

KING EDWARD VI  
NORTHFIELD SCHOOL FOR GIRLS

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# Headteacher

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# Chair of Governors *Welcome*

Thank you for the interest you have shown in the position of Headteacher at King Edward VI Northfield School for Girls. We are looking for an individual who will continue the excellent work of our Headteacher for the last seven years, who is stepping down after a long period of service at the school as History teacher, Deputy Head and then Headteacher.

King Edward VI Northfield School for Girls is a school at the heart of the local community and staff and students make it a happy place to work and learn. Our pupils are keen, resilient learners who are ambitious for themselves and the future of their area. They bring energy and creativity to all they do, and we are rightly proud of them.

We have a stable and committed staff team, an emphasis on strong pastoral support, excellent extra-curricular provision and improving attainment. King Edward VI Northfield School for Girls is also an integral member of the King Edward VI Academy Trust Birmingham and the wider King Edward VI Foundation.

We look to our Headteachers to work as a team, aiming to fulfil our ambition of making Birmingham the best place in Britain in which to be educated, a mission to inspire Birmingham's young people to harness and maximise their potential, wherever they live, irrespective of their circumstances and whatever their aptitudes: academic, occupational, sporting or cultural.

If what you have read here about the School, the Academy Trust and Foundation challenges and excites you, we look forward to your application, and should you be called to interview, we look forward to meeting you.



**Dr Nicola Smith**  
Chair of Local Governing Body

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# Introduction

**King Edward VI Northfield School for Girls is a wonderful, small school that places the welfare of our pupils at the heart of what we do. Our vision is to provide for our young people the very best teaching and a supportive environment where their talents are nurtured and challenges overcome.**

We work to put our school at the heart of the community. By working together with families, other schools, voluntary organisations, businesses, colleges and universities we pool our efforts, ideas and enthusiasm to support our young people and their families in ways that would not be possible on our own.

Our pupils deserve the very best education and we strive to deliver it. Our staff are their champions and we empower our pupils to believe in their own strength, ability and resilience. We take every opportunity to broaden opportunities and raise aspirations for all the pupils in our school. We know that children who are happy and feel safe are most able to excel academically. We believe our school is unique in our area; providing a small, safe and happy community for our pupils as well as securing high levels of academic success. As a single sex school, we have created an environment where success is applauded and confidence built.

In addition to an increasingly strong record of academic success, this school provides our pupils with a vast range of extra-curricular clubs, teams, and societies. These include football, netball, athletics and other sports clubs as well as choir, orchestra, rock band, dance and academic clubs such as Science and Programming – over fifty activities across six days each week. All of these opportunities are free of charge for parents, as are both per music lessons and Duke of Edinburgh award participation.

This enables pupils to develop friendships and social skills in addition to exploring new abilities and interests as well as giving parents the flexibility of knowing their daughters can remain safe and engaged in school until 5pm if they choose. Our extra-curricular clubs attract high levels of attendance and engagement throughout the year.



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As a King Edward VI Academy Trust school, our pupils have unparalleled opportunities to prepare themselves for joining King Edward VI Sixth Forms and going on to the very best universities. Additionally, our superb team of teachers benefit from professional development and collaboration which supports our pupils to work towards the highest GCSE grades.

# Location, History & Building

There has been a school for girls on the King Edward VI Northfield School for Girls site since 1953. Formerly known as Turves Green Girls' School, we joined the Academy Trust in 2021. The move to the Academy Trust came shortly after we had secured funding for our new school buildings. The facilities available to our pupils include a specialist technology suite; science laboratories; a purpose-built library; a sports hall and large playing field; and a performance hall with retractable seating.



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# Admissions

King Edward VI Northfield School for Girls is an academy for girls of all ability. We welcome students mainly from Northfield, West Heath, Rubery, Kings Norton and sometimes further afield. We are regularly over-subscribed for entry to Year 7 and have a strong reputation for inclusion, particularly in relation to pupils with Special Educational Needs.



