Appointment of...

Assistant Headteacher

leading on

Personal Development & Wellbeing, with Science Line Management

KING EDWARD VI
CAMP HILL
SCHOOL FOR BOYS



Application Pack

Closing date: 9.00am on Monday 2nd November, 2026

KING EDWARD VI
FOUNDATION
BIRMINGHAM

"The schools of King Edward VI should be rooted in the communities that they serve and be responsive to the nature of those communities. In particular, all of the schools are committed to making themselves as accessible as possible to all pupils, whatever their background or circumstances"

KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM

Contents

Welcome	*3*
Job Description	*4*
Person Specification	*6*
Our Missions	*7*
The School's Vision & Values	*8*
A Student's Welcome to Camp Hill School for Boys	*10*
Staff Voice	*11*
Staff Wellbeing	*12*
Pastoral Care	*13*
Two Schools – One Site	*14*
Sport	*14*
Beyond Examined Curriculum	*15*
The Facilities	*16*

















Welcome to Camp Hill School for Boys

Dear Applicant

Thank you for the interest you have shown in the position of Assistant Headteacher at King Edward VI Camp Hill School for Boys. Camp Hill Boys is a remarkable school with an impressive history but looking ahead to a no less notable future, rich in traditional values, yet wholly contemporary in its outlook. Such is the warmth and strength of our relationships, its members often describe it as the 'Camp Hill Family'; a happy and caring community, with strong working links to the sister school alongside, Camp Hill Girls.

We take pride in an environment in which staff and students enjoy their learning together and where high academic standards are expected but also accompanied by an appreciation of fun and a commitment to opportunity and enrichment beyond the curriculum. No less important than a wide and demanding curriculum is the importance of the arts, music and sport with voluntary work by students and international collaboration adding to an impressive profile.

Camp Hill Boys is also an integral member of the King Edward VI Academy Trust Birmingham and the wider King Edward VI Foundation. We look to our leaders 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. Our recent expansion into a wider diversity of schools and local communities is enabling us to accelerate the achievement of that mission and we look to our leaders to spearhead that work.

This role is a vital corner-stone of our mission to ensure that our school continues to be the very best it can be. Your leadership will focus on both the support and care of our wonderful staff, and the academic progress and enrichment of the students' lived experience. You will be able to make a positive impact at all levels of our school, building relationships with and supporting our hard-working staff, so that they in turn deliver a first class experience to our amazing students. You will be an ambassador for our school, working closely with the local community and parental body, promoting our values of support, resilience, empowerment, responsibility and improvement.

If what you have read here about the school, the 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.

With best wishes,

Russell Bowen
Headmaster

If you would like to apply, please return the following by 9.00am on Monday 2nd November 2026

- A fully completed application form
- A fully completed recruitment monitoring form

There is no need to write a separate letter, but please ensure that the application form includes details of the following:

– How your personal qualities and experience make you the best person to be the Assistant Headteacher at Camp Hill Boys

– The vision and ideas that you would bring to the leadership of our school

– Any other relevant supporting information

Informal, pre-application visits to the School are welcome. Please contact **Miss Lorna May**, the Head teacher's PA via **headspa@chb.kevibham.org** to arrange a visit.

Interviews with shortlisted candidates will take place shortly after the closing date.

The advance notice for this advert is due to the current post holder retiring at the end of this academic year.

Job Description

Required from: September 2027

General Duties
The duties in this job description are in addition to those covered by the latest School Teachers and Pay and Conditions document as well as the generic job description that applies to all teachers at King Edward VI Camp Hill School for Boys. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job commensurate with the salary and job title.

Payment
At a point on the Leadership Scale (L10-15).

Purpose of Post
To lead and support the three science Heads of Department, providing strategic oversight of the Science Faculty, promoting a collaborative culture that enables the sharing of effective practice between departments.

To provide strategic leadership for Personal Development across the school, ensuring that all pupils benefit from a rich, inclusive and ambitious programme that supports their personal growth, character development, preparation for adult life and understanding of British values.

The postholder will lead all aspects of the school's Personal Development provision and related quality assurance processes, ensuring the school is fully prepared for Ofsted inspection and demonstrates excellence within the Personal Development judgement area.

As a member of the Senior Leadership Team, the postholder will contribute to the overall strategic leadership, management and continuous improvement of the school.

