



The John of Gaunt School
A Community Academy

Excellence Every Day

APPLICATION PACK





The John of Gaunt School

A Community Academy

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

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HLTA - Maths Maternity Contract

Dear Applicant,

I am delighted that you have shown an interest in the HLTA - Maths post at The John of Gaunt School which will on 3rd January 2023. 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 an experienced Teaching Assistant with HLTA accredited status or currently working towards accreditation. Whilst it is not essential to have secondary school experience, a strong background in supporting the teaching of Maths is expected. The successful candidate will be willing and able to work flexibly to support our students through individual, small group and in-class sessions. We seek a self-starter; someone who is willing to take responsibility and who has the ability to work collaboratively with our teaching team. 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 28 hours per week, 39 weeks per year (term time including teacher training days). If you are a qualified HLTA you will be paid at Wiltshire Council Grade H, £27,344 - £29,439 per annum. This equates to a yearly salary of £17,568 - £18,914, under 5 years' service. If you are an experienced TA currently working towards HLTA status, you will be paid at Wiltshire Council Grade F, £23,194 - £24,496 per annum. This equates to a yearly salary of £14,902 - £15,738 under 5 years' service.

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 you think your current experience has prepared you for this role. Your application form and covering letter should be addressed to Mr Woodville and returned via email to ebaldwin@jogschool.org

The closing date for applications is Thursday 8th December at 10am. If you haven't heard from us by 16th December, 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

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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

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Headteacher: **Mr M Woodville**



The John of Gaunt School
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**HIGHER LEVEL TEACHING ASSISTANT - MATHS
MATERNITY CONTRACT**

28 hours per week, 39 weeks per year

Grade H if qualified HLTA

£27,344 - £29,439 per annum, to be paid pro-rata

Grade F until HLTA accredited

£23,194 - £24,496 per annum, to be paid pro-rata

Starting 3rd January 2023, we are looking to appoint an enthusiastic and talented HLTA to make a significant contribution to raising student achievement in Maths. This post will suit someone who has experience of delivering intervention strategies across the full ability range and who is able to support the teaching of Maths to GCSE level. It will involve one to one tuition, smaller group sessions and in-class support, and will include an element of covering absent teachers within the faculty.

We are looking for a colleague who has qualified HLTA status or is working towards accreditation.

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 8th December 2022

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

CVs will not be considered.

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HLTA - Maths Job Description Maternity Contract

Start Date: • 3rd January 2023

Grade: • Grade H (if HLTA qualified)
• Grade F (until HLTA qualified)

Working Hours: • 28 hours per week x 39 weeks per year

Accountability: • Under the daily leadership of Director of Learning: Maths

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.

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.



HLTA - Maths Job Description cont.

Main Job Purpose:

- To complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Contribute to the planning, delivery and monitoring of learning activities.
- The postholder will be expected to work 28 hours per week, 39 weeks per year (term time including training days).

Key Tasks:

- Contribute effectively to teachers' planning and preparation of lessons, intervention strategies and other learning activities.
- Work within a framework set by the teacher, plan own role in lessons including the provision of feedback to students and colleagues on students' learning and behaviour.
- Contribute effectively to the selection and preparation of teaching resources to meet the diversity of students' needs and interests.
- Contribute to the planning of opportunities for students to learn in out-of-school contexts, in accordance with school policies and procedures.
- Deliver intervention to small groups and 1:1.
- Deliver lessons to students using clearly structured teaching and challenging learning activities which interest and motivate students and advance their independence as learners. This includes lessons delivered via distance learning or computer aided techniques.



HLTA - Maths Job Description cont.

Key Tasks cont.

- Promote and support the inclusion of all students in the learning activities in which they are involved, using behaviour management strategies, which contribute to a purposeful learning environment, in line with the school's policy and procedures.
- Recognise and respond effectively to any equal opportunities issues which arise eg by challenging stereotyped views, bullying or harassment, following relevant policies and procedures.
- Advance students' learning in a range of classroom settings including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Where relevant, guide the work of other Teaching Assistants in the classroom.
- Organise and manage safely the learning activities, the physical teaching space and resources.
- Assess and record the development, progress and attainment of students, and support teachers in evaluating students' learning needs.
- Maintain confidentiality and integrity at all times.
- Work safely according to school policy guidelines.
- Be responsible for promoting and safeguarding the welfare of students at the school.
- Hold enhanced DBS clearance with Children's Barred List Checks.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English.



HLTA - Maths Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">At least 5 GCSEs or equivalent level 2 qualifications at grade C or equivalent, including Maths and English	<ul style="list-style-type: none">A Levels or equivalent Level 3 qualificationsSEN qualificationsA level MathsHLTA accreditationTeaching Assistants Award
Experience	<ul style="list-style-type: none">At least one year's experience as a Teaching Assistant/supporting young people in their learning	<ul style="list-style-type: none">Supporting Maths at GCSE in a secondary comprehensive schoolEvidence of leading small group activities
Knowledge and Understanding	<ul style="list-style-type: none">Knowledge and understanding of the National Curriculum for MathsThe ability to recognise good classroom practiceHow to use student data to monitor and improve performanceConfident in using ICT to support teachingAware of current trends in Maths teaching	<ul style="list-style-type: none">An understanding of inclusion and supporting students with differing needsAn understanding of academic assessment and providing feedbackAn understanding of Child Protection and Safeguarding proceduresHow to foster extra curricular involvementDeveloping intervention strategies to improve outcomes for students

Person Specification cont.

