



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."*

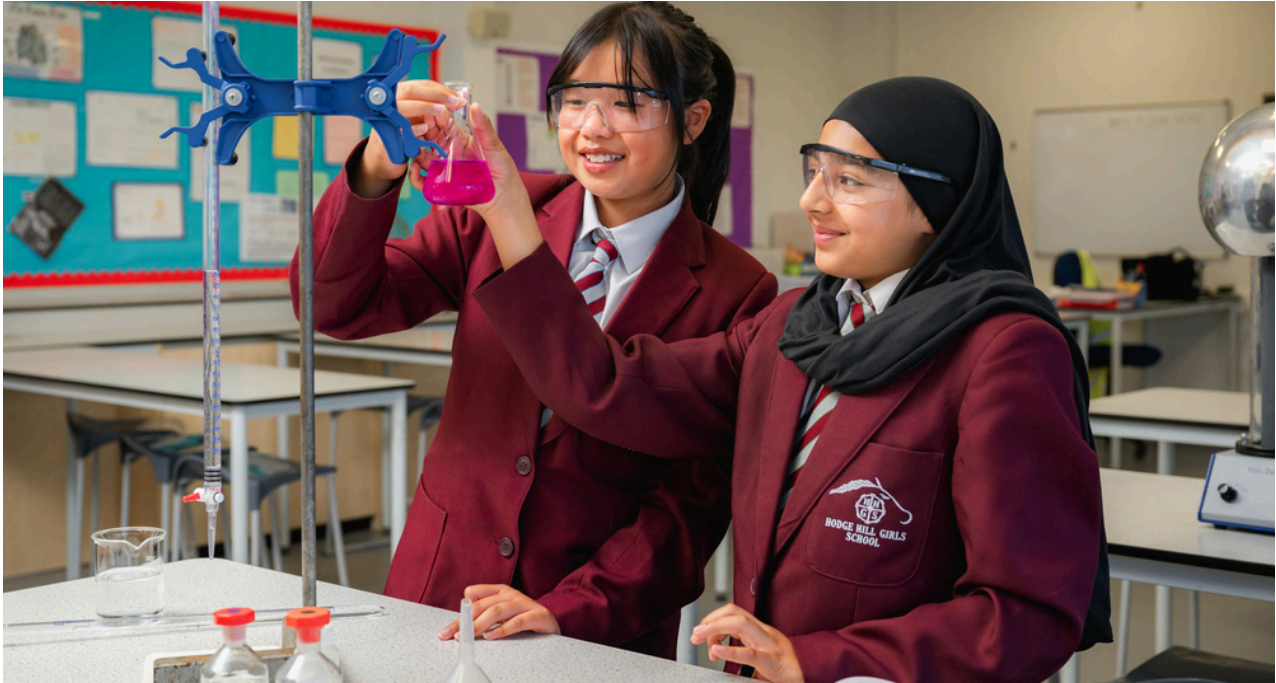
We take satisfaction in providing the best care possible to each student. We work with feeder schools on establishing SEND provisions for those in need of extra support, with a team of teaching assistants trained and informed to support wider pupil needs.

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"

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Telephone: 0121 464 3094

Email: enquiry@hodgehgs.bham.sch.uk

www.hodgehgs.bham.sch.uk



[hodgehillgirls](#)

Learning Mentor

Job Description

Grade: GRB – *Subject to Job Evaluation*

Job Purpose

- 1.1 To provide a complementary service to that given by existing teachers and pastoral staff in schools in the Excellence in Cities areas, addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential

2. Key Responsibilities

- 2.1 To promote the speedy and effective transfer of pupil information from primary to secondary schools, across secondary schools, and within schools, and to ensure that the arrangements for those leaving the school mid-term before 16 are managed properly.
- 2.2 With teaching and pastoral staff, to participate in the comprehensive assessment of all children entering or returning to school (including teenage mothers), and at the end of years 7 and 9, to identify those who need extra help to overcome barriers to learning inside and outside school.
- 2.3 To identify those children who would benefit most from a learning mentor and, working with others, draw up and implement an action plan for each child who needs particular support (except where the pupil was already subject an individually tailored plan)
- 2.4 To develop a 1:1 mentoring relationship with children needing particular support where necessary aimed at achieving the goals defined in the action plan*
- 2.5 To maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement**.
- 2.6 To work closely with the SENCO and the senior member of staff responsible for gifted and talented provision, to ensure that the needs of gifted and talented children and those with special educational needs are met***.
- 2.7 To monitor and report on the implementation of all plans drawn up to remove barriers to learning for individual pupils
- 2.8 To work closely with the local community and business mentors, and to take an active role in co-ordinating and supporting the work of voluntary mentors working with pupils both in and out of school, so that the

mentor's efforts meet the needs of the young person in a focused and integrated way.

- 2.9 To have full knowledge and appreciation of the range of activities courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils
- 2.10 To facilitate the sharing of information between local agencies, schools, authorities and other learning mentors, and be the single point of contact for accessing a range of community and business based programmes and specialist support services for example, the Social and Youth Services, the Education Welfare Service, the Probation and Careers Services, and out of school study support and business and community mentors
- 2.11 To communicate with other learning mentors and share best practice
- 2.12 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.
- 2.13 To ensure all tasks are carried out with due regard to Health and Safety
- 2.14 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.15 To adhere to the ethos of the school
 - 2.15.1 To promote the agreed vision and aims of the school
 - 2.15.2 To set an example of personal integrity and professionalism
 - 2.15.3 Attendance at appropriate staff meetings and parents evenings
- 2.16 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

* Learning mentors will devote the majority of their time to those needing extra support to realise their potential

** Where appropriate, the securing of family support will mean the securing of support from the local authority

*** Learning Mentors will personally target efforts on those at risk of underachieving, who are not the responsibility of the SENCO or gifted and talented co-ordinator

3. **Supervision Received**

3.1 Supervising Officer's Job Title:

3.2 Level of supervision:

- ~~1. Regularly supervised with work checked by supervisor~~
- ~~2. Left to work within establishment guidelines subject to scrutiny by supervisor~~

3. Plan own work to ensure the meeting of defined objectives

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

| Post Title | Grade | No of Posts | Level of Supervision (as in 3.2 above) |
|------------|-------|-------------|--|
| | | | |

5. **Special Conditions**

5.1 None

Person Specification

Method of Assessment (MOA)

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

| Criteria | Essential | MOA |
|--|---|------|
| Education/Qualifications NB: Full regard must be paid to overseas qualifications. | Good standard of education, including English | AF/C |
| | NVQ level 3 qualification in child care or equivalent | AF/C |
| Experience Relevant work and other experience | Previous successful experience in working with children and young people on an individual basis in supporting their personal development | AF/I |
| Skills & Ability e.g. written communication skills, dealing with the public etc. | *Delete if not applicable | AF/I |
| | *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 | AF/I |
| | The ability to work effectively with, relate to and command the confidence of, a wide range of young people and families/carers with different ethnic and social backgrounds. | AF/I |
| | The ability to work effectively with, relate to and command the confidence of teaching staff and senior management within the school. | AF/I |

| | | |
|-----------------|---|------|
| | Working with others, the ability to assess and review the learning of young people in the context of family and other relevant circumstances and plan appropriate responses, drawing on in-school and external advice and expertise where necessary | AF/I |
| | Knowledge of, and ability to work effectively and communicate with, a wide range of organisation and people offering support, information, opportunities and guidance | AF/I |
| | Ability to identify potential barriers to learning jointly and engage in strategies to overcome these barriers | AF/I |
| | Ability to work with individual children to set goals jointly as part of planning for their learning | AF/I |
| | Skills of communication, giving advice and helping young people to identify their needs and potential | |
| Training | | |
| Other | A desire to do something worthwhile for young people, to understand their needs and gain insights into how they think. | AF/I |
| | Knowledge of the education system | AF/I |

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

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.

People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.

At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.

We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.