



The John of Gaunt School

A Community Academy

Excellence Every Day

APPLICATION PACK





The John of Gaunt School

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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.

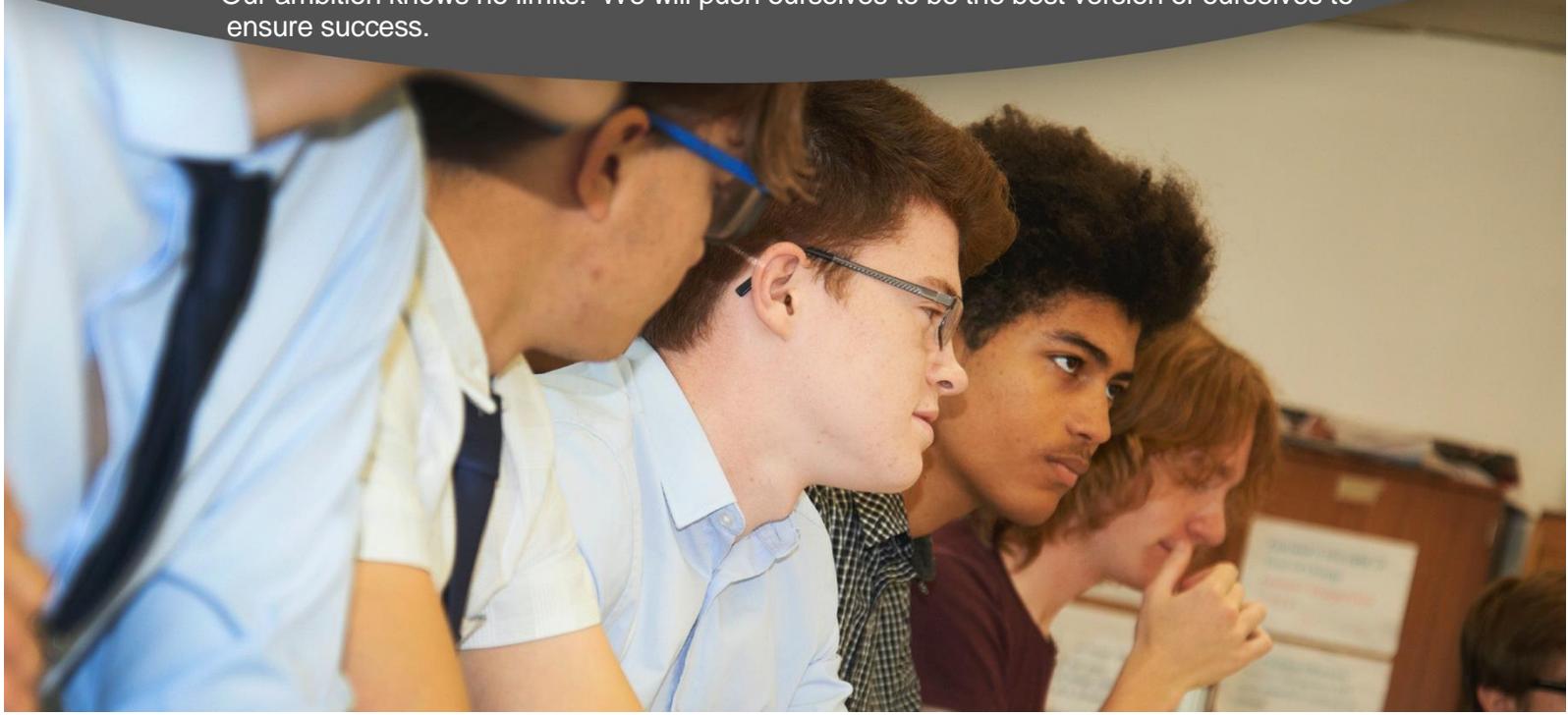
Ethos and Culture

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.





The John of Gaunt School
A Community Academy

Teaching Assistant Part Time, Specific Purposes Contract

Dear Applicant

I am delighted that you have shown an interest in a Teaching Assistant post at The John of Gaunt School which starts 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 a well-organised and reliable colleague who is able to relate well to students to support a Year 9 student, who requires the support of a Teaching Assistant due to their medical needs, to access learning and to be as independent as possible. You would be required to support the student to move around the school site in a wheelchair, logging medical episodes to monitor the student's health condition and communicating with other relevant staff and parents. You would not need to offer medical assistance or assistance with personal care. First Aid training is desirable but not essential.