Key Responsibilities: Head of Personal Development and Wellbeing

Strategic Leadership
- Develop, implement and evaluate a whole-school Personal Development strategy.
- Ensure Personal Development is embedded within the school's vision, values and improvement priorities.
- Lead the development of policies and procedures relating to Personal Development.
- Monitor national developments and statutory requirements and ensure school compliance.
- Advise governors and senior leaders on Personal Development provision and outcomes.
- Contribute to School Development Planning and self-evaluation.

Ofsted Leadership
Lead the strategic development and evidencing of the Personal Development judgement, managing and supporting the Head of PSHE, to ensure that the school can demonstrate:
Personal Development Curriculum
- A coherent and sequenced programme of personal, social, health and economic education.
- Effective relationships, sex and health education.
- High-quality religious education and citizenship opportunities.
- Teaching that promotes pupils' understanding of protected characteristics and equality.

Character Development
- Opportunities for leadership, service and responsibility.
- Programmes that develop resilience, confidence and independence.

- Recognition and celebration of pupils' wider achievements.

Wider Experiences

- A broad and inclusive enrichment programme.
- Educational visits and residential opportunities.
- Participation in sport, arts, culture and community activities.
- Strong pupil engagement regardless of background or need.

Preparing Pupils for Life in Modern Britain

- Promotion of fundamental British values.
- Effective careers education, information, advice and guidance.
- Development of employability and enterprise skills.
- Opportunities to engage with employers, further education and higher education providers.

Equality, Diversity and Inclusion

- Promote respect and tolerance throughout the school community.
- Ensure pupils develop an age-appropriate understanding of diversity.
- Monitor participation rates and remove barriers to inclusion.

Quality Assurance and Evaluation

- Lead the monitoring and evaluation of Personal Development provision.
- Maintain an accurate Personal Development Self-Evaluation Framework (SEF).
- Produce reports for governors, trustees and senior leaders.
- Analyse pupil participation and engagement data.
- Evaluate the impact of Personal Development initiatives and adapt provision accordingly.
- Lead internal reviews and external validation activities.

Careers Leadership

- Ensure full compliance with Gatsby Benchmarks and statutory careers guidance.
- Lead the strategic development of careers education.
- Line manage and support the Head of Careers and monitor impact.
- Ensure pupils receive impartial advice and guidance at key transition points.

Student Voice and Leadership

- Develop meaningful opportunities for pupil leadership.
- Oversee student council and pupil consultation arrangements.
- Ensure student views inform school improvement priorities.
- Promote active citizenship and community engagement.

Safeguarding and Inclusion

- Work closely with the Designated Safeguarding Lead to ensure Personal Development supports safeguarding priorities, and is compliant with KCSIE
- Promote mental health, wellbeing and online safety.
- Ensure vulnerable pupils are fully included in enrichment and leadership opportunities.
- Contribute to attendance, behaviour and inclusion strategies.

Leadership and Management

The postholder will:

- Model the highest professional standards.
- Contribute to the strategic leadership of the school.
- Lead and develop staff within their areas of responsibility.
- Manage allocated budgets effectively.
- Present reports to governors and trustees.
- Undertake performance management responsibilities.
- Support school events and activities.
- Act as a visible and influential senior leader.

Key Responsibilities: Line management of Science

The postholder will provide strategic oversight of the Science Faculty through the leadership and management of three subject leaders: **Head of Biology, Head of Chemistry and Head of Physics**.

The postholder will ensure coherence, consistency and excellence across the faculty while empowering subject leaders to develop their respective disciplines.

Strategic Faculty Leadership

- Provide strategic leadership for the Science Faculty across Key Stages 3, 4 and 5.
- Support the Heads of Biology, Chemistry and Physics with improvement planning and self-evaluation.
- Ensure consistency of expectations, standards and practice across Biology, Chemistry and Physics.
- Promote a collaborative culture that enables the sharing of effective practice between departments.

Leadership of Subject Leaders

- Line manage and support the Heads of Biology, Chemistry and Physics.
- Hold subject leaders accountable for standards of attainment, progress, teaching quality and curriculum implementation within their disciplines.
- Provide coaching, challenge and professional development to subject leaders.
- Support succession planning and leadership development within the faculty.

Curriculum Leadership

- Support the Heads of Biology, Chemistry and Physics with curricula are ambitious, knowledge-rich and effectively sequenced.
- Support the Heads of Biology, Chemistry and Physics to monitor curriculum implementation and impact.
- Ensure that curriculum planning reflects current educational research, examination requirements and best practice.
- Champion scientific literacy and opportunities for interdisciplinary learning.

