



# APPLICANT INFORMATION PACK

**Bordesley Green Girls' School & Sixth Form**  
**Teaching Assistant, Level 3**  
**Full-time, Term time only**  
**Fixed term for 1 year**

October 2025



## **Letter from Headteacher**

October 2025

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.

**Ms Pritpal Hyare**  
**Headteacher**



**Teaching Assistant Level 3  
Hearing Resource Base  
Grade: GR3 (Point 9 – 22) *Subject to Job evaluation*  
Full-time, term time only for 1 year in the first instance  
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 Teaching Assistant in our Hearing Resource Base.

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.

It is essential that you are reliable, accurate and pay attention to detail and that you have:

- Good communication skills,
- Excellent timekeeping,
- The ability to work independently and as part of team,
- Two referees, one of whom should be your current or most recent employer.

What we will offer you:

- a supportive and caring culture
- a knowledgeable and friendly Team
- active CPD and generous coaching/line management support
- wellbeing support including 24/7 Employee Assistance Programme/confidential counselling, access to wellbeing advice, flexible working culture
- access to generous benefits, such as pension scheme (LGPS)

An applicant information pack and an application form are available on our website at:  
[www.bordgrng.bham.sch.uk](http://www.bordgrng.bham.sch.uk)

Interested candidates should email their completed application form to [HR@bordgrng.bham.sch.uk](mailto:HR@bordgrng.bham.sch.uk) by the closing date: **12 noon on Wednesday 19<sup>th</sup> November 2025**.

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 this role.

Informal visits can be accommodated. Please contact via the Main School office on 0121 464 1881 to arrange this.

**We regret that we are unable to accept CVs.**

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.



## **Bordesley Green Girls' School and Sixth Form**

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](#)***







## **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 full time equivalent (FTE) teaching staff and 45.8 FTE support staff.

## **Visions and Values**

Our school will:

- Provide a learning environment
- Deliver a rich curriculum
- Offer a whole-school experience
- Develop partnerships
- Offer an enrichment programme
- Be a safe place to learn

We will be a learning community founded on:

- Respect
- Collaboration
- Ambition

Our students demonstrate our core values by being:

- Resilient
- Enterprising
- Student Leaders
- Polite and respectful
- Engaged in learning
- Confident communicators
- Team players

## **Curriculum Arrangements**

We are very proud of the breadth and depth in our curriculum 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 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 and double periods).

### **The Curriculum at 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. Students are taught in five teaching groups per year in most subjects: one class of high prior attainers and four mixed ability classes

The Key Stage 3 curriculum: English, Mathematics, Science, PE, RE, PSHE, Design Technology, Art, Computing, French, Geography, History, Drama, Music and a second language (Arabic, Spanish or Urdu).

### **The Curriculum at Key Stage 4**

In our Key Stage 4 Core curriculum, all students study English, Mathematics, Science (Separate or Combined Science), PE, RE and PSHE. At Bordesley Green we encourage our students to study a diverse option and the full range of English Baccalaureate subjects: our EBacc entry rate is consistently over 85%.

In addition to the core curriculum all students will choose up to four option subjects:

- One language (Arabic, French, Spanish or Urdu),
- A humanities subject (either Geography or History) and
- Any combination of further two subjects from Art, Business, Computer Science, Design Technology, Health and Social Care, Hospitality and Catering, Music and Sport studies.

### **The Curriculum in the Sixth Form**

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 vocational and technical 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 or an Extended Project Qualification. 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/ and BGGs Sixth Form Prospectus.pdf>

### **Outcomes**

Bordesley Green Girls' School & 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.

The Progress 8 scores have continued to improve and put us in the well above average category.



### **Outcomes at Key Stage 4**

- Attainment 8 score of 49.8 (48.6 in 2024)
- 55.6% of all grades were grade 5 or above.
- 68% of all grades were at 9-4
- 44.8% of students achieved grade 5 or higher in both English and mathematics.
- 14.2 % of students were awarded the top grades 9–7 in English and mathematics.
- 25.3% of all grades were at 9-7

### **Outcomes at Key Stage 5**

- 10% of A Level grades were awarded at A\*–A
- 53% of BTEC Level 3 grades at Distinction\* or Distinction.
- 60% of all grades were awarded overall at A\*–C in all Level 3 qualifications
- 4 students have progressed onto studying medicine and dentistry including one student going on to studying at University of Cambridge

### **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 and our Sixth Form has gone from strength to strength in this time Applications exceed places each year.

### **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. 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

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. All students use radio aid systems in class to communicate with mainstream staff and use speech or a combination of speech and BSL (British Sign Language).