# Teaching & Learning

**Our teachers teach highly effective lessons that enable all pupils to be excellent learners who enjoy their learning and who are self-motivated, resilient and articulate. This emphasis on learning and engagement allows them to fulfil their potential and be successful in whatever their next steps are.**

Educational research plays a fundamental role in informing and improving teaching at King Edward VI Northfield School for Girls. Our teaching and learning model is based upon research into cognitive science and how the brain acquires and uses new information. Research conducted by Peps McCrea, Barak Roshenshine and Doug Lemov (and many more) is fundamental to how leaders plan the curriculum and how it manifests itself in each and every classroom. Our staff all receive regular CPD training to ensure they have a comprehensive understanding of how to apply the most effective strategies in the classroom.

All teachers plan for a knowledge-rich curriculum, sequencing lessons in such a way that allows for plentiful spacing, interleaving and retrieval practice. We have high expectations and teach our girls to have a good work ethic and behaviour that is conducive to learning. There is a strong focus on acquisition of knowledge from the moment they enter the room and throughout the lesson that will be aided by the subject specialist: the teacher. Teachers regularly review pupils' knowledge, provide expert explanation and continually scaffold and model along the way.

Teachers question pupils so they and the teacher know what they can and cannot do and what they do and do not know. Pupils have plentiful opportunities to practise and for teachers to give feedback, resulting in a truly responsive teaching and learning environment that allows for professional autonomy within the classroom.



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# Curriculum

King Edward VI Northfield School for Girls offers a broad curriculum across Key Stages 3 and 4. We believe the hallmarks of an excellent education are breadth of experience and depth of knowledge, underpinned by moral and ethical standards.

A key strength of the curriculum is that all of our subjects are taught by specialists. There is much supporting evidence that strong teacher subject knowledge results in high-quality curriculum planning. This ensures both depth of coverage and an expert understanding of content sequencing. It often results in higher overall curriculum quality because of the impact on curriculum design and pupils' knowledge, skills and understanding.

Here at King Edward VI Northfield School for Girls, we believe that acquiring knowledge helps our pupils to remember new information, solve problems and improve their reasoning skills. We know that our disadvantaged pupils on average come to us with less knowledge, so providing a knowledge-rich curriculum helps to compensate for what their peers from more advantaged backgrounds may have experienced.

As well as this emphasis on curriculum content and sequencing, it is our intention that pupils leave us confident in their ability to learn and with a desire to take up further education or training.

**The education our school provides is intended to produce the following outcomes:**

- Resilience (mental, physical and intellectual)
- Excellent academic outcomes
- Employability
- Moral courage
- Ambition

**The curriculum framework we have designed is intended to:**

- Set out the aims of a programme of education, including the knowledge and understanding to be gained at each key stage (our intent).
- Translate that framework over time into a structure and narrative (implementation).
- Evaluate what knowledge and skills learners have gained against expectations (impact / achievement).



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# Extra-Curricular

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**We believe that maximising the opportunities for enrichment for our often-disadvantaged pupils builds relationships, encourages positive engagement with school, opens up opportunities and develops enthusiasm for areas of interest.**

Every single pupil at our school will go on two or three educational visits each year which are fully funded by the school. This will ensure that no child misses out on crucial opportunities for enrichment.

These visits include Art Galleries, Museums, the London sights and other activities across the country. In addition to these 11 core educational visits, our young people will enjoy a range of additional trips and opportunities from residential visits to France and Germany and a Welsh activity centre to college and university taster days. Our approach to educational visits mirrors our ethos – we believe that every pupil should enjoy their time at school and be able to take advantage of all the opportunities we can provide.