Raising Standards

- Support the Heads of Biology, Chemistry and Physics to analyse performance data and identify priorities for improvement.
- Support the Heads of Biology, Chemistry and Physics to monitor the performance of key pupil groups and ensure effective intervention strategies are implemented.
- Establish a culture of high expectations and academic excellence throughout the faculty.

Quality Assurance

- Support the Heads of Biology, Chemistry and Physics with the monitoring and evaluation of teaching, learning and assessment.
- Support faculty reviews, learning walks, work scrutiny and quality assurance activities.
- Support the Heads of Biology, Chemistry and Physics to use evidence gathered through quality assurance activities to inform department improvement planning.

Staff Leadership and Development

- Foster collaboration between teaching and support staff across all science disciplines.
- Support the recruitment, induction and retention of high-quality staff.
- Ensure that early career teachers, trainee teachers and aspiring leaders receive appropriate mentoring and development opportunities.
- Support the development of faculty-wide expertise in pedagogy, curriculum design and assessment.

STEM, Enrichment and Personal Development

- Support the Heads of Biology, Chemistry and Physics with the development of a comprehensive STEM enrichment programme across the subjects.

- Support the Heads of Biology, Chemistry and Physics with a programme of opportunities including clubs, competitions, lectures, educational visits and partnerships with universities, employers and scientific organisations.
- Ensure that Science makes a significant contribution to the school's Personal Development strategy.
- Promote careers education through meaningful engagement with STEM industries and professions.
- Increase pupil awareness of pathways into further study and careers in science, technology, engineering and mathematics.

Resources and Compliance

- Hold overall accountability for the effective deployment of faculty resources and budgets, delegating as appropriate to the Heads of Biology, Chemistry and Physics.
- Ensure equitable allocation of resources across Biology, Chemistry and Physics.
- Oversee compliance with health and safety requirements, including CLEAPSS guidance, laboratory safety and risk assessment procedures, delegating as appropriate to the Heads of Biology, Chemistry and Physics.
- Ensure that laboratories, equipment and learning environments support high-quality teaching and learning.

Accountability

The postholder will be accountable for:

- The overall effectiveness of the Science Faculty.
- The performance and development of the Heads of Biology, Chemistry and Physics.

The following accountability will continue to be delegated to the Heads of Biology, Chemistry and Physics, and the postholder will retain responsibility for supporting the subject leaders:

- Standards of attainment and progress across Biology, Chemistry and Physics.
- The quality of curriculum implementation and teaching across all science disciplines.
- The effective management of faculty budgets, resources and health and safety.
- The contribution of Science to whole-school priorities, including Personal Development, careers education, enrichment and school improvement.

Person Specification

Essential Qualifications

- Qualified Teacher Status (QTS) in a Science related subject.
- Good honours degree or equivalent.
- Evidence of relevant professional development.
- Experience of successful middle or senior leadership.

Essential Knowledge

- Current Ofsted Education Inspection Framework and associated guidance.
- Statutory requirements for PSHE, RHSE and Careers Education.
- Gatsby Benchmarks.
- Equality Act 2010 and protected characteristics.
- Safeguarding legislation and guidance.
- Effective approaches to character education and pupil leadership.

Essential Experience

- Successful leadership of a significant whole-school responsibility.
- Successful leadership of a Science faculty.
- Experience of school self-evaluation and improvement planning.
- Leading curriculum or pastoral development.
- Using data and evidence to improve outcomes.

- Preparing evidence for inspection or external review.
- Working collaboratively with parents, governors and external agencies.

Essential Skills

- Strategic thinking and planning.
- Outstanding communication and interpersonal skills.
- Ability to inspire and motivate staff and pupils.
- Strong organisational and project management skills.
- Ability to evaluate impact and drive improvement.
- Resilience, integrity and professional credibility.

Key Performance Indicators

The postholder will be accountable for:

- The quality and impact of Personal Development and Science provision.
- Participation rates in enrichment and wider opportunities.
- Effectiveness of careers provision.
- Pupil leadership participation.
- Evidence of strong pupil understanding of diversity, inclusion and British values.
- Positive stakeholder feedback from pupils, parents and staff.
- Readiness for Ofsted inspection and the strength of evidence supporting the Personal Development judgement.

Supervisory Responsibility

You will be responsible for all of the following, with either direct or indirect line management responsibilities as appropriate:

- Heads of Biology, Chemistry & Physics
- Head of PSHE
- Head of Careers
- Educational Visits Coordinator
- Student Leadership Coordinator
- Head of Enrichment

Responsible to:

- Headteacher

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 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 raised 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 300 Pupil Premium eligible children will be offered selective school places - a year-on-year increase of nearly 30%.