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 Grade E, £21,968 - £22,777 per annum, to be paid pro rata. This equates to £15,122 - £15,679 per annum.

You will find several documents within this pack. The John of Gaunt School Support Staff Application Form can be accessed via our website by clicking the following link. [Link to Vacancies](#)

The John of Gaunt School is large and dynamic school with approximately 1270 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 your experiences have prepared you for this role. Your application form and covering letter should be addressed to Mr Woodville and returned via email to vacancies@jogschool.org

The closing date for applications is Thursday 2nd February at 10am. If you haven't heard from us by 10th February 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.

Matthew Woodville
Headteacher

Excellence Every Day



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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 an enhanced disclosure with barred list 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. This post is exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 Exceptions Order 1975, 2013 and 2020.

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 M Woodville**



The John of Gaunt School
A Community Academy

**TEACHING ASSISTANT
PART-TIME, SPECIFIC PURPOSES CONTRACT
30 hours per week, 39 weeks per year
Grade E**

**£21,968 - £22,777 per annum, to be paid pro rata
(actual salary £15,122 - £15,679 per annum under 5 years' service)**

Starting as soon as possible, we are looking to appoint a Teaching Assistant to join our highly respected Individual Learning Department to specifically support a student who has medical needs to access learning and to be as independent as possible. You will be an excellent communicator with a good general education and strong interpersonal skills.

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 Thursday 2nd February 2023

Full details and an application form can be accessed via our website, [Link to Vacancies](#)

CVs will not be considered.



Teaching Assistant Job Description Specific Purposes Contract

- Start Date: • March 2023
- Grade: • Grade E
- Working Hours: • 30 hours per week x 39 weeks per year
- Accountability: • Accountable to the Headteacher.
 • Under the daily leadership of SENDCo
- 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 with Children's Barred List checks.
- 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.



Teaching Assistant

Job Description cont.

Main Job Purpose:

- Under the direction of teacher/s, to support a designated student with medical needs to access learning.

KEY TASKS:

- **Specific Tasks**
 - Supporting the student to move around the school site in a wheel chair.
 - Logging medical episodes using the online system in school to monitor the student's health condition.
 - Communicating with parents/relevant staff.
 - Supporting the student to be as independent as possible.
- **Supporting the student's learning, either in lessons, small groups or through 1:1 work.** The exact tasks will depend on the support needs of the student but may include:
 - Clarifying and explaining instructions.
 - Ensuring the student is able to use equipment and materials provided.
 - Motivating and supporting the student.
 - Assisting in weaker areas, eg language, reading, spelling, handwriting, presentation.
 - Helping the student to concentrate on and finish work set
 - Meeting the student's physical needs as required while promoting independence.
 - Liaising with class teachers and Special Educational Needs Co-ordinator about progress to targets.
 - As specified by the teacher, developing appropriate resources to support the student.
 - Responsibility for promoting and safeguarding the welfare of all students at the school.
- **Supporting the student's self esteem, inclusion and behavioural development, eg**
 - Encouraging acceptance and inclusion of the student with special needs.
 - Developing methods of promoting/reinforcing the student's self-esteem and independence.
 - Providing individual supervision in and out of the classroom.
 - Establishing a supportive relationship with the student.
 - Reinforcing the school ethos, eg expectations of learning behaviour within a class and elsewhere on the school site.
 - Supervising students on outings, school activities.



Teaching Assistant Job Description cont.

- **Supporting the teacher/s, eg**
 - As specified by the teacher, adapting and interpreting lessons and instructions to student.
 - In conjunction with the class teacher (and other professionals as appropriate) to develop systems of recording student progress and contribute to the maintenance of this record.
 - Providing regular feedback about the student to teachers.
 - Occasional clerical duties eg photocopying and collating materials.
- **Supporting the curriculum**
 - Supporting the delivery of the literacy and mathematics strategy along with other aspects of the curriculum offered by the school.
- **Supporting the school, eg**
 - Assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, eg computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc.
- **Midday Supervisory duties**
 - Undertake the duties of a midday supervisory assistant as required.
- **Safeguarding Children**
 - To maintain confidentiality and integrity at all times.
 - To be responsible for promoting and safeguarding the welfare of students at the school.
 - Hold an enhanced DBS certificate with Children's Barred List checks.