After school clubs and activities run six days a week at King Edward VI Northfield School for Girls. On a good week, extra-curricular attendances reach 700 in our small school. Almost every member of staff is involved in this provision, with clubs such as Medical Ethics and Computing appealing to our most academic pupils, clubs like Scrabble and D&D offering a social environment, clubs like Football and Martial Arts promoting physical activity whilst clubs like Homework and Sparx assist pupils with our high expectations around homework.

Another important part of our after-school offer is our extensive range of boosters which run mostly for Year 11 pupils across five evenings a week. Participation in extra-curricular activities is analysed by group and individual, and form teachers, subject teachers and Heads of Year work with pupils and parents to continue to grow participation.



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# Pastoral Care

**King Edward VI Northfield School for Girls has a proud commitment to pastoral care. Pastoral care is underpinned by strong, positive relationships between staff, parents and pupils, creating a happy and safe community in which pupils thrive.**

All staff work hard to build pupils' self-esteem, resilience and independence and to support their development as individuals. We know pupils and their families well and work hard to support them with the challenges they may face during their time at the school. We work closely with pupils and their families to overcome barriers to attendance and achievement. Form Tutors and Year Group leaders work together to support pupil wellbeing and engagement in school life.

In addition to these key members of pastoral staff, the pupils benefit from support from learning mentors, our attendance team, a well-being coach and a SEMH Birmingham Pathfinder Family Support Worker. Our recent Ofsted inspection report highlighted the strength of our work in promoting personal development and positive mental health and in preparing our pupils exceptionally well for life after school.



# A Student's View

**As a pupil at King Edward VI Northfield School for Girls, I can confidently say that my school offers far more than simply lessons within a classroom. It is a true sanctuary - a place where students are encouraged to grow not just academically, but also personally and emotionally.**

From the moment I joined in 2021, I have felt an unwavering sense of belonging, knowing that every student is seen, heard, and genuinely valued. Within the school, there is a profound sense of community, one that fosters kindness, respect, and mutual support.

The encouragement from staff is constant and uplifting, with every pupil receiving the guidance, care, and motivation they need to flourish. Equally, the positive and welcoming environment allows strong friendships to form - friendships built on trust, understanding, and shared ambition. In such an atmosphere, students are inspired to uplift one another, to offer support in times of difficulty, and to celebrate each other's successes. At our school, every child is offered a range of unique opportunities that simply aren't quite as special anywhere else. From numerous after school clubs to in school organisations like 'School council', 'EDI' and 'Aspire' that enable every child to voice their opinions - there really is something for everyone.

I still remember my first day, arriving as a shy pupil with a long journey ahead of me. Our headteacher stood in front of us and said, "Five years will go by so fast," and at the time, it was hard to believe. Now, as I look back on everything I have achieved and how far I have come, I realise just how right he was. King Edward VI Northfield School for Girls is not merely a place of education that looks at you as a grade rather than a person; it is a community that shapes character, builds confidence, and leaves a lasting impact on all who are fortunate enough to be part of it.

- Savannah, Vice head girl



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# King Edward VI Foundation

## *The Academy Trust*

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**In 1883, the ambitious plans of the Governors of King Edward's School saw the opening of six new King Edward VI schools: a sister independent high school for girls and five grammar schools.**

The Governors were seeking to make an open path for every able child in Birmingham from the public elementary schools of the borough through the new grammar schools and high schools and then to universities. No town in England compared with Birmingham in terms of educational advantage.

Today, King Edward's School and King Edward VI High School for Girls are extremely successful independent schools, with free places making them widely accessible to all families. There are also six free King Edward VI grammar schools in Birmingham: Aston and Handsworth, combining modern architecture with their original, historic buildings; the two Camp Hill Schools (for boys and for girls) sharing an extensive site in Kings Heath; Five Ways School; and Handsworth Grammar School, which joined in September 2017 at the same time as the King Edward VI Academy Trust Birmingham was formed.

More recently, the charity has focused on growing the Academy Trust by including six non-selective schools in King Edward VI Sheldon Heath Academy, King Edward VI Handsworth Wood Girls' Academy, King Edward VI Balaam Wood Academy, King Edward VI Northfield School for Girls, King Edward VI King's Norton School for Boys and King Edward VI Lordswood School for Girls. Each school serves its local community, and they are carving their own success stories for children from each area.

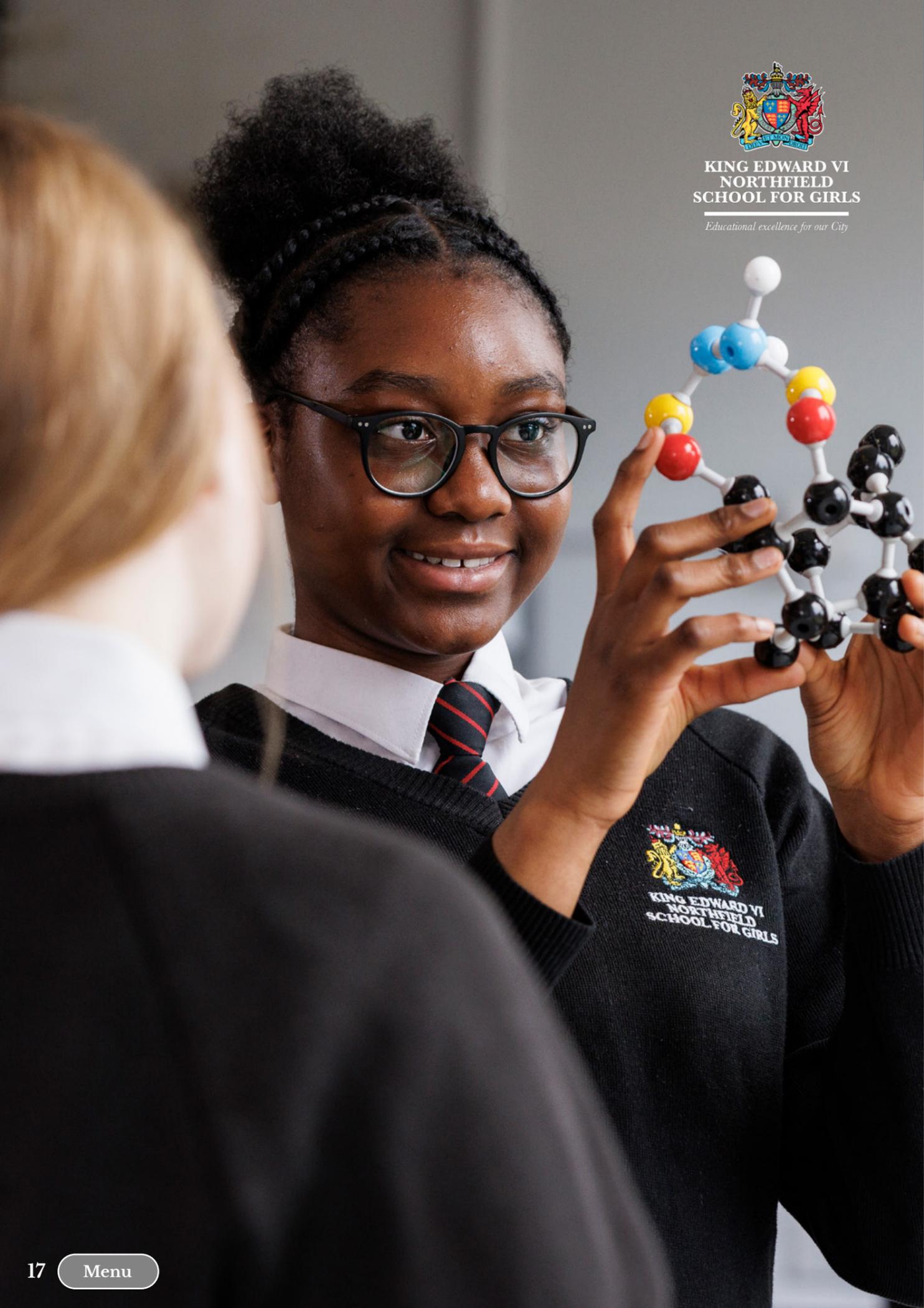
The Academy Trust provides opportunities to share good practice and to offer new opportunities to staff and students. The vision is to be able to support more schools across the Greater Birmingham area. The Academy Trust is confident that other comprehensive schools will join in future so as to enable the Trust to have an even greater positive impact on the education of children across the city.