As of today, we educate over 12,000 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.

> *"To make Birmingham the best place to be educated in the UK"*

The School's Vision & Values

Our Vision:

A caring and inclusive community where everyone can do and be their best

Our Mission:

To enable us all to lead fulfilled and healthy lives
To build a welcoming community where we celebrate our diversity
To support members of our school in setting and achieving aspirational personal goals
To provide a wide breadth of curricular and extracurricular opportunities

Our Key Values:

Support:
We support each other with care, respect, kindness and integrity

Resilience:
We embrace challenge knowing that failure is not final, but a learning opportunity

Empowerment:
We use coaching to empower everyone to achieve and flourish

Responsibility:
We promote responsibility for personal development through metacognition

Improvement:
We are committed to a professional obligation to improve our practice

A Student's Welcome to Camp Hill School for Boys

Dear Applicant

On behalf of our pupils, we would like to extend a warm welcome to you into the Camp Hill community. We would like to express to you the views of our student body, and the aspirations the school has for its future.

While Camp Hill champions educational excellence, the school is composed of so much more than academic rigour. The Camp Hill boy is a well-rounded individual, diligent, motivated and creative in all areas. What our school provides is the opportunity to develop these attributes, something the Camp Hill senior leadership team consistently provides for our pupils through excellent pastoral care and teaching prowess. Camp Hill students also highly value the wide range of extracurricular opportunities, especially sporting, linguistic and educational visits that help them to excel outside of the classroom and provide fantastic life experiences.

About the school's ethos

The Camp Hill ethos is one of growth, progress and unity, always wanting to improve and make the best choices for our students. Camp Hill has always prided itself on being a place to nurture the bright minds of young individuals and we hope that any senior leader would continue to support this vision. We value that our school is such a diverse community, made up of families from all different backgrounds, and we feel that this truly reflects what Camp Hill is; a community, built on tolerance and respect for others.

What an Assistant Headteacher means to the students

For the students, an Assistant Headteacher is not just a detached figurehead; an Assistant Headteacher is someone who the students should be able to turn to for help and advice and who has the interests of the student body at heart. They are someone who constantly reflect the ethos of the school to inspire students to want to learn, to take part and to want to be the best that they can be. We feel that they should act as role models, leading the way for students and fellow teachers alike.

What we would like from an Assistant Headteacher

- Someone who is respectful and tolerant - our school is incredibly diverse, and we need someone who is open- minded and will treat everybody with courtesy
- Someone who is approachable to all - we felt that our current Assistant Headteacher has been there as someone who has listened to and appreciated our point of view and we would like to see this in the next Assistant Headteacher.
- A leader who is both charismatic and inspires confidence in others - this is necessary as we look to our Assistant Headteacher as a source of inspiration and as a role model.
- Someone dedicated and willing to go the extra mile for our school.

Camp Hill is a remarkable school, one which acts as a community for many. We look forward to seeing how our community will flourish in the coming years under new leadership.

All the best, The Camp Hill Senior Prefects

Staff Voice

Dear Applicant

As a staff body we really value our autonomy, which naturally comes with accountability. The next Assistant Headteacher should be open to the idea of trusting their teachers and middle leaders to do what is best for the school, even if it sails against the conventional way of doing things at other schools.

The following quotes reflect the qualities of our staff body are looking for in our new Assistant Headteacher:

> They should be approachable and willing to listen, but also able to make decisions and give clear instructions. They should also communicate effectively with the staff.

> A strong leader who has a clear vision. I would like to work with somebody who trusts their staff and allows for a positive and happy environment.

> Astute, approachable, respectful.

> Someone who is forward thinking, motivating and supportive of both staff and students, with a passion for bringing out the best in every member of the King Edward VI Camp Hill School for Boys family and community.

> An Assistant Headteacher who can see the personal qualities of each member of staff and is willing to give that person an opportunity to flourish in a position that suits them and allows them to develop.

> Somebody who leads by example, encourages and facilitates leadership from all levels, allows staff to try things that could continue the development of the school.