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>





### **Job Description – Teaching Assistant Level 3**

#### **Hearing Resource Base**

**Grade: GR3 (Point 9 – 22) *Subject to Job evaluation***

**Full-time, Term time only for 1 year in the first instance**

#### **1. Job Purpose**

- 1.1. This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities working with deaf children in a hearing resource base.
- 1.2. To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

#### **2. Key Responsibilities**

##### **Support for pupils (either individually or in groups)**

- 2.1. Support the activities of individuals or groups
- 2.2. Establish and maintain relationships with individual pupils and groups.
- 2.3. Contribute to individual Education Plans as appropriate.
- 2.4. Support pupils during learning activities.
- 2.5. Promote pupils' social and emotional development.
- 2.6. Contribute to the health and well-being of pupils.
- 2.7. Provide support for bilingual/ multilingual pupils (where appropriate to the focus of the role), including BSL or SSE.
- 2.8. Support deaf children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties.
- 2.9. Support pupils with literacy and numeracy skills
- 2.10. Support pupils to access the curriculum.
- 2.11. Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority

##### **Support for the teacher(s)**

- 2.12. Observe and report on pupil performance
- 2.13. Contribute to the planning and evaluation of learning activities.
- 2.14. Assist in preparing and maintaining the learning environment.



- 2.15. Contribute to the management of pupils' behaviour.
- 2.16. Contribute to maintaining pupils' records
- 2.17. Support the maintenance of pupils' safety and security.
- 2.18. Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson
- 2.19. Undertake routine marking in line with school policy
- 2.20. Provide general administrative support, for example, administer coursework, produce worksheets etc.
- 2.21. Undertake joint home visits as appropriate and in line with LEA policy

**Support for the school**

- 2.22. Support the development and effectiveness of team work within the school environment
- 2.23. Develop and maintain working relationships with other professionals
- 2.24. Liaise with parents as appropriate
- 2.25. Review and develop own professional practice
- 2.26. Work as required across the curriculum and in all Key Stages within the school in accordance with the job

**Support for the curriculum**

- 2.27. Support the use of information and communication technology in the classroom

**General**

- 2.28. 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.
- 2.29. To ensure their tasks are carried out with due regard to Health and Safety
- 2.30. To participate in appropriate professional development including adhering to the principle of performance management.
- 2.31. To adhere to the ethos of the school
  - 2.31.1. To promote the agreed vision and aims of the school
  - 2.31.2. To set an example of personal integrity and professionalism
  - 2.31.3. Attendance at appropriate staff meetings and parents evenings
- 2.32. Any other duties as commensurate within the grade in order to ensure the smooth running of the school



**3. Supervision Received**

3.1. Supervising Officer's Job Title:

3.2. Level of supervision:

- ~~1. Regularly supervised with work checked by supervisor~~
- ~~2. Left to work within establishment guidelines subject to scrutiny by supervisor~~
- ~~3. Plan own work to ensure the meeting of defined objectives~~
- 4. Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

~~5.~~ **Special Conditions**

5.1. None

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.



**Person Specification – Teaching Assistant Level 3 (Hearing Resource Base)**

**Method of Assessment (MOA)**

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
<b>Education/ Qualifications</b> NB: Full regard must be paid to overseas qualifications.	<ul style="list-style-type: none"> <li>NVQ Level 3 for Teaching Assistants or equivalent</li> </ul>	AF/C
<b>Experience</b> Relevant work and other experience	<ul style="list-style-type: none"> <li>Experience of supporting deaf children in a classroom environment, including those with special educational needs</li> <li>Experience of using Information Technology to support pupils in the classroom</li> </ul>	AF/I  AF/I
<b>Skills &amp; Ability</b> e.g. written communication skills, dealing with the public etc.	<ul style="list-style-type: none"> <li>An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <b>Part 7 of the Immigration Act 2016</b></li> <li>A good standard of education particularly in English and Mathematics</li> <li>Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment</li> <li>Knowledge of SEN Code of Practice</li> <li>Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils</li> <li>Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher</li> <li>Ability to consistently and effectively implement agreed behaviour management strategies</li> </ul>	AF/I/T  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I



	<ul style="list-style-type: none"> <li>• Ability to use language, BSL and other communication skills that pupils can understand and relate to</li> <li>• Ability to establish positive relationships with pupils and empathise with their needs</li> <li>• Ability to demonstrate active listening skills</li> <li>• Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task</li> <li>• Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes</li> <li>• Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills</li> <li>• Ability to assist in the recording of lessons and assessment as required by the teacher</li> <li>• Ability to offer constructive feedback to pupils to reinforce self-esteem</li> <li>• Ability to work effectively and supportively as a member of the school team</li> <li>• Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities</li> </ul>	AF/I  AF/I AF/I  AF/I  AF/I  AF/I AF/I AF/I AF/I
<b>Training</b>	<ul style="list-style-type: none"> <li>• Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge</li> </ul>	AF/I
<b>Other</b>		

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