



APPLICANT INFORMATION PACK

Bordesley Green Girls' School & Sixth Form Cover Supervisor (Fixed Term)



@BGGs_Birmingham

April 2024



Letter from Headteacher

April 2024

We are delighted you are interested in joining the Team at Bordesley Green Girls' School & Sixth Form.

Bordesley Green Girls' School is a vibrant 11-18 school at the heart of the community. We pride ourselves on providing a truly inclusive education, enabling all staff and students to reach their full potential. Our most recent Ofsted report (April 2022) rated our school as 'Good'.

It is an exciting time to join Bordesley Green Girls' as we have now finalized our ambitious vision in our long-term strategic plan. We are proud of the school's achievements and values and look forward to continuing with the excellent progress made in recent years to make this a truly outstanding school.

At the heart of our philosophy is that every student matters. We care about the progress our students make and are committed to their success. Each student has access to a broad and balanced curriculum and a wealth of experience and opportunities. We aim for every student to grow in confidence and knowledge, leaving us prepared for responsible adulthood, becoming future leaders and having a positive impact on the community.

All our staff work tirelessly to create an atmosphere where the students can perform at their best. Our priorities are to develop innovative and inspirational teaching and learning to ensure our students become effective, independent learners. This approach undoubtedly has led to excellent outcomes both at GCSEs and at Level 3 qualifications.

We believe that school should be a safe, respectful and hardworking environment, in which staff enable the children to recognise their true potential. We celebrate attitudes and attributes – such as resilience, respect, enthusiasm and creativity as well as academic achievements.

Our existing leadership team is very strong. Each member of the leadership team has key roles and responsibilities. We have made great progress by working together, transparently, flexibly and honestly.

All key stakeholders have a voice and as a school we are approachable and listen to their concerns or thoughts about the school. Community support is a huge strength of the school and we have a growing range of partnerships with universities, colleges and successful businesses.

Our Governing Body has highly esteemed academics on the board as well as finance and safeguarding experience from leading practitioners in their field. Together, the Governors, the Senior Leadership Team and staff all work in harmony to deliver a great education for our students.

We encourage applications from colleagues with a diverse range of skills and experience. We work hard and we celebrate our achievements. We are a school which wants our staff to succeed every bit as much as our students.

Wishing you good luck and we look forward to receiving your application.

**Ms Pritpal Hyare
Headteacher**



Cover Supervisor

**Salary: Grade 3, FTE £25,119 to £31,364 per annum, Actual salary: £21,967 to £27,428 per annum
Full Time, Term Time Only, Permanent
To start as soon as possible**

We are seeking to appoint a talented and enthusiastic individual to work at Bordesley Green Girls' School and Sixth Form as a Cover Supervisor. The successful candidate will cover classes for absent teachers, set high expectations to motivate and challenge our pupils whilst promoting a positive learning environment.

This is an ideal opportunity for an experienced Cover Supervisor or someone wishing to pursue a career in education in the future.

We are an ambitious and forward-thinking school and have been highly praised for our inclusive ethos and the attitudes and values of our pupils.

The successful candidate will be expected to attend All Staff Training Days (5/year) outside of their normal working hours.

An applicant information pack and application form can be downloaded from our website at www.bordgrng.bham.sch.uk.

Completed application forms should be emailed to HR@bordgrng.bham.sch.uk by

Closing Date: 12 noon on Wednesday 26th June 2024.

We regret that we are unable to accept CV's.

If you have not received a response within 10 working days of the closing date, then please assume that your application has not been shortlisted on this occasion.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for the role.

An online search will be carried out on short-listed candidates to help identify any incidents or issues that can be discussed at interview.

Bordesley Green Girls' School and Sixth Form School is committed to the safeguarding and welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS clearance is required for all successful applicants. This post is exempt from the [Rehabilitation of Offenders Act 1974](#)



Bordesley Green Girls' School and Sixth Form





Our School

Bordesley Green Girls' School is an 11-18 multicultural, inclusive comprehensive school situated on the eastern side of the City of Birmingham. We have 968 students on roll, including 324 in the Sixth Form, 62.9 FTE teaching staff and 45.8 FTE support staff.

Curriculum Arrangements

Our curriculum aims to provide a broad and balanced experience for all our students.

The curriculum is delivered through the taught curriculum and the enrichment curriculum. Learning happens in lessons, form-time, assemblies, games, educational visits, enrichment and enterprise days, school productions, and community work.

Throughout the curriculum, our students have regular opportunities for learning beyond the classroom through enriching learning experiences and extra-curricular activities.

Our inclusive curriculum is personalised to the needs of our students, and regardless of ability, each student is supported but also challenged in their learning.

The Timetable

The timetable for the school is based on a two-week cycle and comprises of a 25 period week with five periods per day, each period lasts 60 minutes. Lessons can be either single or double periods (usually sixth form lessons).

Key Stage 3

Our three year KS3 programme of study ensures that there is no narrowing of the curriculum. Students secure depth of knowledge and skills and are prepared for an inspirational and challenging KS4.