Staff Wellbeing

Camp Hill Boys is in the happy position of being able to attract outstanding members of staff. Situated in a pleasant, green suburb of Birmingham, with easy links to rail, bus and motorway networks, its location alone is a draw. On top of that, the site itself is magnificent. The school has 3 rugby pitches and 2 smaller pitches for younger age groups, 6 tennis courts, a modern sports hall, two cricket pitches and a 25- metre swimming pool. Staff enjoy using the facilities (particularly swimming, badminton and tennis).

The pupils themselves are another reason the staff feel valued. The school's reputation and location make it the most sought after state school in the area; that means that the pupils who come here are bright and motivated and well-supported by parents with high expectations.

Teachers enjoy teaching their subjects to pupils well able to respond to their teachers' interests and enthusiasms.

Staff are given considerable autonomy in their roles. High outcomes are expected, but the senior leadership does not dictate the detail of how departments deliver them. The result has been a remarkable flourishing of pupils and staff alike.

The school has steadily expanded over the last 7 years. During that time, staff have increased the range of extra-curricular activities available to the pupils.

We are in the final phases of completing a new building and an all-weather sports pitch.

The school and the Academy Trust actively support staff wellbeing.

- Generous and sympathetic leave of absence interpretation
- Staff wellbeing committee
- Free, confidential access to counselling. Several members of staff have an Adult Mental Health First Aid qualification to enable them to act as effective listening ears for those who would value it
- No detailed written subject reports to parents
- All lesson observations carried out developmentally
- No requirement to present lesson plans
- Excellent opportunities for CPD; generous financial support of Masters and other courses
- Sport and social events, including walking weekends
- Well-equipped staff room – refreshments provided



Pastoral Care



The school's pastoral structure is a traditional one. In Years 7 to 11 there is a Head of Year leading a team of Form Tutors, supported by two Senior Heads of Year. The Head of Sixth Form is supported by two Heads of Year 12 & 13. There is an Assistant SENDCo, who also acts as a support for all the Heads of Year. The pastoral structure is headed up by a Deputy Head, who also has the role of Designated Safeguarding Lead.

The pupils pastoral care falls first to their Form Tutors. Each Form has about 3 Form Periods a week. (The number depends on the assembly rota.) These periods are 25 minutes long. (PHSE is not necessarily taught by their Form Tutor.)

The school employs a counsellor two days a week. Their sessions are scheduled by the Assistant SENDCo. The pupils can self-refer, but the most common route is that a referral comes out of a discussion with the parents, the Assistant SENDCo and teachers as well as the student.

Our ethos and values are also transmitted through assemblies. The Houses meet on one day a week. There are three school assemblies a week. The school hall is not large enough for the whole school to meet together, so different year groups are omitted from each assembly. There are often Year Group assemblies in addition to this routine. Senior pupils often deliver talks in our assemblies.

As in all schools in the country, there has been considerable focus in recent years on mental health and wellbeing. The pupils have frequently taken a lead on this, sometimes delivering assemblies on their own personal experiences. We have also made use of outside organisations to enhance the message. Senior students are excellent role models, encouraging pupils at Camp Hill to grow in confidence in speaking about their emotions and feelings.

Two Schools – One Site

Camp Hill Boys and Camp Hill Girls are separate schools. Our cooperation for mutual benefit means we share the best of two worlds – single- sex environments where that works best, and mixed environments where it doesn't.

In Years 7-11, lessons are taught separately. In the Sixth Form Languages, Drama, Music and Computer Science are taught jointly. There are A Level subjects that are taught at only one of the schools, and the pupils from the other are welcome to study these: Drama and Spanish are only taught at Camp Hill Girls, while French, German and Product Design is taught at the boys' school. In addition, there are a number of pupils who study one or more subjects at the other school because their particular combination of subjects does not fit with their home school's timetable.

Proximity allows extra-curricular enrichment to be joint. The boys' school puts on two annual drama productions a year – one senior, one junior – and girls take part in those.

There are a number of orchestras and ensembles which are mixed. Concerts involve both schools; they are sometimes held in the boys' hall and sometimes in the girls' one.

Lunchtime clubs and societies are sometimes mixed. We have had joint debating societies, joint Christian Union, joint Afro-Caribbean, joint MedSoc and joint Philosophy Club, for example.

The 6th Form Block has four common rooms. Two are mixed; the other two, by tradition, are essentially single sex. There is a shared servery in the Block.

The schools have been involved in joint projects – the Sports Hall, for example, and the 6th Form extension.

Sport

The school has a long tradition of sporting excellence. Curricular team games are rugby and cricket for the younger pupils, with hockey introduced in Year 9. Athletics is also part of the summer programme. Senior Games is for the final three school years, and pupils can choose from a broad menu: all the sports above, as well as badminton, basketball, fitness, football, squash, hand ball, martial arts, swimming and tennis.

