers employability and work-related learning skills, this covers all pupils from Years 7-11. This is in addition to the many careers linked activities which take place throughout the academic year.

It is our goal that our pupils leave with the knowledge to make informed choices about their future.

Why Work Here?



As an employee of Hodge Hill Girls' School, you will be joining a friendly, personable team of staff. We provide staff with all the tools necessary for success. This includes the use of a school laptop, a well-equipped staff room, and bi-weekly briefings to remain up to date with all necessary key dates and news across the year. We encourage development of staff through a yearly appraisal system and personal development targets, as well as CPD opportunities within and outside of our school.

The school is ever-improving with new facilities, ensuring that pupils have the best educational experience during their time with us. We house fantastic facilities for different subject departments, and a wider school body. This includes two spacious gymnasiums for PE lessons and sports events, a drama studio, IT suites, modern design technology spaces fit for pupil learning and practical lessons, and vibrant outdoor spaces for pupils to relax and enjoy time with friends.

More recently, we have renovated our school library to house a sophisticated, bright, pupil-friendly environment. Not only can this space be used as a library but the interactive boards and computers make use of an additional teaching space within the library!

At Hodge Hill Girls' School we believe that pupils should be given a varied range of opportunities to develop and practise leadership skills in preparation for life beyond school. Many student leadership activities will focus on supporting the quality of teaching and learning in the classroom whilst also reinforcing the school's ethos to create a climate for great learning, success and opportunity. Through trying new things, finding solutions and embracing responsibility our leaders ensure the voice of the students are heard.

How to Apply?

All applications must be made through the school website under [Vacancies](#), or the Birmingham City Council vacancies website.

Please note we do not accept CV's; applications will only be considered if received on a Birmingham City Council application form.

Application packs are available from: <https://www.hrforschools.org.uk/directory/4/current-vacancies> or from our school website.

Candidates shortlisted for interviews will be required to bring to the interview: proof of ID, qualifications and their right to work in the UK. The post is subject to the agreed terms and conditions which will be laid out in the letter of appointment and individual contract.

Hodge Hill Girls' School is committed to being an equal opportunities employer. To enable us to make any reasonable adjustments, please let us know at the application stage if you have any specific requirements.

Hodge Hill Girls' School is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. Any person offered a position of appointment will be required to complete an enhanced DBS disclosure check.

For informal enquiries or to arrange a pre-application visit please contact Natasha Panton, HR Assistant via email: HR@hodgehgs.bham.sch.uk



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

Bromford Road, Hodge Hill, B36 8EY

Telephone: 0121 464 3094

Email: enquiry@hodgehgs.bham.sch.uk

www.hodgehgs.bham.sch.uk



[hodgehillgirls](#)



HODGE HILL GIRLS SCHOOL

JOB DESCRIPTION

CONTRACT: Full time (1 Year fixed term contract)

NAME:

SALARY SCALE: MPS / UPS + TLR1C

JOB DESCRIPTION: Effective from: September 2026

JOB TITLE: Faculty Leader of Maths and Numeracy

- *This job description should be read and implemented in conjunction with the National Professional Standards for teachers. Your professional development should demonstrate the relevant Pay Range Standards and evidence substantial and sustained progress towards standards for the next level of performance related pay.*

JOB PURPOSE:

To provide strategic leadership and management of the Mathematics faculty, ensuring high standards of teaching, learning, and achievement in mathematics and numeracy across the organisation. The role includes promoting numeracy across the curriculum and raising attainment for all learners.

- The teacher will be required to take particular responsibility for the Leadership and Management of Mathematics in the Faculty and throughout the school.

PROFESSIONAL DUTIES - CLASS ROOM TEACHER:

- To undertake the duties and responsibilities of a classroom teacher as required by the head teacher
- To plan, teach, mark and assess subject and related courses across the Key Stages to examination level and make an impact on the educational progress of pupils.
- To develop teaching of alternative courses where required.
- Work with the head of year to meet individual needs and support learning
- To support the development and implementation of whole school and faculty planning and policies at classroom level.
- To work with the faculty in devising and reviewing key departmental documentation, which reflects the changing styles of teaching and supports the development of personalised learning.
- To contribute to faculty development of activities and resources, which extend and enhance the curriculum e.g., Aspirations Days and Out of Hours Learning.
- To develop and maintain a stimulating and challenging working environment in the teaching base utilising available support to maintain current displays which enhance learning.

PROFESSIONAL DUTIES – FACULTY LEADER:

- Lead the development and implementation of the Maths and Numeracy strategy.
- Establish a clear vision for outstanding teaching and learning in mathematics.
- Monitor and evaluate faculty performance, using data to drive improvement.
- Contribute to whole-school improvement planning and self-evaluation.
- Model outstanding classroom practice and maintain a high standard of teaching.
- Ensure high-quality curriculum planning, sequencing, and assessment.
- Support staff in delivering effective and inclusive mathematics lessons.
- Promote innovative teaching strategies and the use of technology in learning.
- To implement a rigorous process of self-review which leads all staff to focus on standards and accelerate progress of all pupils.
- To lead the writing and implementation of faculty action plans, which reflect the changing processes of teaching and learning to accelerate pupil progress and support personalised learning within the whole school vision.
- To develop, monitor and evaluate key faculty documentation, which reflects the vision and policies of the department and the whole school.
- To lead the management of the faculty budget, prioritise resources and plan for change.
- To lead the development of working practices which support progression between Key Stages.
- To lead the development of alternative courses where required.
- To lead faculty development of activities and resources which extend and enhance the curriculum eg Aspirations Days and Out of Hours Learning.
- To implement the school assessment, recording and reporting policy as it relates to teaching and learning in Mathematics.
- Co-operate in the planning and teaching of cross-curricular strands.
- **Exercise line management responsibility for all members of the Mathematics Faculty including Performance Management for designated members as agreed within the school plan for Performance Management.**
- To take responsibility for monitoring and evaluating the quality of teaching and learning within the faculty.
- **To lead, develop and enhance the teaching practice of other staff in the Mathematics Faculty.**
- To lead the development of staff within Subject, ensuring an awareness of a range of teaching and learning styles and to take responsibility for, the staff development budget, training and wider opportunities for curriculum development.
- To manage the deployment of faculty staff to support whole school, faculty and personal development

NB Some rotation of roles and responsibility may be negotiated to support personal and professional development.

