



The John of Gaunt School

*A Community Academy*

Excellence Every Day

APPLICATION PACK





**The John of Gaunt School**

*A Community Academy*

## Vision Statement

‘Creating an irresistible climate for achievement’

- We challenge, support and encourage every student to achieve their potential.
- We believe effort and dedication lead to success and we raise aspirations.
- We personalise our provision to meet the needs of individuals.
- We enable our students to flourish as confident learners and leaders of our community.
- We create a culture where all stakeholders feel valued, supported and proud.
- We work collaboratively to improve outcomes for our students and support other schools to improve.







**The John of Gaunt School**  
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## **English Faculty Teaching Assistant Permanent Contract**

Dear Applicant,

I am delighted that you have shown an interest in the English Faculty Teaching Assistant post at The John of Gaunt School which will start as soon as possible. You will join a committed and highly talented staff team with a supportive Governing Body who share high ambitions and the desire of excellence for our students. This is a truly exciting time to join our growing, forward thinking school.

We are looking for a well-organised and reliable colleague who is able to relate well to students to support them with their learning within English, their development of self-esteem and behaviour. The role includes supporting students within lessons, small groups or through 1:1 work, including working with looked after children. The successful candidate will share our commitment to raising the achievement of every student. You will need to bring a sense of energy to the role and a desire to continually improve, and will share our commitment to raising the achievement of every student.

You will be required to work 30 hours per week, 39 weeks per year (term time including teacher training days). You will be paid at Grade E, £19,698 - £20,493 per annum, paid pro rata. This equates to £13,560 - £14,108 per annum, under 5 years' service.

You will find several documents within this pack. If you would like more information about the school you might like to visit our website [www.johnofgauntschool.org](http://www.johnofgauntschool.org) Contact Elaine Baldwin at [vacancies@jogschool.org](mailto:vacancies@jogschool.org) if you would like to arrange a visit.

The John of Gaunt School is large and dynamic school with approximately 1200 students on roll. We are a single Academy and actively promote collaboration with our feeder primary schools through the Trowbridge Schools' Social Enterprise - Collaborative Schools Ltd and the West Wiltshire Alliance; a partnership of 8 secondary schools and Wiltshire College. Our school roll is rising significantly each year and our reputation has accelerated over the last two years. We are now at the forefront educational practice and we are delighted that our recent changes are accelerating the progress of our students.

In your covering letter, which should be no longer than 2 sides of A4, please provide examples of how you meet the requirements of the person specification and outline how you think your current experience has prepared you for this role. Your application form and covering letter should be addressed to Paul Skipp and returned via email to [ebaldwin@jogschool.org](mailto:ebaldwin@jogschool.org)

The closing date for applications is Monday 1<sup>st</sup> November at 10am; interviews are expected to take place week beginning 8<sup>th</sup> November. If you haven't heard from us by 19<sup>th</sup> November, please assume that you will not be called for interview.

Thank you, once again, for your interest in this post. I look forward to reading your application.

Paul Skipp  
Headteacher

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### At The John of Gaunt School

We are committed to safeguarding and promoting the welfare of students and expect all staff to share this commitment. A copy of the school's Safeguarding Children in Our School Policy and our Policy and Code of Conduct for Safe Practice are included in this pack for your reference. Further related policies will be included in the induction process. The interview will seek clarification on information you provide on your application form, assess your suitability for the post and assess your suitability to work in an environment where you will have contact with students. It will include questions relating to safeguarding and promoting the welfare of children.

If you are shortlisted references will be sought from your current or most recent employer and any issues arising from a reference will be discussed at interview. If you have worked with children in the past, but do not do so at the moment, a reference will be sought from this employer as well. If you have been self-employed, please provide statements or evidence from your clients/accountant or solicitor. References will be required which cover the past 5 years.

The application form asks you to give the contact details of a 'personal referee'; this should not be a relative or friend. Please give names and email contacts for all referees. The post will only be offered once two satisfactory references have been received.

Due to the nature of this post, you will be required to apply for a Disclosure from the DBS (Disclosure and Barring Service) if you are offered the post. Disclosure will contain details of formal cautions, reprimands and final warnings, as well as convictions. The school will apply on your behalf and will pay the necessary fee.

Having a criminal conviction will not automatically exclude you from employment, this will depend on the nature of the position and the circumstances and background of the offences committed. However, an offer of employment will be conditional until DBS and medical clearance have been received.