There are extra-curricular clubs, which take place at lunch or after school, in badminton, basketball, swimming and tennis.

There is strong support for Saturday fixtures (as well as midweek ones) in rugby, football and cricket; all other school matches tend to take place in the afternoon, often after school.

As well as the school teams, the pupils also love to play sport for their Houses. The House Championship engenders fierce rivalry, but it also gives a vehicle for pupils – including those who wouldn't normally play for a school side – to enjoy all the benefits of being part of a team.





Beyond the Examined Curriculum

We recognise that the National Curriculum and nationally approved exam courses provide a significant guide as to what we teach the pupils; we also recognise that we must go beyond such thinking to provide a curriculum which is ideal for our pupils in our environment.

We teach the pupils that accredited qualifications are milestones passed during their educational journey; they are not the destination. We intend that our pupils should have the widest possible range of appropriate opportunities before them when they leave. For the overwhelming majority, that is acceptance on a degree course at a top university. But there are many other suitable outcomes and we aim to make our pupils aware of those and to prepare them for such routes. For a small, but increasing, number, Higher Level Apprenticeships are a good choice; we have a small flow of pupils who go on to study at a music college; a handful who apply to international courses; and a very small number consider leaving the school at 16 and we strive to give them the best possible advice relating to post-16 options.

Past experience tells us that most of our alumni will go on to hold positions of responsibility or leadership and our intention is to start them on their journey to be the best in such roles. We build many opportunities into our unexamined or untaught curriculum to promote their development in relevant skills. We have an extensive programme of PE and games, both compulsory and optional; we offer many clubs and societies which allow our pupils to explore interests and develop skills; we offer the Duke of Edinburgh award to encourage teamwork, organisation, perseverance and leadership – we also use it to promote a love of the outdoors and physical challenge; our House system is highly developed, partly to allow more pupils to take part in competitive events and partly to enable us to offer teamwork and leadership opportunities.

The school is rich in its diversity. We encourage the pupils to take advantage of the benefits such diversity brings. It gives an opportunity to recognise unconscious bias and address it. We teach them to test and develop their own thinking, to question and challenge the thinking of others and to treat with kindness and respect those who hold different views and beliefs. We teach our pupils to know, understand and be rich in this country's cultural heritage. If their own cultural heritage is different, we teach them to value it and support them, as far as we are able, in understanding and growing in that culture as well.

We want all our pupils to leave school happy and resilient. We want them to understand that mental and physical illness are a part of most people's lives, and to be equipped to respond appropriately to both in their own lives, and in the lives of others around them. We aim to teach them how to lead fulfilled lives of rich quality and how to enrich the lives of others. We want them to be a positive influence in their families and communities. We teach them that their excellent intellects and education opportunities also mean that they have great responsibility to promote the wellbeing of those who did not have those advantages.





The Facilities

King Edward VI Camp Hill School for Boys was founded in 1883 at Camp Hill, a site near Birmingham City Centre. In 1956 the school moved to its current, purpose-built site in Kings Heath, occupying land which was formerly part of the Cartland Estate. Camp Hill Girls moved to the same site a year later.

The school has expanded over the years, both in pupil numbers and in facilities. A 25-meter pool, funded by the parents' associations of both schools, was opened in the 1960s. The joint sports hall was opened early this century, freeing up the old gym and changing rooms for development. These were converted into a suite of English classrooms and a beautiful light and airy library.

In more recent times, pupil numbers have increased significantly, going from 720 in 2013-14 to the current 1,165. This expansion required additional classrooms, which were commissioned in 2015. The rooms added consisted of 2 laboratories, a prep room and 3 classrooms with removable partitions allowing them to be used as a large meeting room. Part of the expansion was of 6th Form numbers and this led to a need to provide additional dining and social areas for the senior pupils. This was a joint project with the girls' school, with funding coming partly from a fund-raising campaign among parents and other friends of the school. The remainder of the cost was met by the King Edward VI Foundation.

The two schools benefit from expansive playing fields around them. The boys' school enjoys rugby pitches, cricket squares and tennis courts. The rural feel of the site is enhanced by being alongside Kings Heath Park. The imminent grand opening of the All-Weather Pitch will provide a surface for a multitude of sports, predominantly hockey.



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CAMP HILL
SCHOOL FOR BOYS



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