



The John of Gaunt School  
*A Community Academy*

Excellence Every Day

APPLICATION PACK





**The John of Gaunt School**

*A Community Academy*

## Vision Statement

‘Creating an irresistible climate for achievement’

- We challenge, support and encourage every student to achieve their potential.
- We believe effort and dedication lead to success and we raise aspirations.
- We personalise our provision to meet the needs of individuals.
- We enable our students to flourish as confident learners and leaders of our community.
- We create a culture where all stakeholders feel valued, supported and proud.
- We work collaboratively to improve outcomes for our students and support other schools to improve.







**The John of Gaunt School**  
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## **Pastoral Support Assistant Permanent Contract**

Dear Applicant,

I am delighted that you have shown an interest in the Pastoral Support Assistant post at The John of Gaunt School which will start 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 hardworking, dynamic and inspirational colleague, who enjoys being busy, to join our Pastoral Team. The key task is to work with students, parents, staff, the Pastoral Team and House Leaders, alongside a wide variety of external agencies, to remove barriers to students' learning. You will be working with, and closely monitoring, students within a particular year group. First Aid is part of this role; full training will be given, if required. 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 37 hours per week, 39 weeks per year (term time, including teacher training days) and will be paid at Wiltshire Council Grade G, £22,627 - £23,541 per annum, to be paid pro rata (£11.73 - £12.69 per hour). This is an annual salary of £19,210- £20,793 per annum (under 5 years' service).

You will find several documents within this pack. Email [vacancies@jogschool.org](mailto:vacancies@jogschool.org) for an application form. If you would like more information about the school you might like to visit our website [www.johnofgauntschool.org](http://www.johnofgauntschool.org) Contact Elaine Baldwin at [vacancies@jogschool.org](mailto:vacancies@jogschool.org) if you would like to arrange a visit.

The John of Gaunt School is large and dynamic school with approximately 1200 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 Paul Skipp and returned via email to [ebaldwin@jogschool.org](mailto:ebaldwin@jogschool.org)

The closing date for applications is Monday 2<sup>nd</sup> November at 10am. If you haven't heard from us by 13<sup>th</sup> November, 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.

Paul Skipp  
Headteacher



## The John of Gaunt School

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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 a Disclosure 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.

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 P Skipp



**The John of Gaunt School**  
*A Community Academy*

**PASTORAL SUPPORT ASSISTANT  
PERMANENT CONTRACT**

**37 hours per week, 39 weeks per year Grade G  
(£22,627 - £24,491 per annum, to be paid pro rata  
Actual salary £19,210 - £20,793 per annum under 5 years' service)**

Starting as soon as possible, we are looking for an outstanding candidate to join our Pastoral Team who has a passion for supporting young people. The successful applicant will be skilled and experienced in working with young people and have excellent interpersonal skills. The role involves working with students to raise achievement and remove barriers to learning, working in close partnership with the Head of Year and liaising with school staff, parents and external agencies. First Aid is part of this role; full training will be given, if required.

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.

**Closing date for applications is 10.00 am on Monday 2<sup>nd</sup> November 2020**

An application form is available on our website  
<https://www.johnofgauntschool.org/page/?title=Vacancies&pid=20> or via e-mail,  
[vacancies@jogschool.org](mailto:vacancies@jogschool.org)

**CVs will not be considered.**



## **Pastoral Support Assistant Job Description Fixed Term Contract**

Start Date: • November 2020

Grade: • Grade G

Working Hours: • 37 hours per week x 39 weeks per year

Accountability: • Accountable to the Headteacher.  
• Under the daily leadership of the Pastoral Support Manager

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.



## **Pastoral Support Assistant Job Description cont.**

### **Main Job Purpose:**

- To work with students to raise achievement and remove barriers to learning and provide First Aid, as required.
- The postholder will be expected to work 37 hours per week, 39 weeks per year (term time including training days).

### **Key Tasks:**

- To organise and prioritise pastoral issues within a specified group of students.
- To manage students 'on report' within a specified group of students.
- To create and support effective home/school partnerships with appropriate external agencies.
- To prepare documentation and take minutes of meetings (parental, outside agencies, within school).
- To actively promote high attendance and lead intervention strategies.
- To support and implement the school's Behaviour Policy and appropriate relevant awards and sanctions. This may include spending sessions working alongside staff in the Pastoral and Behaviour Support Centre when directed by The Pastoral Support Manager or Assistant Head Teacher with responsibility for Behaviour.
- To support all staff in maintaining a positive learning environment and responding to staff requests for behaviour support where identified.
- To act as a mentor to individuals and to monitor, review and report on the progress of such students.
- To issue programmes of work for students who are school refusers or out of school for other reasons.