*"A Good School"*

OFSTED, JUNE 18

*"A highly inclusive school... committed to the success of every pupil"*

OFSTED, JUNE 18

# Excellence Every Day

Headteacher: Mr P Skipp



**The John of Gaunt School**  
*A Community Academy*

**ENGLISH FACULTY TEACHING ASSISTANT  
PART TIME, PERMANENT CONTRACT  
30 hours per week, 39 weeks per year  
Grade E  
(£19,698 - £20,493 to be paid pro rata)**

Starting as soon as possible, we are looking to appoint a Teaching Assistant to join our vibrant and highly respected Individual Learning Department to support students with their learning within our English Faculty. You will be an excellent communicator with a good general education and strong interpersonal skills, to work with students with social, interaction and communication difficulties.

Key responsibilities include supporting students learning, either in lessons, small groups or through 1:1 work as well as supporting the development of their self-esteem, inclusion and behaviour.

A commitment to help all young people and staff to achieve their best, and a shared belief in our inclusive ethos is expected of all staff.

As an employer we are committed to offering equal opportunities to all. We particularly welcome applicants from Black, Asian and minority ethnic (BAME) backgrounds as they are currently underrepresented in our school. All appointments will be made on merit and take account of the skills and experiences required for the role.

**Closing date for applications is 10.00 am on Monday 1<sup>st</sup> November 2021**  
**Interviews to be held week beginning 8<sup>th</sup> November 2021**

Full details and an application form can be accessed via our website,  
<http://johnofgauntschool.org/staff/current-vacancies/>

**CVs will not be considered.**



## **English Faculty Teaching Assistant Job Description Permanent Contract**

Start Date:       • As soon as possible

Grade:            • Grade E

Working Hours:   • 30 hours per week x 39 weeks per year

Accountability:   • Accountable to the Headteacher.  
                      • Under the daily leadership of SENDCo

Safeguarding:    • The John of Gaunt School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and individually take responsibility for doing so.  
                      • The postholder must hold enhanced DBS clearance.

Comment:        • The postholder may be required to perform duties other than those given in the job description. The particular duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibilities entailed. Such variations are common occurrences and would not of themselves justify the regrading of the post.



## **English Faculty Teaching Assistant Job Description cont.**

### **Main Job Purpose:**

- Under the direction of teacher/s, to support students with a range of individual needs to access learning.
- The postholder will be expected to work 30 hours per week, 39 weeks per year (term time including training days).

### **Key Tasks:**

- **Supporting students learning, either in lessons, small groups or through 1:1 work.** The exact tasks will depend on the learning support needs of the student/s but may include:
  - Clarifying and explaining instructions.
  - Ensuring students are able to use equipment and materials provided.
  - Motivating and supporting students.
  - Assisting in weaker areas, eg language, reading, spelling, handwriting, presentation.
  - Helping students to concentrate on and finish work set
  - Meeting physical needs as required while promoting independence.
  - Liaising with class teachers and Special Educational Needs Co-ordinator about progress to targets.
  - As specified by the teacher, developing appropriate resources to support students.
  - Responsibility for promoting and safeguarding the welfare of students at the school.
- **Supporting students' self-esteem, inclusion and behavioural development, eg**
  - Encouraging acceptance and inclusion of the student with special needs.
  - Developing methods of promoting/reinforcing the student's self-esteem and independence.
  - Providing individual supervision in and out of the classroom for students with social or emotional communication difficulties.
  - Establishing a supportive relationship with students.
  - Reinforcing the school ethos, eg expectations of learning behaviour within a class and elsewhere on the school site.
  - Supervising students on outings, school activities.





## English Faculty Teaching Assistant Job Description cont.

- **Supporting the teacher/s, eg**
  - As specified by the teacher, adapting and interpreting lessons and instructions to students.
  - In conjunction with the class teacher (and other professionals as appropriate) to develop systems of recording student progress and contribute to the maintenance of this record.
  - Providing regular feedback about students to teachers.
  - Occasional clerical duties eg photocopying and collating materials.
- **Supporting the curriculum**
  - Supporting the delivery of the literacy and English strategy along with other aspects of the curriculum offered by the school.
- **Supporting the school, eg**
  - Assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, eg computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc.
- **Midday Supervisory duties**
  - Undertake the duties of a midday supervisory assistant as required.
- **Safeguarding Children**
  - To maintain confidentiality and integrity at all times.
  - To be responsible for promoting and safeguarding the welfare of students at the school.
  - Hold an enhanced DBS certificate.