Our provision follows a three year programme at KS3 that delivers the National Curriculum across the subject areas. The Key Stage 3 Core curriculum: All students study English, Mathematics, Science, PE, RE and PSHE. In addition in Year 7 all students are taught Design Technology, Art, Computing, French, Geography, History, PE, RE, Drama, Music and PSHE.

In Year 8 students study two languages: French and one of Arabic, Spanish and Urdu. In Year 9 students study one language.

Students in Year 7 are taught in five mixed-ability form groups. One Year 7 form is organised to enable us to target teaching assistants effectively to support students who need extra help.

Students in Years 8 to 9 are taught in two parallel half-year groups for most subjects, known as 'X band' and 'Y band'. Each band in these years is divided into broad sets, to enable appropriate stretch and challenge.



Key Stage 4

The Key Stage 4 Core curriculum: All students study English, Mathematics, Science (Separate or Combined Science), PE, RE and PSHE.

In addition to the core curriculum all students will choose up to four option subjects. At Bordesley Green we encourage most of our students to study the full range of English Baccalaureate subjects: the EBacc entry rate in 2019 was 89%. Most students will study one language from Arabic, French, Spanish or Urdu. In addition, students must choose to study either Geography or History. Students can opt for any combination of a further two subjects at KS4 from Art, Design Technology, Geography, History, Health and Social Care, Music, PE, RE and Computing. Spanish will be offered from September 2021.

In Key stage 4 we teach English and Mathematics at the same time across whole year groups which enables us to set students within 5 different teaching groups.

School follows a 2-week timetable.

Key Stage 5

We currently offer a wide range of courses at Bordesley Green Girls' and are confident that students can choose combinations of courses on which they are most able to succeed.

Students can enrol on 3 different pathways: A Level programme of study over two years, Level 3 BTEC Extended Diploma programme of study over two years, or Level 2 BTEC study over one year alongside retaking GCSE Mathematics and English. Most A Level students will study three A levels, with some more able students taking four A Levels. Enrichment is an important part of our KS5 curriculum: students are able to choose from a range of activities including sports, arts and STEM projects.

For further information about the Curriculum Arrangements, please visit the following link: <http://www.bordgrng.bham.sch.uk/Curriculum/>

A new Curriculum Policy was approved by Governors and implemented from September 2020.

Outcomes

Bordesley Green Girls' has enjoyed success in its Key Stage 4 and Key Stage 5 examinations. Across most of the headline measures our outcomes have continued to improved year on year. There has been a significant increase in the number of students achieving grades 4+ in Maths & English and 5+ in Maths and English in the past 3 years.

Compared to similar schools across England in 2019 we were ranked 5th highest (DfE school performance tables). The Progress 8 scores have improved and would put us in the significantly above average category.

Outcomes at Key Stage 4

- Overall Progress 8 (+0.48) was significantly above the national average and in the highest 20% of all schools in 2022 as well as in 2019(+0.5) and 2018(+0.36).



- The percentage of girls attaining the strong pass, grades 9-5 in Maths and English in 2022 was 49%.
- There is no gap between disadvantaged and non-disadvantaged girls.
- The school has been the recipient of SSAT awards year on year particularly for its outcomes at Key Stage 4.

Outcomes at Key Stage 5

- The value-added score for A Levels was 0.11 in 2019 and has been increasing for the past 3 years.
- The value-added score for A levels was significantly above the national average and in the highest 20% in both 2018 and 2019 for disadvantaged learners and for learners with prior attainment grades 4-6.
- The average point score in applied general and technical levels was in the highest 20% nationally in 2018, 2019 and 2022.
- The value added score for applied general was 0.74 in 2019 and was significantly above the national average and in the highest 20% in both 2018 and 2019.

Senior Leadership Team

The roles and responsibilities of our SLT are detailed on our website:

<http://www.bordgrng.bham.sch.uk/Senior-Leadership-Team/>

Sixth Form

Bordesley Green Girls' School became an 11-18 school in September 2011 admitting its first sixth form cohort. The sixth form was opened as a consequence of the school's "high performing" status. The sixth form is housed in a purpose built £6 million build. Applications exceed places each year.

Community Links

A range of after-school and weekend classes for students and the local community are run throughout the year and are coordinated by our internal Lettings Team. We have a group of cleaning staff and lunchtime supervisors who attend weekly English classes run by one of our senior lunchtime supervisors.

The School Sports Hall is open each evening and on Saturday mornings for use by the community. Many local clubs and associations provide a wide variety of activities including; football, badminton, netball and dance.

Bordesley Green Girls' sees itself as an important part of the wider community; it has established a wide variety of links both with business and educational establishments.

Links with Parents



Good channels of communication that enable two-way passage of information and opinion are vital in our aim of raising achievement. We have well-established mechanisms for consultation and a strong track record of implementing advice.

In addition to annual parent consultation evenings, there is a target-setting day where parents/carers and students have an appointment to discuss progress and set targets.

Overview of the Special Educational Needs Provision

Our staff include a SENCO, an Assistant SENCO, a HLTA with responsibility for EAL and 9 Teaching Assistants.

We have 138 students on the school SEND register, 29 of those with Education and Health Care Plans. The needs of the students are diverse ranging from dyslexia, MLD, physical disabilities and Autism.