	Essential	Desirable
Professional Skills	<ul style="list-style-type: none"> • A positive role model for students • Ability to inspire, develop and motivate students • Ability to manage young people effectively • Ability to set targets for students in relation to achievement • Organisation and management of resources • Ability to work constructively as part of a team and ability to work alone • 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 	
Requirements	<ul style="list-style-type: none"> • Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels • High expectations of achievement and behaviour • Confident with a positive attitude • An unconditional, positive regard for young people and a passion for helping students overcome barriers to learning • Commitment to safeguarding and promoting the welfare of children • A desire to make a difference • Work within school procedures and policy guidelines • Follow confidentiality protocol • Enhanced DBS clearance with Children's Barred List 	<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 Seat2. Correct use of the behaviour system results in disruption free learning.3. Positive student choices and effort are rewarded4. Expectations of student talk (silent/discussion) are made explicit in all activities5. Active engagement of all students happens through Cold Call questioning6. Students produce high quality work, including presentation7. 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 explicit2. Lessons begin with a review of previous learning and links to prior learning are made explicit3. Explanations are highly effective.4. Student understanding is secure before learning moves on5. Exam literacy and skill are developed through frequent guided practice and application6. Students practise applying their learning to achieve mastery7. 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 able2. It is also adaptive to the differing needs of students as they emerge3. Learning is supported and scaffolded where needed4. SEN-friendly teaching strategies are employed5. 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

Area	Aspiration	Essentials
Modelling	<ol style="list-style-type: none">1. Models of excellent practice (demonstrations/written/drawn) are used to stretch and challenge students2. Models and success criteria (toolkits) are co-created with students3. Model answers/responses are deconstructed collaboratively4. 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 learners2. Questions are bounced around the room rather than back and forth between teacher and student3. Questions are used to diagnose gaps in understanding and/or misconceptions4. Higher-order questions are pre-planned to challenge5. 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 lessons2. Marking type and frequency matches school expectations3. Next Steps are clear, specific and actionable4. Students respond to Next Steps in order to fill gaps, embed and master learning (GEM)5. Student books show consistently high-quality work and presentation6. 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.

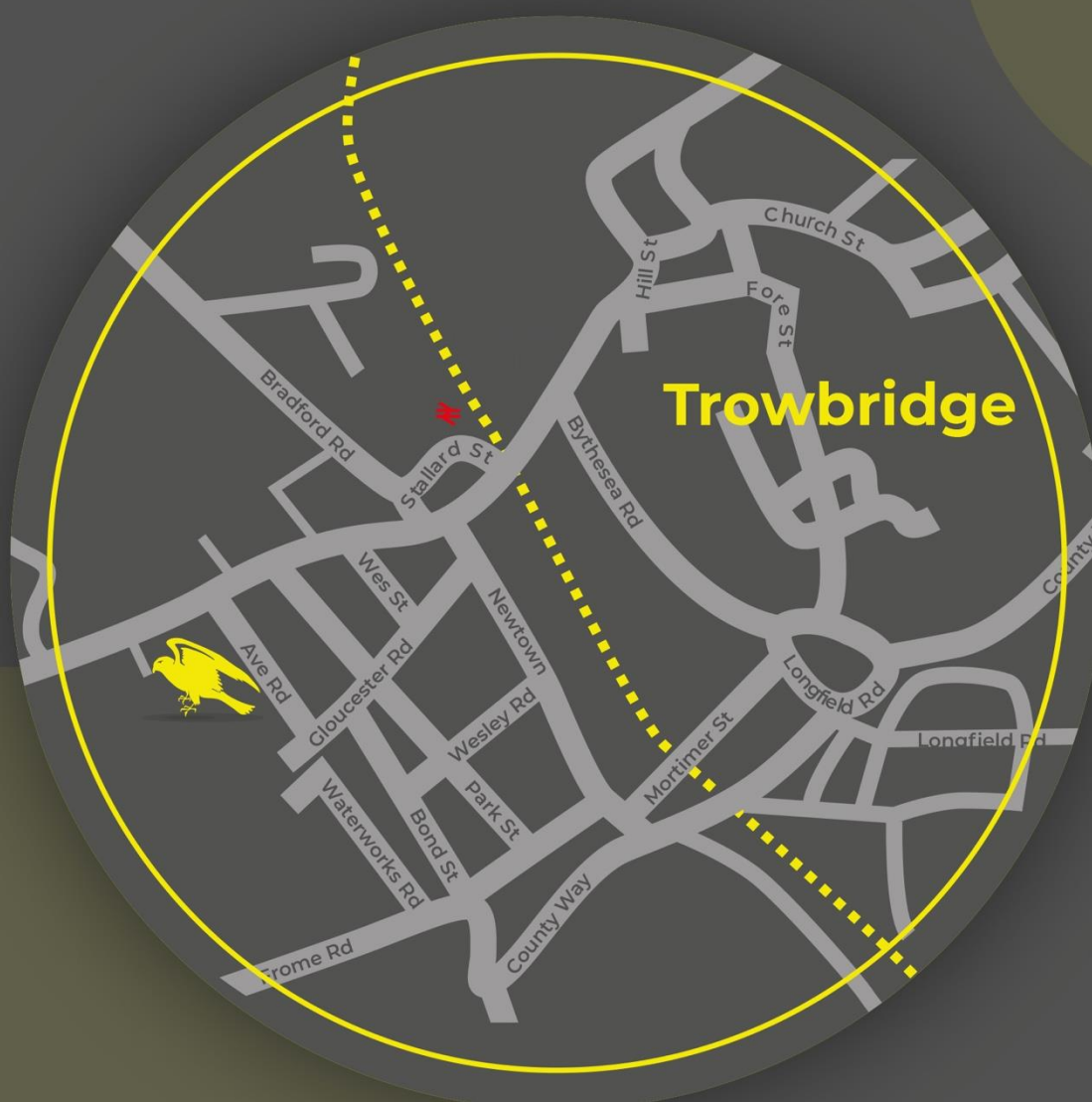




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