### **Other Duties**

The postholder may be required to perform duties other than those given in the job description. The particular duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibilities entailed. Such variations are common occurrences and would not of themselves justify the regrading of the post.





## English Faculty Teaching Assistant Person Specification

	Essential	Desirable	Assessed by
Qualifications	<ul style="list-style-type: none"><li>GCSE x 5 at grade C or above including Maths and English (or equivalent)</li></ul>	<ul style="list-style-type: none"><li>A Level English</li><li>SEN qualifications</li><li>Teaching Assistants Award</li></ul>	Application form
Experience	<ul style="list-style-type: none"><li>Previous work with young people</li></ul>	<ul style="list-style-type: none"><li>Some understanding or experience of working with students who have Special Educational Needs</li><li>Experience of using Word and Excel</li><li>Work within and educational setting</li></ul>	Application form, interview and references
Skills	<ul style="list-style-type: none"><li>Well organised</li><li>Ability to relate to and communicate well with students and staff</li><li>Ability to engage effectively with students to support learning and foster independence</li><li>Ability to work constructively as part of a team</li><li>Ability to work alone under instruction</li><li>Clear and effective communicator in both writing and speaking</li><li>Ability to form and maintain appropriate relationships and personal boundaries with young people</li><li>Ability to converse at ease in accurate spoken English</li></ul>	<ul style="list-style-type: none"><li>An understanding of inclusion and supporting students with differing needs</li></ul>	Application form, references and interview



## Person Specification cont.

	Essential	Desirable	Assessed by
Professional and Personal Skills	<ul style="list-style-type: none"><li>• A positive role model for students</li><li>• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels</li><li>• Confident with a positive attitude</li><li>• Self-motivated</li><li>• Flexible</li><li>• An unconditional, positive regard for young people and a passion for helping students overcome barriers to learning</li><li>• Committed to safeguarding and promoting the welfare of children</li><li>• Work within school procedures and policy guidelines</li><li>• Commitment to anti-discriminatory practice</li><li>• Follow confidentiality protocol</li><li>• Hold enhanced DBS certificate</li></ul>	<ul style="list-style-type: none"><li>• An interest in how learning occurs</li><li>• A healthy sense of perspective</li><li>• Willingness to seek further professional development</li></ul>	Interview and references



## Essentials of Teaching the JOG Way

Area	Essentials	Tools
<b>Behaviour and Engagement</b>	<ul style="list-style-type: none"><li>✓ Lessons start with Meet, Greet, Stand and Seat.</li><li>✓ Correct use of the behaviour system results in disruption free learning.</li><li>✓ Positive student choices and effort are rewarded.</li><li>✓ Expectations of student talk (silent/discussion) are made explicit in all activities.</li><li>✓ Active engagement of all students happens through Cold Call questioning.</li><li>✓ Established class routines help maximise learning time.</li><li>✓ Lessons end with silent dismissal</li></ul>	<ul style="list-style-type: none"><li>★ Meet, greet, stand and seat</li><li>★ Thumbs up and down icons</li><li>★ Class Charts</li><li>★ Behaviour expectations flow chart</li><li>★ Organised resources</li><li>★ Routines for distributing books</li><li>★ Cold Call Questioning</li></ul>
<b>Quality of Instruction</b>	<ul style="list-style-type: none"><li>✓ A clear learning aim and related success criteria make the purpose of lessons explicit.</li><li>✓ Lessons begin with a review of previous learning.</li><li>✓ Explanations are highly effective.</li><li>✓ Student understanding is secure before learning moves on.</li><li>✓ Exam literacy and skill are developed through frequent guided practice and application.</li><li>✓ Students practise applying their learning to achieve mastery.</li><li>✓ Independent application follows guided practice.</li></ul>	<ul style="list-style-type: none"><li>★ Low stakes quizzing</li><li>★ Interleaving</li><li>★ Knowledge Organisers</li><li>★ Online resources e.g. Hegarty Maths, Memrise, Quizlet</li><li>★ Exam questions and PLCs</li></ul>
<b>Support and Challenge</b>	<ul style="list-style-type: none"><li>✓ Teaching is pitched high in every lesson, providing challenge to the most able.</li><li>✓ It is also adaptive to the differing needs of students as they emerge.</li><li>✓ Learning is supported and scaffolded where needed.</li><li>✓ SEN-friendly teaching strategies are employed.</li></ul>	<ul style="list-style-type: none"><li>★ Class Charts notes showing differentiated strategies</li><li>★ Alternative methods of recording available</li><li>★ Coloured backgrounds for slides</li><li>★ Writing frames</li></ul>



## Essentials of Teaching the JOG Way

Area	Aspiration	Essentials
<b>Modelling</b>	<ul style="list-style-type: none"><li>✓ Learning is modelled through practical demonstrations or written/drawn responses.</li><li>✓ Models of excellent practice are used to stretch and challenge students</li><li>✓ Models and success criteria are co-created with students.</li><li>✓ Model answers/responses are deconstructed collaboratively.</li></ul>	<ul style="list-style-type: none"><li>★ T4W toolkit: NHTW grids, hands-on vocabulary activities, model answers, boxing up, shared writing text mapping, mime.</li><li>★ Visualiser</li><li>★ Flip-chart</li></ul>
<b>Questioning</b>	<ul style="list-style-type: none"><li>✓ Cold call questioning is used to engage all learners.</li><li>✓ Questions are bounced around the room rather than back and forth between teacher and student.</li><li>✓ Questions are used to diagnose gaps in understanding and/or misconceptions.</li><li>✓ Higher-order questions are pre-planned to challenge.</li></ul>	<ul style="list-style-type: none"><li>★ Cold Call Questioning</li><li>★ Think-pair-share</li><li>★ Pose Pause Pounce Bounce</li><li>★ Question stems</li></ul>
<b>Feedback</b>	<ul style="list-style-type: none"><li>✓ Formative feedback is given throughout lessons.</li><li>✓ Marking type and frequency matches school policy.</li><li>✓ Next Steps are clear, specific and actionable.</li><li>✓ Students are given time to respond to Next Steps.</li><li>✓ Progress over time is evident in student GEM work.</li><li>✓ Presentation and effort over time are consistent or improve.</li></ul>	<ul style="list-style-type: none"><li>★ Red pen (teachers/TAs)</li><li>★ Green pen (student RTM)</li><li>★ Mobile marking (teacher and TA)</li><li>★ Diagnostic marking grids</li><li>★ GEM resources</li></ul>





## The John of Gaunt School

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### Our Town

The historic woollen town of Trowbridge is the County town of Wiltshire, and situated close to the edge of Salisbury Plain. Trowbridge is a socially diverse and rapidly growing town. With moderately priced housing, the town offers a range of High Street and independent shops, supermarkets, cafés, pubs and restaurants, as well as a weekly street market featuring local stalls and traders. Situated just 25 minutes by road from Bath, with good public transport links nationally, Trowbridge provides a great base from which to explore the region, including the world famous landmarks such as Stonehenge and Avebury as well as numerous National Trust and English Heritage sites.

### Our School

As one of 3 secondary schools in Trowbridge, The John of Gaunt School is a fully comprehensive single Academy for students from the ages of 11 – 18, with approximately 1200 students on roll. We are a school for our community and strongly believe in collaboration. We actively promote this with our local primary schools through Collaborative Schools Ltd - a social enterprise incorporating all Trowbridge schools; and the West Wiltshire Alliance. Our strong partnerships with local primaries mean that most students join us already knowing the geography of the school and key staff.



## Our Leadership Structure

Our Headteacher is supported by the Strategic Leadership Team which comprises:

- 1 Deputy Headteacher
- 5 Assistant Headteachers
- 3 Associate members
- Finance and Business Manager

## Our Students

We believe that every student deserves an engaging, inclusive and dynamic curriculum which prepares them for life in the 21st Century. Our curriculum is personalised and aims to meet the needs of all individuals, ensuring students are appropriately challenged.

We believe that high quality teaching is the core purpose of our school. Recruiting, developing and retaining the very best leaders and teachers is of the utmost importance to us. Our staff are hugely talented and dedicated to delivering high quality lessons, within a purposeful learning atmosphere.