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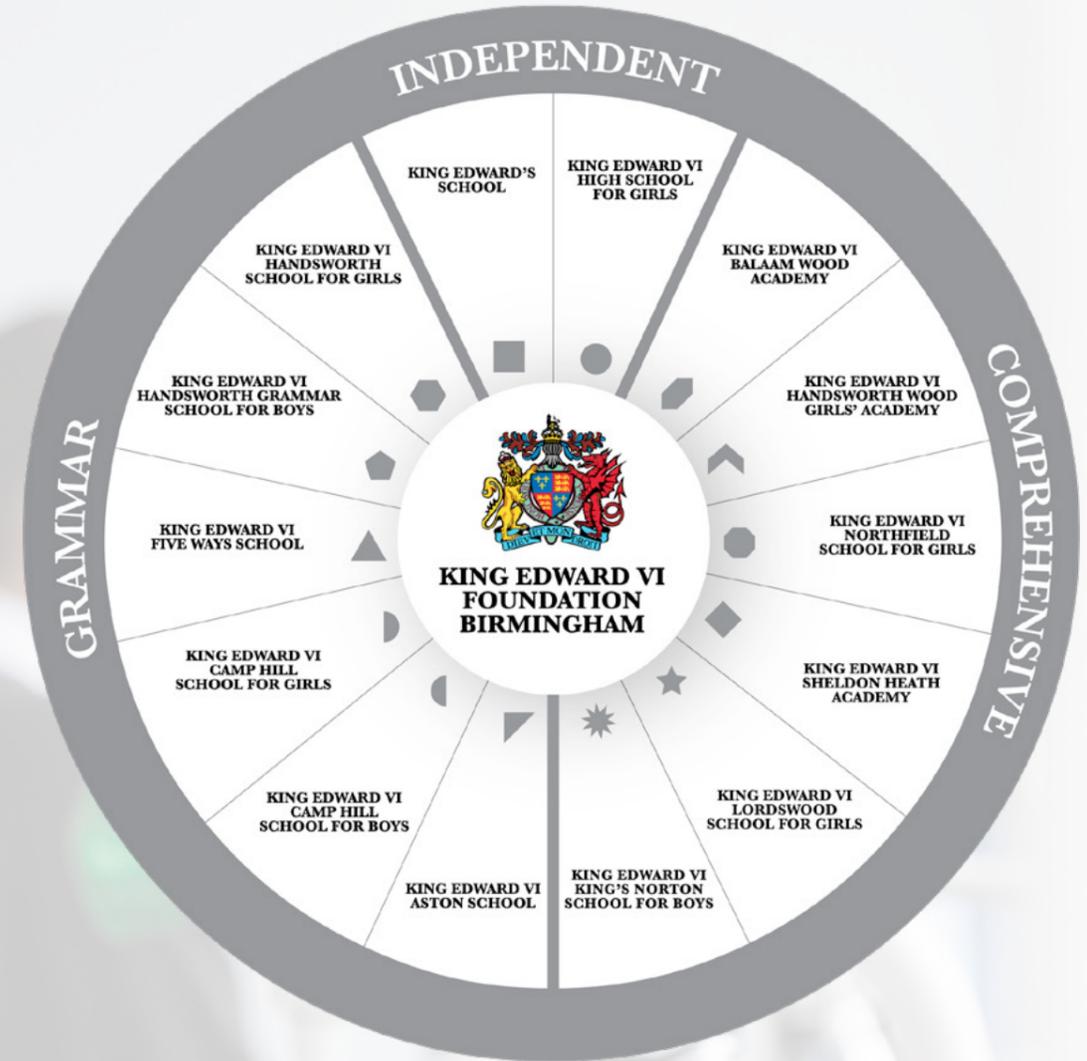


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# The Organisation

Within our organisation there are currently: two independent schools that are amongst the best day schools in the country, six grammar school Academies that are amongst the best state schools in the country and six non-selective comprehensive Academies, all of which have added a different dimension to the Foundation and serve their local communities. Each contribute to excellence in education and, as a group, offer opportunities to the diversity of Birmingham's communities.



# Executive Team Structure

The Headteacher of King Edward VI Northfield School for Girls will report directly into their Cluster Lead.



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# King Edward VI 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. And 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 13,000 children: the largest provider of secondary school places in Birmingham outside the city council.

Our commitment to playing a constructive, influential role in the life of the city is reinforced by our determination to work closely with business and cultural organisations and, as appropriate, with the local and national government. We already work closely with other schools and educational bodies, whether through our nationally acclaimed SCITT, our primary outreach work or through partnerships with other providers. Of course, to achieve our mission, we need to do even more.



# A Collaborative Culture

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*“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, a range of subject network groups, and particular work around areas like 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, centre and south of the city. Our Headteachers 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 Heads 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 & Principal of the independent schools), the Director of Education and the Chief Executive Officer.



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# Governance and the *King Edward VI Foundation*

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**The Academy is governed locally and benefits from an engaged and knowledgeable governing body that understands its strategic role. Governors work closely with the Headteacher to provide challenge, support and accountability.**

The governing body comprises of a balance of Trust appointed members, locally co-opted members, elected staff members and parent/carer members. The governing body is accountable to the King Edward VI Academy Trust Birmingham which is an integral part of the schools of King Edward VI in Birmingham.

As part of the King Edward VI Foundation, the Academy also benefits from Trust-wide collaboration, shared expertise and professional networks. The Headteacher reports directly into a Cluster Lead.



