



The John of Gaunt School  
*A Community Academy*

Excellence Every Day

## APPLICATION PACK





# The John of Gaunt School

*A Community Academy*

## Our Mission

Our mission is to make sure that all our students, regardless of their circumstances, discover their personal best and thrive academically, individually and socially.

We are relentless in driving high expectations and make no apology for ensuring high standards across the school. We will continually ensure every student achieve excellent results, with high-quality teaching and a first-class curriculum, underpinned by outstanding cultural capital experiences and exceptional pastoral care.

## Ethos and Culture

We are a highly inclusive school that blends nurturing individual care with high standards and expectations.

Our students are proud of their school and are happy, ambitious, inquisitive learners. They thrive on a curriculum and character education programme that takes place in classrooms, and includes clubs, trips and activities. Our ethos is underpinned by strong relationships between students, parents, carers, staff and governors, who all work tirelessly together to ensure students develop their individual characteristics to be successful at school and beyond.

## Values

- **Excellence**  
We strive for greatness in everything we set our minds to. We endeavour to do our very best and excel in all aspects of school life.
- **Respect**  
We treat others in our diverse, inclusive community as we wish to be treated. We acknowledge individual differences yet join together in an uncompromising respect for each other.
- **Responsibility**  
We understand that we own our actions. We work hard to understand our emotions and manage them effectively, whilst ensuring we put any mistakes right.
- **Resilience**  
When we encounter challenges, we persevere and bounce back. We see setbacks as stepping stones to success and always give 100%.
- **Ambition**  
Our ambition knows no limits. We will push ourselves to be the best version of ourselves to ensure success.







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## **HLTA - English Permanent Contract**

Dear Applicant,

I am delighted that you have shown an interest in the HLTA - English 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 an experienced Teaching Assistant with HLTA accredited status and a strong background in supporting the teaching of English. The successful candidate will be willing and able to work flexibly to support our students through individual, small group and in-class sessions. We seek a self-starter; someone who is willing to take responsibility and who has the ability to work collaboratively with our teaching team. 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 Wiltshire Council Grade H, £24,982 - £27,041 per annum, to be paid pro rata (£12.95 - £14.02 per hour). This equates to a yearly salary of £17,197 - £18,614, under 5 years' service.

You will find several documents within this pack. Further information about our school and a support staff application form are available on the school website, [www.johnofgauntschool.org](http://www.johnofgauntschool.org) Please contact Elaine Baldwin at [ebaldwin@jogschool.org](mailto:ebaldwin@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. If you haven't heard from us by 12<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

**Excellence Every Day**



## The John of Gaunt School

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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**  
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**HIGHER LEVEL TEACHING ASSISTANT - ENGLISH  
PERMANENT CONTRACT**

**30 hours per week, 39 weeks per year**

**Grade H**

(£24,982– £27,041 per annum, to be paid pro-rata)

Starting as soon as possible, we are looking to appoint an enthusiastic and talented HLTA to make a significant contribution to raising student achievement in English. This post will suit someone who has experience of delivering intervention strategies across the full ability range and who is able to support the teaching of English to GCSE level. It will involve one to one tuition, smaller group sessions and in-class support, and will include an element of covering absent teachers within the faculty.

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,  
<https://www.johnofgauntschool.org/page/?title=Vacancies&pid=20>

**CVs will not be considered.**

**Excellence Every Day**



## **HLTA - English Job Description Permanent Contract**

Start Date: 

- As soon as possible

Grade: 

- Grade H

Working Hours: 

- 30 hours per week x 39 weeks per year

Accountability: 

- Accountable to the Headteacher.
- Under the daily leadership of Director of Learning: English

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.



## **HLTA - English Job Description cont.**

### **Main Job Purpose:**

- To complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Contribute to the planning, delivery and monitoring of learning activities.
- The postholder will be expected to work 30 hours per week, 39 weeks per year (term time including training days).