Teaching Assistant Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• GCSE x 5 at grade C or above including Maths and English (or equivalent)	<ul style="list-style-type: none">• Educated to A level• SEN qualifications• Teaching Assistants Award• First Aid at Work
Experience	<ul style="list-style-type: none">• Previous work with young people	<ul style="list-style-type: none">• Some understanding or experience of working with students who have Special Educational Needs• Experience of using Word and Excel• Work within and educational setting
Skills	<ul style="list-style-type: none">• Well organised• Ability to relate to and communicate well with students and staff• Ability to engage effectively with students to support learning and foster independence• Ability to work constructively as part of a team• Ability to work alone under instruction• Clear and effective communicator in both writing and speaking• Ability to form and maintain appropriate relationships and personal boundaries with young people• Ability to converse at ease in accurate spoken English	<ul style="list-style-type: none">• An understanding of inclusion and supporting students with differing needs



Person Specification cont.

	Essential	Desirable
Professional and Personal Skills	<ul style="list-style-type: none">• A positive role model for students• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels• Confident with a positive attitude• Self-motivated• Flexible• An unconditional, positive regard for young people and a passion for helping students overcome barriers to learning• Committed to safeguarding and promoting the welfare of children• Work within school procedures and policy guidelines• Commitment to anti-discriminatory practice• Follow confidentiality protocol• Hold enhanced DBS certificate with Children's Barred List Checks	<ul style="list-style-type: none">• An interest in how learning occurs• A healthy sense of perspective• Willingness to seek further professional development



Essentials of Teaching the JOG Way

Area	Essentials	Tools
Behaviour and Engagement	<ol style="list-style-type: none"> 1. Lessons start with Meet, Greet, Stand and Seat 2. Correct use of the behaviour system results in disruption free learning. 3. Positive student choices and effort are rewarded 4. Expectations of student talk (silent/discussion) are made explicit in all activities 5. Active engagement of all students happens through Cold Call questioning 6. Students produce high quality work, including presentation 7. Lessons end with silent dismissal 	<ul style="list-style-type: none"> ★ Meet, greet, stand and seat ★ Thumbs up and down icons ★ Class Charts ★ Behaviour expectations flow chart ★ Cold Call Questioning ★ Routines for distributing books ★ Organised resources ★ Live marking and teacher circulation
Quality of Instruction	<ol style="list-style-type: none"> 1. A clear learning aim and related success criteria make the purpose of lessons explicit 2. Lessons begin with a review of previous learning and links to prior learning are made explicit 3. Explanations are highly effective. 4. Student understanding is secure before learning moves on 5. Exam literacy and skill are developed through frequent guided practice and application 6. Students practise applying their learning to achieve mastery 7. Independent application follows guided practice 	<ul style="list-style-type: none"> ★ Low stakes quizzing with interleaving (5 current and 5 previous questions) ★ BTEOTLYW ... learning aims ★ The 3 Ps: past, present, purpose ★ Knowledge Organisers ★ Exam questions, learning trackers and PLCs ★ Visualiser ★ Flip chart and washing line ★ T4W toolkit: NHTW grids, hands-on vocabulary activities, model answers, boxing up, shared writing text, mapping, mime, thinking grids/frames, 'talking the text' questions
Support and Challenge	<ol style="list-style-type: none"> 1. Teaching is pitched high in every lesson, providing challenge to the most able 2. It is also adaptive to the differing needs of students as they emerge 3. Learning is supported and scaffolded where needed 4. SEN-friendly teaching strategies are employed 5. All students produce work that demonstrates progress, at least at the standard expected for their prior attainment 	<ul style="list-style-type: none"> ★ Class Charts notes and EHCPs showing student-specific strategies ★ Alternative methods of recording available ★ Coloured backgrounds for slides ★ Sans serif text, at least size 18 on PPT, well-spaced ★ Numbered or different coloured bullet points ★ Writing frames