We have high expectations and students expect to be challenged. We ensure that learning takes place in a calm and purposeful atmosphere. We know that learning is maximised when students play an active role in lessons and develop the independent skills required to become confident, lifelong learners. As a school we believe that effort leads to success and teachers seek to develop dedication and resilience in all students.

We believe that happy children who feel safe and well supported are more likely to succeed. We pride ourselves on how we know our students as unique individuals and how all are enabled to flourish.

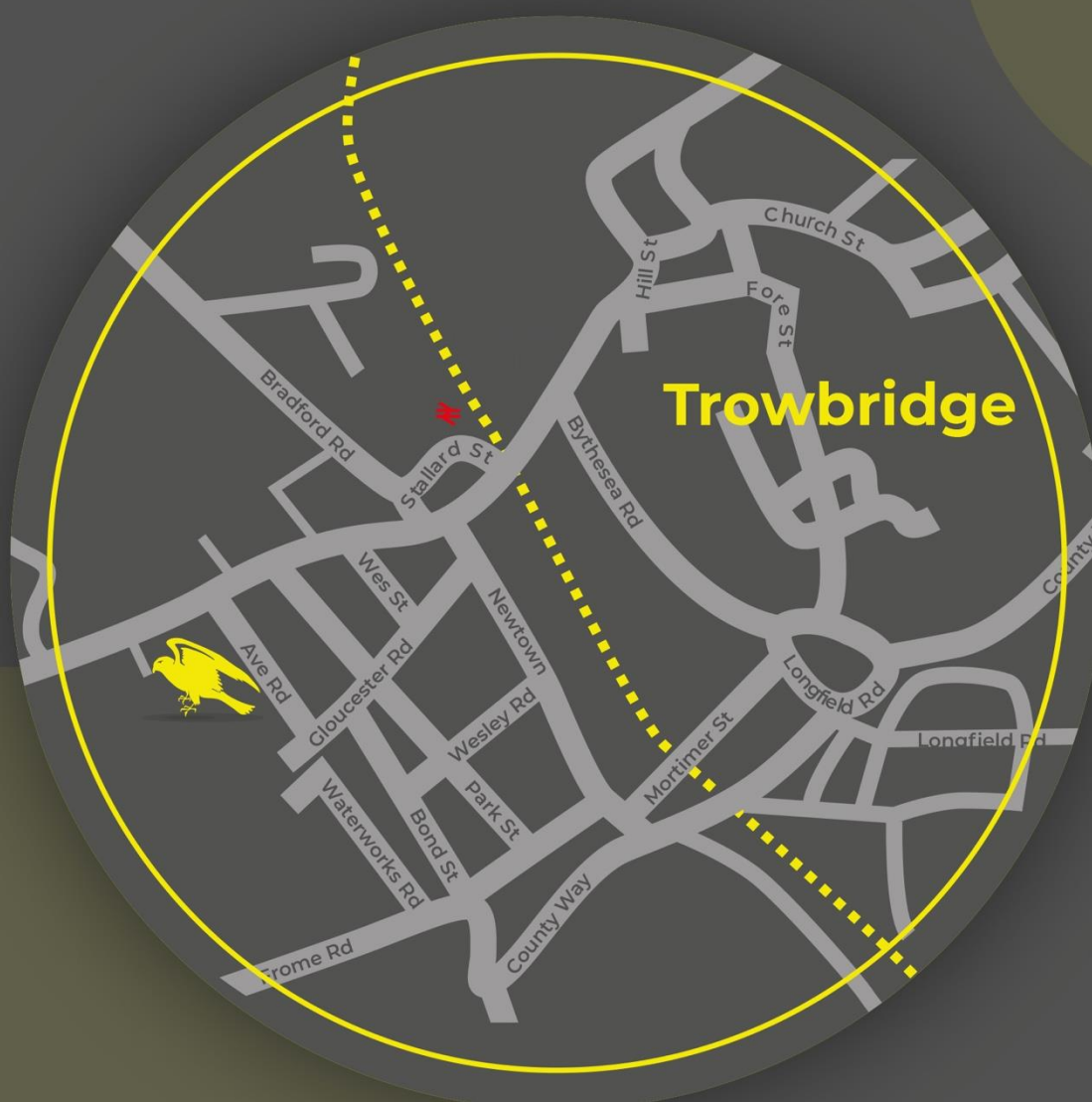




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