### **Key Tasks:**

- Contribute effectively to teachers' planning and preparation of lessons, intervention strategies and other learning activities.
- Work within a framework set by the teacher, plan own role in lessons including the provision of feedback to students and colleagues on students' learning and behaviour.
- Contribute effectively to the selection and preparation of teaching resources to meet the diversity of students' needs and interests.
- Contribute to the planning of opportunities for students to learn in out-of-school contexts, in accordance with school policies and procedures.
- Deliver intervention to small groups and 1:1.
- Deliver lessons to students using clearly structured teaching and challenging learning activities which interest and motivate students and advance their independence as learners. This includes lessons delivered via distance learning or computer aided techniques.



## **HLTA - English Job Description cont.**

### **Key Tasks cont.**

- Promote and support the inclusion of all students in the learning activities in which they are involved, using behaviour management strategies, which contribute to a purposeful learning environment, in line with the school's policy and procedures.
- Recognise and respond effectively to any equal opportunities issues which arise eg by challenging stereotyped views, bullying or harassment, following relevant policies and procedures.
- Advance students' learning in a range of classroom settings including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Where relevant, guide the work of other Teaching Assistants in the classroom.
- Organise and manage safely the learning activities, the physical teaching space and resources.
- Assess and record the development, progress and attainment of students, and support teachers in evaluating students' learning needs.
- Maintain confidentiality and integrity at all times.
- Work safely according to school policy guidelines.
- Be responsible for promoting and safeguarding the welfare of students at the school.
- Hold enhanced DBS clearance.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.





## HLTA - English Person Specification

	Essential	Desirable	Assessed by
Qualifications	<ul style="list-style-type: none"><li>At least 5 GCSEs or equivalent level 2 qualifications at grade C or equivalent, including Maths and English</li><li>HLTA accreditation</li></ul>	<ul style="list-style-type: none"><li>A Levels or equivalent Level 3 qualifications</li><li>SEN qualifications</li><li>A level English</li><li>Teaching Assistants Award</li></ul>	Application form
Experience	<ul style="list-style-type: none"><li>At least one year's experience as a Teaching Assistant/supporting young people in their learning</li><li>Experience working as an HLTA</li><li>Supporting English at GCSE in a secondary comprehensive school</li><li>Evidence of leading small group activities</li><li>Experience of delivering intervention strategies</li></ul>		Application form, interview and references
Knowledge and Understanding	<ul style="list-style-type: none"><li>Knowledge and understanding of the National Curriculum for English</li><li>The ability to recognise good classroom practice</li><li>How to use student data to monitor and improve performance</li><li>Confident in using ICT to support teaching</li><li>Aware of current trends in English teaching</li></ul>	<ul style="list-style-type: none"><li>An understanding of inclusion and supporting students with differing needs</li><li>An understanding of academic assessment and providing feedback</li><li>An understanding of Child Protection and Safeguarding procedures</li><li>How to foster extra curricular involvement</li><li>Developing intervention strategies to improve outcomes for students</li></ul>	Application form, references and interview

## Person Specification cont.

	Essential	Desirable	Assessed by
Professional Skills	<ul style="list-style-type: none"> <li>• A positive role model for students</li> <li>• Ability to inspire, develop and motivate students</li> <li>• Ability to manage young people effectively</li> <li>• Ability to set targets for students in relation to achievement</li> <li>• Organisation and management of resources</li> <li>• Ability to work constructively as part of a team and ability to work alone</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>		Interview and references
Requirements	<ul style="list-style-type: none"> <li>• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels</li> <li>• High expectations of achievement and behaviour</li> <li>• Confident with a positive attitude</li> <li>• An unconditional, positive regard for young people and a passion for helping students overcome barriers to learning</li> <li>• Commitment to safeguarding and promoting the welfare of children</li> <li>• A desire to make a difference</li> <li>• Work within school procedures and policy guidelines</li> <li>• Follow confidentiality protocol</li> <li>• Enhanced DBS clearance</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