Essentials of Teaching the JOG Way

Are	Aspiration	Essentials
Modelling	<ol style="list-style-type: none"> 1. Models of excellent practice (demonstrations/written/drawn) are used to stretch and challenge students 2. Models and success criteria (toolkits) are co-created with students 3. Model answers/responses are deconstructed collaboratively 4. Student work shows emulation of models ('magpied' phrases, successful use of toolkits) 5. Modelling of expectations for verbal responses and discussion task are made explicit 	<ul style="list-style-type: none"> ★ T4W toolkit: NHTW grids, hands-on vocabulary activities, model answers, boxing up, shared writing text, mapping, mime, thinking grids/frames, 'talking the text' questions ★ Visualiser ★ Flip-chart and washing line ★ Knowledge organisers
Questioning	<ol style="list-style-type: none"> 1. Cold call questioning is used to engage all learners 2. Questions are bounced around the room rather than back and forth between teacher and student 3. Questions are used to diagnose gaps in understanding and/or misconceptions 4. Higher-order questions are pre-planned to challenge 5. Priority students* are regularly checked on through questioning 	<ul style="list-style-type: none"> ★ Cold Call Questioning ★ Think-pair-share ★ Pose Pause Pounce Bounce ★ Question stems ★ Class Charts information*
Feedback	<ol style="list-style-type: none"> 1. Formative feedback is given throughout lessons 2. Marking type and frequency matches school expectations 3. Next Steps are clear, specific and actionable 4. Students respond to Next Steps in order to fill gaps, embed and master learning (GEM) 5. Student books show consistently high-quality work and presentation 6. Students are able to articulate an understanding of what they need to do to make progress 	<ul style="list-style-type: none"> ★ Red pen (teachers/TAs) ★ Green pen (student RTM) ★ Live marking (teacher and TA) ★ Diagnostic marking grids ★ GEM resources ★ Presentation Essentials stickers ★ Assessment literacy tools – mark schemes/success criteria /toolkits/models



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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
- HR Manager

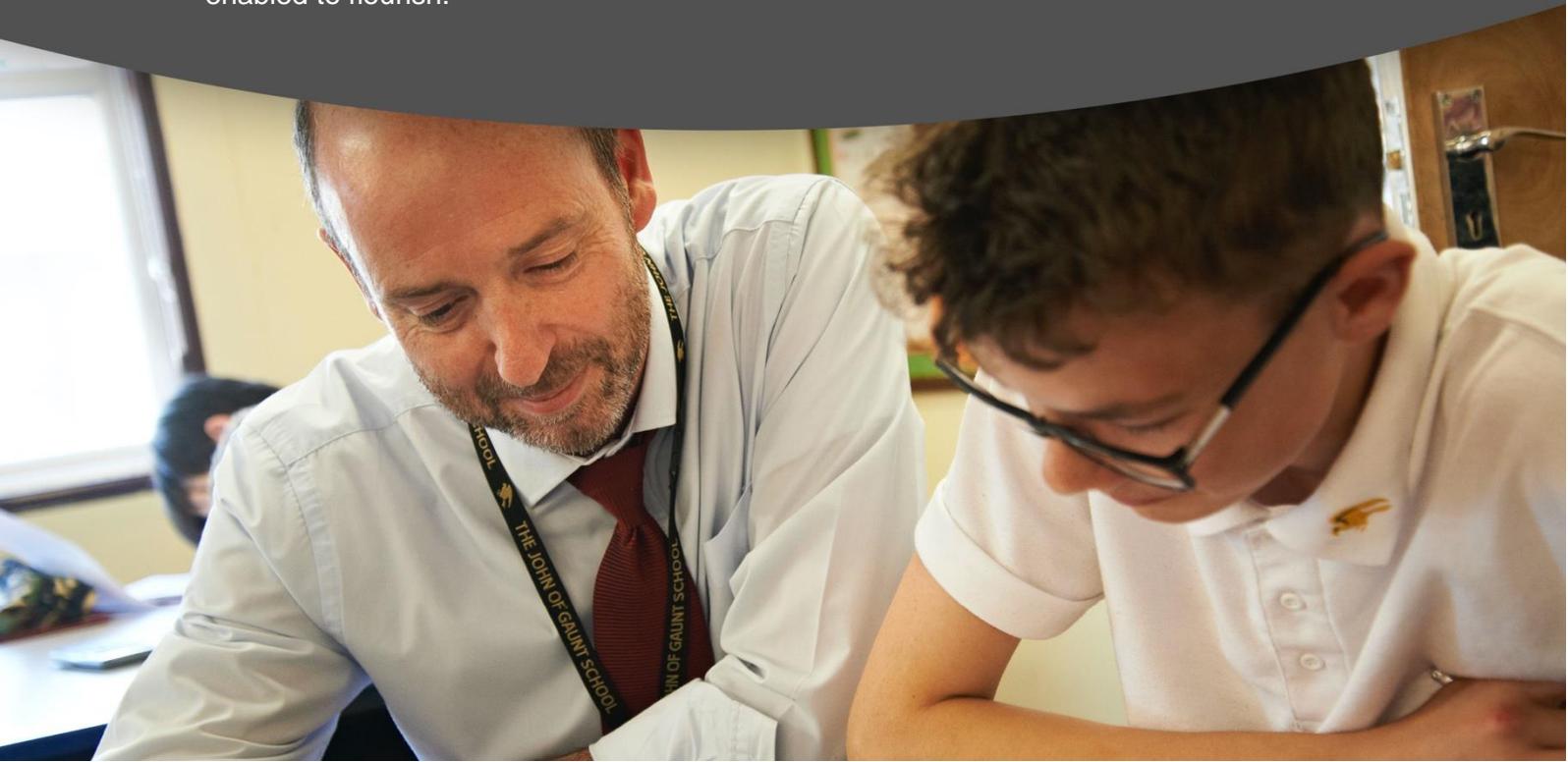
Our Students

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.

