



# APPLICANT INFORMATION PACK

**Bordesley Green Girls' School & Sixth Form**  
**Teacher of Childcare, Health & Social**  
**Care (Fixed term contract ending**  
**31/08/2024)**

@BGGs\_Birmingham



30<sup>th</sup> May 2023



## **Letter from Headteacher**

May 2023

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'.

I was privileged to be appointed to lead Bordesley Green Girls' as the Headteacher in September 2020. Having worked at Bordesley Green for ten years, I have built a strong relationship with our students, staff, parents, community and governors and understand what is needed to take the school forward. It is a very special place of work.

At the heart of our philosophy is that every student matters. We care about the progress our girls 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 girl to grow in confidence and knowledge, leaving us prepared for responsible adulthood, becoming future leaders and having a positive impact on the community.

Our teaching and pastoral staff work tirelessly to create an atmosphere where the girls can perform at their best. Our priorities are to develop innovative and inspirational teaching and learning to ensure our girls 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. However, we work collectively to seek best solutions to improve the life chances of the students in our care. 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**



**Teacher of Childcare, Health & Social Care (Fixed term contract ending 31/08/2024)  
MPS/UPS  
Full-time  
To start in September 2023**

The Governing Body is currently looking to appoint an experienced, enthusiastic and talented professional to join our successful Health and Social Care department, in the school's Sixth Form. We would like to hear from you if you:

- Can motivate students with a wide range of teaching and learning strategies
- Are committed and possess the drive to help all young people achieve success
- Have the ability to implement strategies focused on raising attainment
- Have relevant professional experience in the Early Years sector
- Experience of teaching BTEC Level 3 Children's Play Learning & Development
- Have experience of teaching BTEC Level 3 Health & Social Care and Level 2 Health & Social Care
- Would like to contribute to the ongoing success of this exciting curriculum area

An Applicant Information Pack and Application Form are available to download from our website at [www.bordgrng.bham.sch.uk](http://www.bordgrng.bham.sch.uk)

Please submit your completed application form to [HR@bordgrng.bham.sch](mailto:HR@bordgrng.bham.sch) by the closing date:

**12 noon on Tuesday 13<sup>th</sup> June 2023.**

If you have not heard from the School within 10 working days of the closing date, please assume that your application has not been shortlisted on this occasion.

***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 976 students on roll, including 331 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 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 (4)	Option (4)
Drama	2	1	2	Option (4)	Option (4)
DT	3	3	3	Option (4)	Option (4)
MFL	3	6	3	4	4
Geography	3	3	3	Option (4)	Option (4)
History	3	3	3	Option (4)	Option (4)
ICT	2	2	2	Option (4)	Option (4)
Music	2	2	2	Option (4)	Option (4)
RE	2	2	3	4	4
PE	4	3	3	4	4
PSHE	2	2	2	2	2
Business	/	/	/	Option (4)	Option (4)
Health & Social	/	/	/	Option (4)	Option (4)
Psychology	/	/	/	Option (4)	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' 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 5<sup>th</sup> 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 EBacc element of Progress 8 (0.42) was significantly above the national average and in the highest 20% of all schools in 2022, as well as in 2019 and 2018.
- The open element of Progress 8 (0.54) was significantly above the national average and in the highest 20% of all schools in 2022, 2019 as well as in 2018.
- Bordesley Green was above the national figures for 9-4 grades for Maths and English at 66% vs 65% National 2019 in English and Maths.
- The percentage of girls attaining the strong pass, grades 9-5 in Maths and English in 2022 was 49%.
- Progress 8 for English was significantly above average in 2022 (0.76) with 73.6% students achieved grades 9-5
- 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 2022, 2018 and 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**

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**

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.



**Awards and Recognition**



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



## **Job Description**

<b>Job Title:</b>	<b>Teacher of Child Care and Health &amp; Social Care</b>
<b>Salary:</b>	<b>MPS/UPS</b>
<b>Reporting to:</b>	<b>Head of Child Care, Health &amp; Social Care</b>
<b>Contract:</b>	<b>Full-time, Permanent</b>
<b>Required from:</b>	<b>September 2023</b>

### **Core Purpose**

- To ensure high standards of achievement for students you teach,
- To play a leading role in 6<sup>th</sup> form teaching, and
- To play a significant part in implementing strategies to raise attainment.

### **Job Description**

#### **Main Duties and Responsibilities**

- All aspects of curriculum delivery, including planning and design, and the development and organisation of further programmes of learning in the Child Care and Health and Social Care curriculum as the need arises.
- Liaison with other educational institutions/training providers and working in partnerships.
- Attendance at departmental and school meetings.
- Involvement in recruitment initiatives, student selection procedures and support and assessment of students.
- Completion of appropriate documentation relevant to the post eg registers, self-assessment, reports, schemes of work, lesson plans, progress and achievement records, UCAS applications.
- Ability to support learners in relating theoretical principles to practice.
- Undertake assessment of students' practical competency in a work place setting.
- To engage in professional development and networking for the purpose of continuous professional development and to inform the strategic planning process.
- To participate in the school's performance management process and undertake any training that may be appropriate.
- To take appropriate responsibility to ensure the health and safety of self and others.
- To pursue the achievement and integration of equal opportunities throughout all of the school's activities.
- To undertake such other reasonable duties as the line manager may require from time to time and review the job description at least annually with the line manager.

#### **Detailed Responsibilities**

- Teaching and supporting students on a range of programmes within the Child Care/Health and Social Care programme area.
- Critically reviewing personal performance in conjunction with that of students and taking action to achieve qualitative improvement.
- Accurate completion of appropriate records in support of the delivery of programmes within the curriculum area.



## **General Requirements**

All School staff are expected to:

- Maintain confidentiality according to the organisation and legal requirements.
- Uphold School policies, routines and the Code of Conduct for Teaching Staff/Support Staff as set out on Firefly (VLE).
- Undertake other such reasonable duties as may be required from time to time.
- Work towards the School's vision and objectives and engaging in the BGGGS Values.
- Be aware of and adhere to the Child Protection and Safeguarding Policies.
- Support and contribute to the School's responsibility for safeguarding students.
- Work to promote equal opportunities for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive courteous relationships with students, parents and colleagues.
- Engage actively in the performance management review process.
- Show a willingness to undertake training and professional development either in-house or externally.
- Comply and act upon the Schools' Health and Safety Policies and undertake risk assessments as appropriate.
- The School is a designated no smoking site and expect all staff to respect this policy.

## **Safeguarding Statement**

BGGGS 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)***



**Person Specification**

**Teacher of Child Care and Health & Social Care**

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Knowledge/Experience</b> (Relevant work and other experience)	<ul style="list-style-type: none"> <li>▪ Some experience of teaching students in post-16 education or an appropriate workplace setting</li> <li>▪ Evidence of up to date knowledge and/or practice in relevant vocational area</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have experience of teaching BTEC Level 3 Health &amp; Social Care, and</li> <li>▪ Experience of teaching Psychology</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>▪ Excellent communication skills</li> <li>▪ Excellent organisational skills</li> <li>▪ Proven teaching skills</li> <li>▪ Proven teaching skills from Level 2 to Level 3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Range of IT skills</li> <li>▪ Experience in the use of Virtual Learning Environments</li> </ul>
<b>Education/Qualifications</b> N.B. Full regard must be paid to overseas qualifications	<ul style="list-style-type: none"> <li>▪ Degree and/or further relevant qualifications</li> <li>▪ Qualified teacher status or equivalent evidence of educational qualifications or working towards</li> <li>▪ Professional qualification/extensive vocational experience in the Child Care, Health or Social Care field and/or other relevant Degree eg Nursing, Community Studies, Health Studies, Early Childhood Education and Care, Working with Children Young People and Families</li> </ul>	
<b>Training</b>	<ul style="list-style-type: none"> <li>▪ Demonstrable commitment to the continuing professional development of self and others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Previous training relevant to the post</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>▪ Flexible and adaptable attitude to working with students of all ages and abilities</li> <li>▪ Ability to work as a member of a team and independently</li> <li>▪ Ability to cope positively with change</li> <li>▪ A commitment to equality and opportunity in a modern, multi-cultural society</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ Commitment to student centred learning and equal opportunities</li> <li>▪ Flexible approach to work</li> <li>▪ Full enhanced DBS clearance and relevant pre-employment checks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Driving licence and access to a vehicle</li> </ul>

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