## 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.

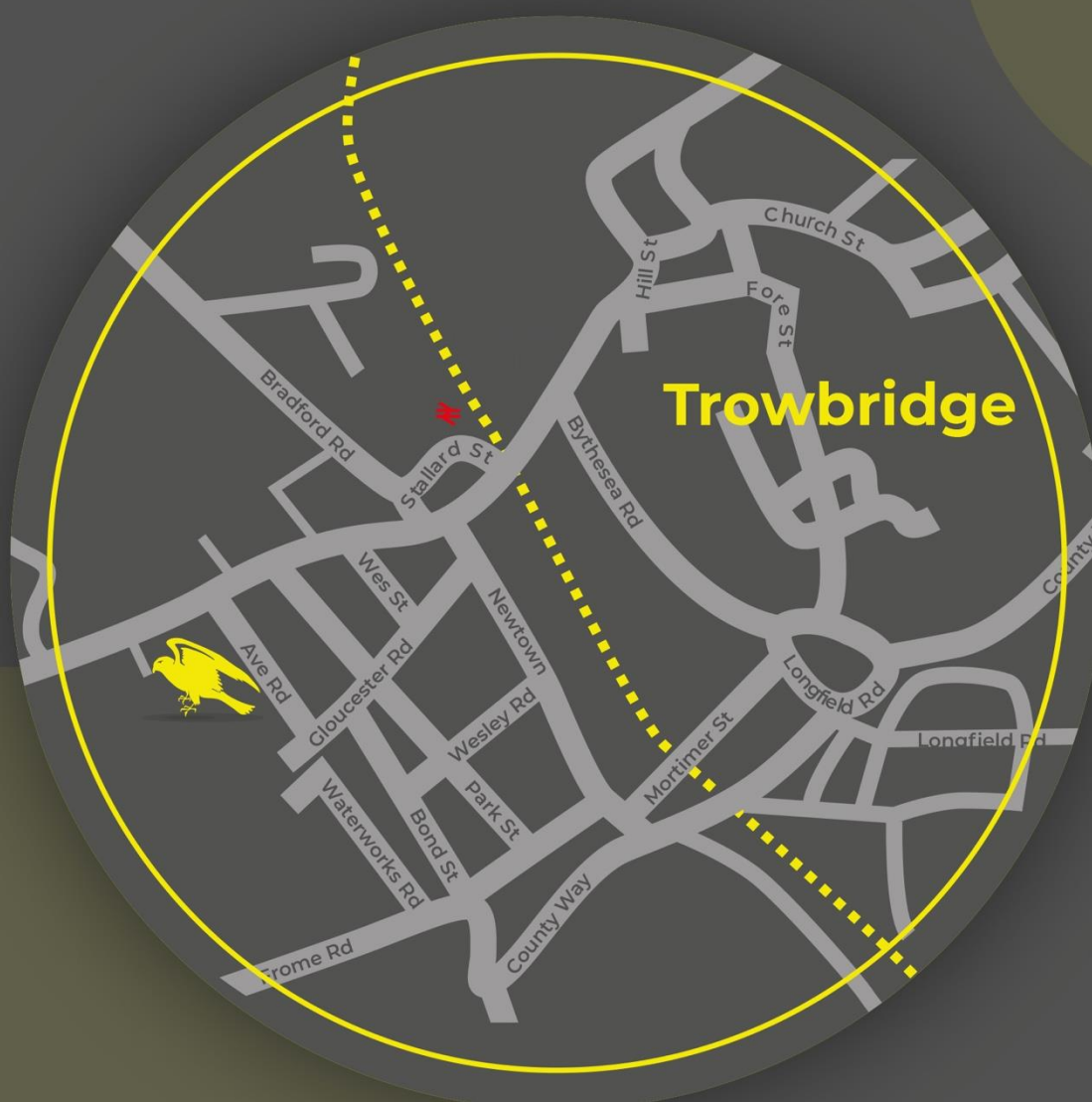




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