



APPLICANT INFORMATION PACK

Bordesley Green Girls' School & Sixth Form
Teacher of RE – Maternity Cover (1 year)

January 2026



Letter from Headteacher

January 2026

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 are now in year three of our ambitious 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 our BGGS school motto: Bringing Girls Greater Success. 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 celebrate attitudes and attributes by promoting our RESPECT values: at Bordesley Green Girls' our students are Resilient, Enterprising, Student leaders, Polite and respectful, Engaged in learning, Confident communicators and Team players.

Our 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. We are committed to professional development of our staff.

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

A handwritten signature in black ink, which appears to read 'Pritpal Hyare'.

**Ms Pritpal Hyare
Headteacher**



Part time Teacher of RE (0.6) Maternity cover- 1 year

ECTs/NQTs /MPS/UPS

The Governing Body is currently looking to appoint a dynamic, pro-active and innovative Teacher of Religious Education to join our School from 23 February 2026.

At Bordesley Green Girls' school, we provide high-quality professional development to all teachers at all stages of their career and we ensure staff feel exceptionally well-supported to do their job well and feel valued as a team. We are a highly successful and popular school with a large Sixth Form and a very stable staff team.

We are a thriving Religious Education Department, which prides ourselves in sparking the interest of our students through our curriculum choices and innovative teaching methods. We work very strongly as a team, providing regular training and development opportunities for our colleagues.

The RE Department has a strong reputation for success with students making outstanding levels of progress in GCSE and at A Level.

The successful candidate will be fully committed to raising the achievements and expectations of students, curriculum innovation and deploying a wide range of teaching strategies to ensure that every student achieves their full potential and will have:

- Excellent interpersonal skills
- Be an outstanding teacher who inspires colleagues and students
- Have the energy, drive and commitment to make a real contribution to whole school
- Be confident in teaching KS3 to KS5 Religious Education

ECTs/NQTs are welcome to apply for this role.

We are proud of our recent GCSE and A Level Religious Studies results:

	2025	2024
Grade 4 and above	85.7%	74.4%
Grade 5 and above	75.2%	64.7%
Grade 7 and above	47.4%	45.97%

Similarly at A-level we have achieved an outstanding level of success:

Exam series	A*-B	A*-C
2024	80%	100%
2025	72.7%	100%



An applicant information pack and an application form are available on our website at: www.bordgrng.bham.sch.uk

Interested candidates should email their completed application form to HR@bordgrng.bham.sch.uk by the closing date: **12 noon on Friday 16th January 2026**.

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.





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, 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 or 6 different teaching groups.

School follows a 2-week timetable and the number of allocated periods is as follows:

Subject	Key Stage 3			Key Stage 4	
	Year 7	Year 8	Year 9	Year 10	Year 11
English	7	7	8	8	8
Mathematics	8	7	7	8	8
Science	7	7	7	8/12	8/12
Art	2	2	2	Option (5)	Option (4)
Drama	2	1	2	Option (5)	Option (4)
DT	3	3	3	Option (5)	Option (4)
MFL	3	6	3	4	5
Geography	3	3	3	Option (4)	Option (5)
History	3	3	3	Option (4)	Option (5)
ICT	2	2	2	Option (5)	Option (4)
Music	2	2	2	Option (5)	Option (4)
RE	2	2	3	4	4
PE	4	3	3	3	3
PSHE	2	2	2	1	1
Business	/	/	/	Option (5)	Option (4)
Health & Social	/	/	/	Option (5)	Option (4)

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' School and Sixth Form 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 (+0.43) was significantly above the national average and in the highest 20% of all schools in 2023 as well as in 2022(+0.48) and 2019(+0.5).
- The EBacc element of Progress 8 (0.4) was significantly above the national average in 2023 and in the highest 20% of all schools in 2022.
- The open element of Progress 8 (0.4) was significantly above the national average.
- The percentage of girls attaining the strong pass, grades 9-5 in Maths and English in 2023 was 47% which is above the England average.
- Progress 8 for English was significantly above average in 2023 (0.94) and in the highest 5% of all schools.
- 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

- Over 50% of all grades were A*-B in A Levels in 2023
- The average point score in applied general and technical levels was in the highest 20% nationally in 2023, 2022 and in 2019.
- 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 exceeded places by 50% in the first year.

Community Links

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 Education al 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

BGGS 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 2. 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.