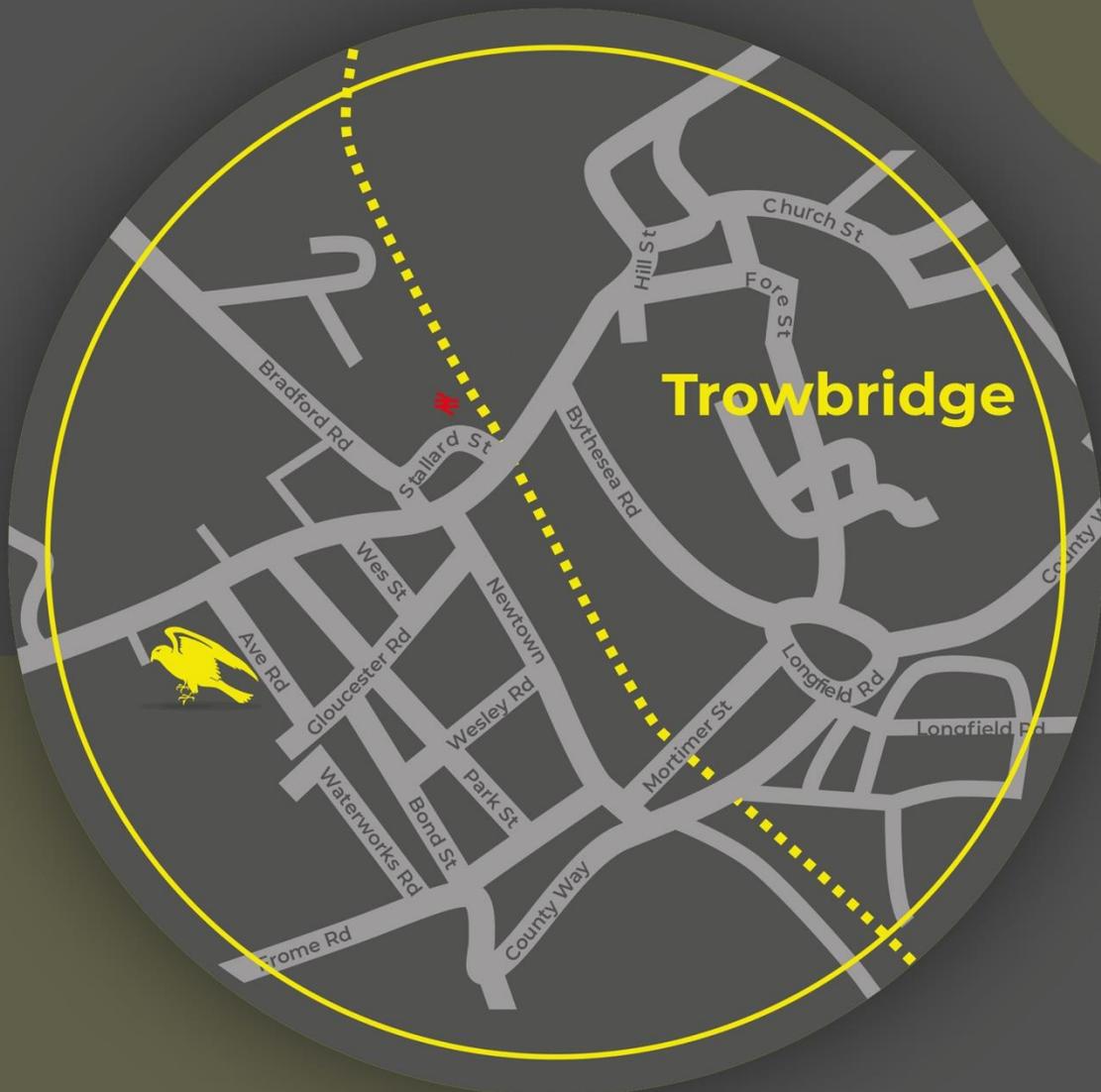




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