# Job Description

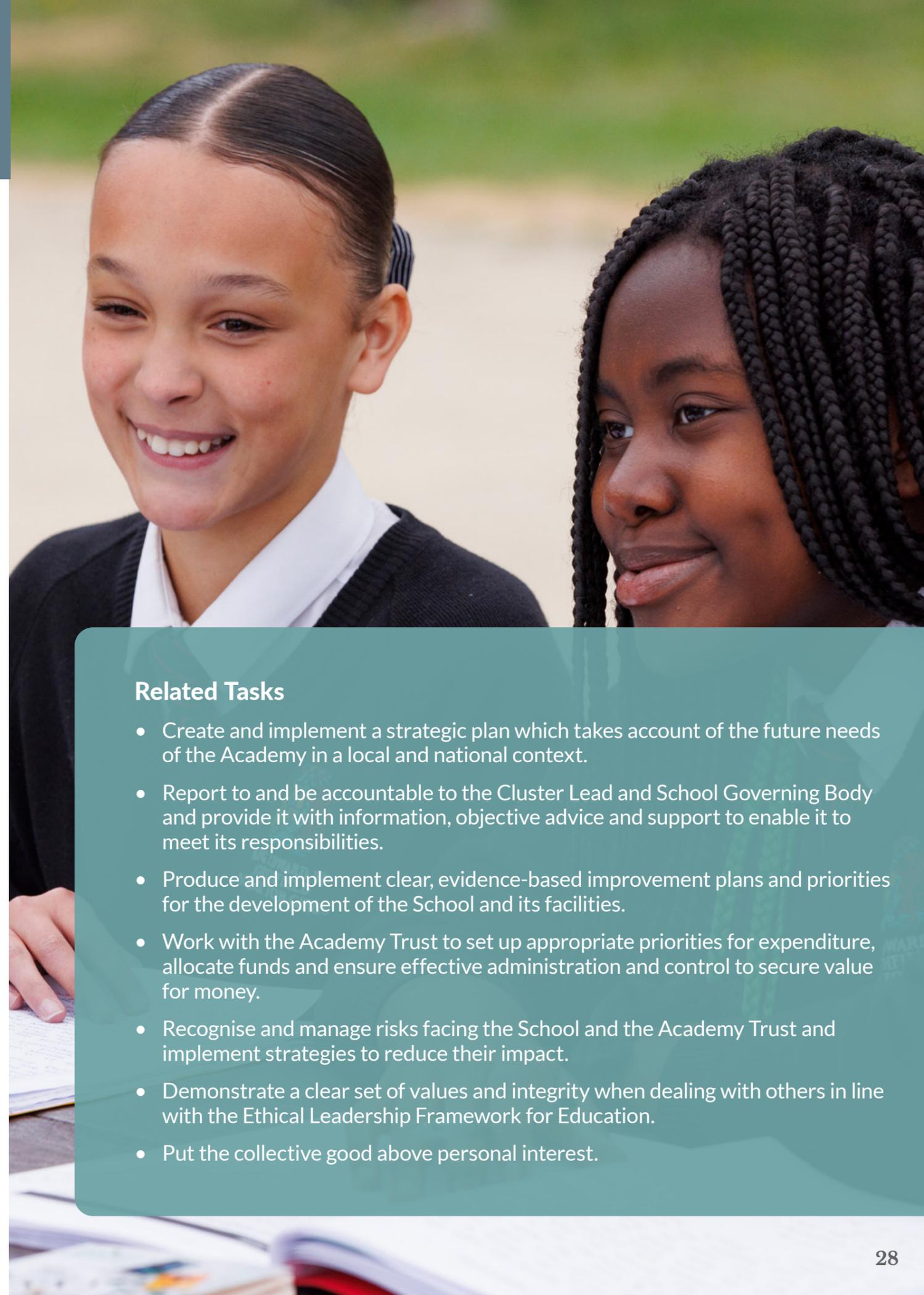
The job description and person specification should be read in conjunction with the Headteachers Standards 2020, which very much complements the ethos and values of King Edward VI Northfield School for Girls.

## 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 Cluster Lead and School 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.

# Job Description

## Teaching & 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 & 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 School Governing Body, Cluster Lead, 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.



# Job Description

## Being Part of an Academy Trust & 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

## People Development

- Substantial senior leadership experience as a Head or Deputy Head.
- Demonstrable 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.



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## Skills & 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 & 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 & *Further Information*

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All enquiries, along with applications, should be made electronically to [HR@kevibham.org](mailto:HR@kevibham.org) in PDF format.

An application form is available from the King Edward VI Foundation website: [kingedwardvifoundation.co.uk](http://kingedwardvifoundation.co.uk)

Your application should include a covering letter detailing how your knowledge, skills, experiences and achievements meet the criteria on the person specification.

**To arrange a visit/tour please contact:**

Sharon Killeen (PA to the Headteacher)  
**Telephone:** 0121 464 8346  
**Email:** [s.killeen@nsg.kevibham.org](mailto:s.killeen@nsg.kevibham.org)

**Contact details:**

King Edward VI Northfield School for Girls  
Turves Green, Northfield  
Birmingham, B31 4BP