Job Description

Job Title:	Teacher of Religious Education
Salary:	MPS/UPS
Contract:	0.6 - Maternity (1 year)
Post Purpose:	<p>To promote the general progress, attainment and well-being of individual students and of any class or group assigned to you, principally, but not exclusively, by teaching Religious Education and as a form tutor.</p> <p>To work in promoting and developing the subject both within the department and in the whole school context and keeping abreast of current trends in the field of Religious Education.</p>

- Promoting the published aims, objectives and policies of the school.
- Demonstrating a commitment to the equal opportunities dimension of school life as it relates to the students' abilities and ethnic, linguistic and religious backgrounds.
- Planning and preparing work for students assigned to you according to the school, LEA and NC statements.
- Teaching, according to their educational needs, the students assigned to you, including the setting and marking of schoolwork and homework carried out by those students.
- Assessing, recording and reporting on the development, progress and attainment achieved by those students assigned to you.
- Communicating and consulting, in accordance with the schools' reporting policy, with the parents of the students for whom you have responsibility.
- Participating in any arrangements within the agreed framework for the appraisal of performance.
- Regularly reviewing methods of teaching and programmes of study to ensure the entitlement of students' work across the whole ability range.
- Identifying and assisting in the preparation of resources and materials to support the teaching of students for whom you are responsible and for those students who need learning support.
- Participating in arranging for your further training and professional development as a teacher.
- Carrying out a share of supervisory duties in accordance with published rotas.
- Actively promoting the inter-relationship of the school and its community.

Departmental Specific Duties

- Collaboration in the development of appropriate syllabuses and schemes of work.
- Lead the administration of the department by taking responsibility for the organisation and management of a specific area as required.
- Monitoring the application of the National, Birmingham and school curriculum in collaboration with other colleagues.
- Preparing students for public examinations as required.

As a Form Tutor (When required to act as one):

- To keep an accurate and up to date register.
- To keep a general eye on the personal appearance and behaviour of your form. Insist on a reasonable standard.
- To check and initial homework diaries regularly.
- To supervise your group into and out of School Assembly.



- To monitor the progress of your Tutor Group. Alert the appropriate staff if students require attention, help or guidance from somebody other than yourself. When contacting parents or any other outside agency to do so through the specified KS Office or member of the Senior Management Team.

Line Management

- Responsibility for teaching and resource use through the Head of Department to Assistant Head.
- Responsibility for use and acquisition of material resources through the Head of Department.
- Responsibility for pastoral and tutorial matters responsible to the Head of Key Stage, the Deputy and the Headteacher.
- Taking responsibility for the supervision of persons providing support in your classroom.

School Ethos

- To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students to follow this example.
- Support the school in meeting its legal requirements.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To be a leading professional in every way and provide a role model in terms of effectiveness and standards.
- Adhere to the BGGS Code of Conduct for Teachers.

Safeguarding Statement

BGGS and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check must be completed for all successful applicants.

Signature: **(Postholder)** **Date:**

Signature: **(Headteacher)** **Date:**

This job description defines the responsibilities of the postholder in addition to those outlined in the School Teachers' Pay and Conditions Document (STPCD). Whilst every effort has been made to explain the main duties of the post, each individual task undertaken may not be identified.



Person Specification for Teacher of Religious Education

CRITERIA	ESSENTIAL	DESIRABLE
Experience (Relevant work and other experience)	<ul style="list-style-type: none">▪ Experience of teaching KS3 to 5▪ Willingness to teach A Level Religious Studies, given professional development as required	<ul style="list-style-type: none">▪ Evidence of up-to-date knowledge and/or practice in RE▪ Experience of teaching A level RE▪ Experience of teaching students in post-16 education
Skills, Abilities and Knowledge	<ul style="list-style-type: none">▪ Excellent teaching skills▪ The ability to both work within a team and manage own work responsibilities▪ Excellent written and verbal communication skills, plus the ability to chair meetings effectively▪ Excellent organisational skills	<ul style="list-style-type: none">▪ A good range of IT skills▪ Experience in the use of Virtual Learning Environments
Training	<ul style="list-style-type: none">▪ Demonstrable commitment to the continuing professional development of self and others	<ul style="list-style-type: none">▪ Previous training relevant to the post
Education/Qualifications N.B. Full regard must be paid to overseas qualifications	<ul style="list-style-type: none">▪ Qualified teacher status or equivalent evidence of educational qualifications	
Personal Qualities	<ul style="list-style-type: none">▪ Flexible and adaptable attitude to working with students of all ages and abilities▪ Ability to work as a member of a team and independently▪ Ability to cope positively with change▪ A commitment to equality and opportunity in a modern, multi-cultural society	
Other	<ul style="list-style-type: none">▪ Willingness to lead subject-related extra curricular visits and activities▪ Commitment to student centred learning and equal opportunities▪ Flexible approach to work	<ul style="list-style-type: none">▪ An interest in SEN



	<ul style="list-style-type: none">▪ Full enhanced DBS clearance	
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