PROFESSIONAL DUTIES - APPRAISAL:

- Take responsibility for own professional development and use the outcomes to improve teaching and pupils' learning and share expertise with colleagues.
- To participate in Appraisal in accordance with the generic school plan for Appraisal completion of ECT induction.

PROFESSIONAL DUTIES – GENERAL:

- To safeguard the pupils in your care and in the course of your work around school working within the guidance and statutory requirements for Safeguarding, Equal Opportunities, Anti-Bullying, Anti-Racist and Whistle Blowing Policies
- To promote Fundamental British Values, community cohesion and citizenship
- To teach second or additional subjects when required in consultation with line manager and Curriculum Deputy.
- To act as a Form Tutor, deliver elements of PSHCE and Citizenship and share in the pastoral responsibilities of the school.
- To liaise with Heads of Year directly as a Form Tutor and via the Head of Faculty for subject referrals to support individual and group needs.
- To ensure that Health and Safety regulations are observed and to take responsibility for reporting any deficiencies.

- To undertake any other professional duties as defined in the School Teachers Pay and Conditions Document.

LINE MANAGEMENT - RESPONSIBILITY TO AND FOR:

- Required by the School Teachers’ Pay and Conditions Document to carry out the professional duties of a teacher under the reasonable direction of the head teacher of the school, and to report for the purposes of day-to-day management to the Faculty Leader for Modern Foreign Languages.

CONDITIONS OF EMPLOYMENT:

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation), also any local agreements, local authority circulars and guidelines giving interpretations of teachers’ conditions of employment.

SPECIAL CONDITIONS:

- A teacher on the upper pay scale shall meet the performance threshold standards as specified in the School Teachers’ Pay and Conditions Document.
- The duties required of a teacher under this job description shall be such as require the exercise of a teacher’s professional skills and judgement.

REVIEW AND AMENDMENT:

- This job description is normally subject to annual review. It may be, amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder.

Job Description issued, after consultation, by _____

(Signature of Head Teacher or designated member of the leadership team)

Agreed after consultation, by _____

Date: _____

¹ For guidance on a definition of line management and examples of the way in which a teacher can be expected to assist with the management of conditions of service and employment, see the authority’s annual advice on the School Teachers’ Pay and Conditions Document.

PERSON SPECIFICATION

Faculty Leader of Maths and Numeracy - Full time, 1-year fixed term contract

Main or Upper pay Range + TLR1C

We need 'Committed, Caring and Flexible' staff to meet the needs of our pupils today and every day

	Essential	Desirable
Initial Qualifications	* Qualified Teacher Status	* Degree/Post Graduate study.
Further Qualifications and Professional Development	<p>Degree in Mathematics or a related subject</p> <p>Proven experience of teaching Maths at KS3 - KS4</p> <p>Evidence of continued professional development</p>	<p>Postgraduate qualification in Education or Leadership (e.g. NPQML / NPQSL)</p> <p>Specialist training in numeracy across the curriculum</p>
Experience	<p>Successful experience teaching Mathematics across relevant key stages (e.g. KS3-KS4)</p> <p>Evidence of improving student outcomes in Maths</p> <p>Experience of using data to inform teaching and interventions</p> <p>Experience of contributing to curriculum planning and development</p>	<p>Experience in a middle or senior leadership role</p> <p>Experience of leading a team or managing staff</p> <p>Experience of whole-school numeracy initiatives</p>
Knowledge & Understanding	<p>Strong subject knowledge in Mathematics</p> <p>Understanding of effective teaching and learning strategies</p> <p>Knowledge of current curriculum and assessment requirements</p> <p>Understanding of how to raise achievement and close attainment gaps</p>	<p>Knowledge of inspection frameworks (e.g. Ofsted)</p> <p>Understanding of whole-school improvement planning</p>

	Awareness of strategies to support SEND, disadvantaged, and EAL learners	
Skills & Abilities	<p>Ability to lead, motivate, and inspire staff and students</p> <p>Strong organisational and time management skills</p> <p>Ability to analyse and interpret performance data</p> <p>Excellent communication and interpersonal skills</p> <p>Ability to monitor, evaluate, and improve teaching and learning</p> <p>Ability to manage change effectively</p>	<p>Ability to lead whole-school initiatives</p> <p>Experience in delivering CPD to staff</p>
Personal Qualities	<p>Commitment to high standards and continuous improvement</p> <p>Passion for Mathematics and numeracy education</p> <p>Resilience and ability to work under pressure</p> <p>Collaborative and team-oriented approach</p> <p>Commitment to safeguarding and promoting the welfare of children</p>	
Other	<p>Willingness to contribute to wider school life</p> <p>Commitment to equality, diversity, and inclusion</p>	<p>Aspiration for further leadership development</p> <p>Creative and innovative approach to teaching and learning.</p>

Those elements marked * will be assessed on your application. Those elements marked ** will be assessed through the application and the interview process. The appointment is subject to the receipt of **two good references**, all safeguarding requirements and a pre-employment