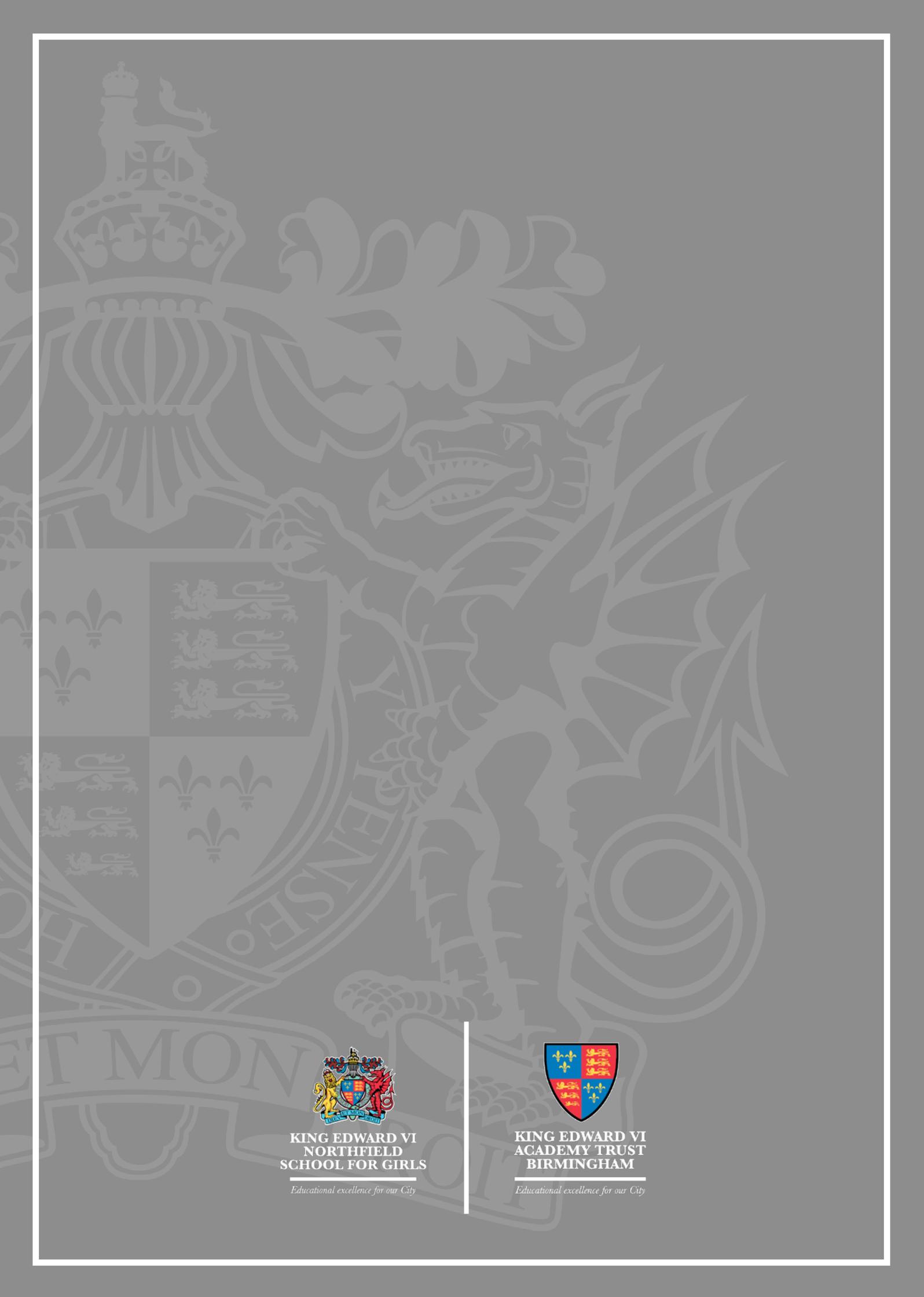
**Telephone:** 0121 464 8346  
**Email:** [enquiry@nsg.kevibham.org](mailto:enquiry@nsg.kevibham.org)  
**Website:** [nsg.kevibham.org](http://nsg.kevibham.org)

**Closing: Monday 2nd March at 9am**  
**Interviews: 17th and 18th March**



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