The students are supported in class and through targeted, monitored interventions. Our students benefit from interventions such as daily phonics, reciprocal reading, inference and social skills support. We offer bespoke support for students according to their needs and work in partnership with parents and outside agencies. We have excellent relationships with the Local Authority advisory services: Pupil and School Support, Sensory Support, Physical Disabilities Team, Communication and Autism and Educational Psychology. We also commission a visiting Speech and Language Therapist.

We have a very popular Inclusion base which students visit during unstructured times of the day and take part in social activities including art and crafts.

The Hearing Resource Base (HRB)

The school has a SEND resource base for the hearing-impaired students named the HRB with a staff of: 1 full time and 2 part time Teachers of the Deaf and 2 full time Teaching Assistants.

We currently have 12 deaf students from year 7-12. All students have a severe to profound hearing loss and the majority have cochlear implant processors, with only three who use hearing aids. All students use the radio aid system in class to communicate with mainstream staff and use speech or British Sign Language.

HRB students receive in class support from both Teachers of the Deaf and Teaching Assistants. Students may be withdrawn to the HRB for specialist pre/post tutoring, subject based interventions and speech and language developmental work. Students also have PSHE based interventions. The majority of the students in Year 7-11 travel to school via educational transport.

For further information please look at our HRB page on the school website, which will give you further details about our provision. We have also produced an in-depth video of our day to day running of the HRB. <http://www.bordgrng.bham.sch.uk/Video-about-the-HRB>

International Links



B.G.G.S. was successful in its application for funding from the British Council, as part of the International Exchanges for Schools Programme. A preparatory visit has been completed and has been invaluable to build a sustainable project with our Indonesian partner- the Global Islamic School.

We continue to enjoy working with our Indonesian partner- the Global Islamic School 2, despite our International Exchange School visit being cancelled due to the Covid pandemic. Together we have developed a rationale for working together, where diversity and multicultural understanding underpins our partnership.

Projects have been initiated between the two schools in the following areas: Leadership: School Councils leading an eco-initiative in each school; Multicultural Understanding: Being a Muslim in Birmingham/Jakarta; Resilience: Learning Traditional Sports from both countries; and CPD: UK led Maths Mastery.

Awards and Recognition



Winner
Science, technology and engineering teacher or team of the year

JOB DESCRIPTION



Job Title: Cover Supervisor (Term Time Only)

Grade: GR3, point 9-22

1. Job Purpose

- 1.1 To supervise whole classes during the short-term absence of the class teacher under the guidance of teaching/senior staff. Including implementing work programmes, managing pupil behaviours and assisting pupils in relevant activities in line with the schools' policies and procedures

2. Key Responsibilities

- 2.1 Communicate, distribute and supervise work that has been set by the teacher in accordance with the school policy.
- 2.2 Provide support to the PA to the Headteacher on producing cover packs for supply teachers.
- 2.3 Manage the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment
- 2.4 Respond to any questions from pupils about process and procedures but excluding lesson content
- 2.5 Deal with any immediate problems or emergencies according to the school's policies and procedures
- 2.6 Collect any completed work after the lesson and return it to the appropriate teacher
- 2.7 Report back to the teacher as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising
- 2.8 Provide general clerical/administrative support, e.g., input and retrieval of data into computerised and manual systems, taking registers, etc. as required
- 2.9 Use the school's Positive Behaviour for Learning procedures and record information on SIMS
- 2.10 Accompany staff and pupils on educational visits, trips and out of school activities as required and take responsibility for a group under the direction of the teacher/organiser
- 2.11 Recognise own strengths and areas of expertise and use these to advise and support others



- 2.12 Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- 2.13 As required and under the guidance of teaching/senior staff, undertake a range of other activities to support pupils learning that may include: contributing to lesson planning, evaluating and adjusting lessons, developing of IEP's, implementing agreed learning strategies, etc.
- 2.14 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.
- 2.15 To ensure all tasks are carried out with due regard to Health and Safety
- 2.16 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.17 To adhere to the ethos of the school
 - 2.17.1 To promote the agreed vision and aims of the school
 - 2.17.2 To set an example of personal integrity and professionalism
 - 2.17.3 Attendance at appropriate staff meetings and parents' evenings

Review and Amendment

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

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Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	<ul style="list-style-type: none"> GCSE Grade C or above in English and Maths 	AF/C
Experience Relevant work and other experience	<ul style="list-style-type: none"> Experience of working with children in an education setting is desirable Ability to work with a minimum of supervision and within a team Ability to manage whole groups of students within a classroom setting 	AF/I
Skills & Ability e.g., written communication skills, dealing with the public etc.	<ul style="list-style-type: none"> Ability to use relevant technology, e.g., computer/keyboard/photocopier/interactive board Good numerical and verbal reasoning skills Ability to understand and relate well to children and adults 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
Other	<ul style="list-style-type: none"> Be aware of and support difference and ensure that students have equality of access to opportunities to learn, develop and achieve. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of Schools' pre-employment checks. 	AF/I

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



All applicants must demonstrate their suitability to work with children, including motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline.