



APPLICANT INFORMATION PACK

Bordesley Green Girls' School & Sixth Form Lunchtime Supervisors

February 2026



Letter from Headteacher

February 26

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 two 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**



Lunchtime Supervisors

Salary: Grade 2, Point 3 – 8 (Job evaluation pending)

Part time; Term Time Only, Permanent

Hours: 7.75 hours/week

Monday, Tuesday, Thursday and Friday 12.05pm - 1.38pm and

Wednesday 11.55am - 1.28pm

To start as soon as possible

The Governing body are seeking to recruit a reliable and flexible person to join Bordesley Green Girls School and Sixth Form. You should have great communication skills and be able to converse confidently with students, staff and parents. Excellent timekeeping and attendance are an essential requirement for this role. Previous experience of working with students within an educational setting would be preferred.

The successful candidate will be expected to attend all Staff Training Days (5/year) outside of their normal working hours.

Our ideal candidate will have:

- Excellent interpersonal skills
- Excellent communication skills with a “can-do” attitude
- An ability to work within a team and independently
- Excellent time management and organisational skills

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)

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.

An applicant information pack and application form can be downloaded from our website at www.bordgrng.bham.sch.uk.

We regret that we are unable to accept CVs.

Interested candidates should email their completed application form to HR@bordgrng.bham.sch.uk by the closing date: **12 noon on Wednesday 25th February, 2026.**



Bordesley Green Girls' School and Sixth Form

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.

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

What you will get in return from our School

Professional development is key to our ongoing success, so we invest in your development through training, mentoring and progression opportunities through apprenticeships and other routes.

We also offer An Employee Assistance Programme and employee benefits package

Competitive pension scheme (Local Government Pension Scheme)



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 BGGGS 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 improve 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 significantly above average category.

Outcomes at Key Stage 4

- Students consistently make excellent progress at BGGGS: Overall Progress 8 +0.6 in 2024 was significantly above the national average
- The percentage of girls attaining the strong pass, grades 9-5 in Maths and English in 2024 was 46.9%
- There is no gap between disadvantaged and non-disadvantaged girls
- Progress 8 for English was significantly above average in 2024 (0.94) and in the highest 5% of all schools

Outcomes at Key Stage 5

- The A Level average grade in 2023 was C+, in line with the Birmingham average. The Level 3 vocational average grade was Distinction, above both national and Birmingham averages.
- The average point score in applied general and technical levels was in the highest 20% nationally in 2023 and 2024

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 – Lunchtime Supervisor

Grade: GR2 (Point 3 – 8)

(Job evaluation pending)

1. Job Purpose

- 1.1. As part of a team assisting the Senior Lunchtime Supervisor/Headteacher in securing the safety and welfare of students during the midday break. This will involve effective supervision of students in and about the premises and site(s) of the school.

2. Key Responsibilities

- 2.1. Supervision and control of students within the school and about other school premises. Including:
 - 2.1.1. Where appropriate, collecting students from classrooms if going straight into the playground, ensuring they are adequately dressed for the prevailing weather conditions where necessary.
 - 2.1.2. Supervision and control of the school entrance during lunch break to ensure children do not leave the playground without permission/authorisation. Check on any strangers who may enter premises in accordance with school guidelines, be observant of any loiterers and report to Headteacher/Senior Lunchtime Supervisor.
 - 2.1.3. Direction of students to the playground and supervision of their activities and behaviour, ensuring their safety and well-being, providing emotional support where necessary.
 - 2.1.4. Preventing bullying, being aware of changes in friendships, encouraging socialising, play etc. Occasionally participating in games.
 - 2.1.5. Discouraging any dangerous activities. Dealing with any unacceptable or challenging behaviour under the direction of guidelines in operation at the school.
 - 2.1.6. Reporting any bad behaviour, assaults, carrying of weapons/banned substances by students to the Headteacher/Senior Lunchtime Supervisor.
 - 2.1.7. Supervision and control of students inside school premises when they are not allowed outside in inclement weather. Occupying students in various games and activities.
 - 2.1.8. Ensuring in accordance with instructions given that all students return to the care of teachers at the end of the lunch period.
 - 2.1.9. To supervise students leaving the premises to go home for lunch and to check dinner passes as required at the front gate.



- 2.2. Associated ancillary duties
 - 2.2.1. Checking toilet areas regularly for signs of pupil smoking/vandalism, blockage of toilets/wash basins and to ensure students are not loitering or playing in toilet areas. Reporting any damage or blockages to Caretaking staff.
 - 2.2.2. Ensuring that any students who suffer accident or injury are dealt with appropriately in accordance with the school's agreed procedures.
 - 2.2.3. Being aware of cultural differences between students, dealing with any incidents of racism or sexism in accordance with agreed procedures
 - 2.2.4. Assist with cleaning the dining hall at the end of lunchtime.

- 2.3. Child Protection
 - 2.3.1. To have due regard for safeguarding and promotion of the welfare of children and young people and to follow the child protection procedures adopted by the school.
 - 2.3.2. 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.
 - 2.3.3. To ensure all tasks are carried out with due regard to Health and Safety.
 - 2.3.4. To undertake appropriate professional development including adhering to the principle of performance management.
 - 2.3.5. To adhere to the ethos of the school.
 - 2.3.6. To promote the agreed vision and aims of the school.
 - 2.3.7. To set an example of personal integrity and professionalism.
 - 2.3.8. Attendance at appropriate staff meetings
 - 2.3.9. Any other duties as commensurate within the grade in order to ensure the smooth running of the school.

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 – Lunchtime Supervisor

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.		AF/C
Experience Relevant work and other experience	<ul style="list-style-type: none"> • Experience working with children • Experience working in a team 	AF/I AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	<ul style="list-style-type: none"> • Be able to speak an appropriate standard of spoken English- Part 7 of the Immigration Act (2016) • Be committed to the ethos and values of the school • Be able to encourage children to achieve these aims through keeping the school's behaviour code • Develop good appropriate relationships with children and staff • Communicate positively and effectively to children and listen to them • Actively contribute to a happy, safe and supportive play environment • Able to work within a team 	AF/I AF/I AF/I AF/I AF/I AF/I AF/I
Other	<ul style="list-style-type: none"> • Approachable, sympathetic, enthusiastic, patient and resourceful 	AF/I
Training	<ul style="list-style-type: none"> • Willing to undertake appropriate training 	AF/I

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