## **Pastoral Support Assistant Job Description cont.**

### **Key Tasks cont.**

- To coordinate additional internal support programmes for students such as anger management and peer mentoring.
- To maintain up-to-date records on students and to contribute to recording and reporting procedures.
- To provide primary First Aid eg to students feeling unwell and those with minor injuries and be first responders where needed to accidents and first aid emergencies on site, and whilst waiting for emergency services, if called.
- To keep up-to-date records in relation to first aid activities and contact parents as needed.
- To play an active role in supporting the Designated Safeguarding Lead in working with students identified as having specific safeguarding needs. Including attending safeguarding meetings as directed, taking a lead role in writing and monitoring DART/CAFs and DART/CAF outcomes, working with both the student and family.
- To ensure all safeguarding records are kept up to date, accurate, and recorded on the schools safeguarding record keeping system.
- To work with staff and outside agencies to effectively communicate safeguarding concerns and information appropriately.
- To maintain confidentiality and integrity at all times.
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
- To be responsible for promoting and safeguarding the welfare of students at the school.
- To hold enhanced DBS clearance.





## Pastoral Support Assistant Person Specification

	Essential	Desirable	Assessed by
Qualifications	<ul style="list-style-type: none"><li>At least 5 GCSEs or equivalent level 2 qualifications at grade C or equivalent, including Maths and English</li></ul>	<ul style="list-style-type: none"><li>A Levels or equivalent Level 3 qualifications</li><li>First Aid at Work</li></ul>	Application form
Experience	<ul style="list-style-type: none"><li>At least one year in a role working closely with young people</li><li>Responsibility for managing own workload</li><li>Liaising with external agencies</li></ul>	<ul style="list-style-type: none"><li>Working within a school</li><li>Working with young people and their families</li></ul>	Application form, interview and references
Skills	<ul style="list-style-type: none"><li>Excellent written and oral communication skills</li><li>Ability to support young people with character development, behaviour and learning skills</li><li>Ability to organise and prioritise own workload, working to deadlines where needed</li><li>Ability to record information accurately and appropriately</li><li>Ability to work constructively as part of a team and individually</li><li>Excellent interpersonal and communication skills</li><li>Excellent time management skills</li><li>Ability to stay calm and work effectively when under pressure while maintaining a positive, professional attitude</li><li>Ability to maintain confidentiality and professional boundaries</li><li>Ability to converse at ease in accurate spoken English</li></ul>	<ul style="list-style-type: none"><li>An understanding of inclusion and supporting students with differing needs</li><li>An understanding of Child Protection and Safeguarding procedures with Advanced Level training</li><li>Ability to use SIMS</li><li>An understanding of academic tracking and current grades</li></ul>	Application form, references and interview

## Person Specification cont.

	Essential	Desirable	Assessed by
Personal Qualities	<ul style="list-style-type: none"> <li>• Outstanding interpersonal skills</li> <li>• Ability to build and maintain good working relationships with students and staff</li> <li>• A patient, non-confrontational and positive role model</li> <li>• Honest and reliable, proactive and self-motivated</li> <li>• Confident with a positive attitude, flexible and resilient</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with young people and adults</li> <li>• Friendly and approachable manner</li> <li>• Flexible and committed team player</li> </ul>		Interview and references
Requirements	<ul style="list-style-type: none"> <li>• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels</li> <li>• Commitment to anti-discriminatory practice</li> <li>• An unconditional, positive regard for young people and a passion for helping students overcome barriers to learning</li> <li>• A positive role model for students</li> <li>• Ability to maintain positive relationships with teaching and support staff</li> <li>• Commitment to safeguarding and promoting the welfare of children</li> <li>• A desire to make a difference</li> <li>• Work within school procedures and policy guidelines</li> <li>• Follow confidentiality protocol</li> <li>• Enhanced DBS clearance</li> </ul>	<ul style="list-style-type: none"> <li>• An interest in how learning occurs</li> <li>• Innovative approach to problem solving</li> </ul>	Interview



## Essentials of Teaching the JOG Way

Area	Essentials	Tools
<b>Behaviour and Engagement</b>	<ul style="list-style-type: none"><li>✓ Lessons start with Meet, Greet, Stand and Seat.</li><li>✓ Correct use of the behaviour system results in disruption free learning.</li><li>✓ Positive student choices and effort are rewarded.</li><li>✓ Expectations of student talk (silent/discussion) are made explicit in all activities.</li><li>✓ Active engagement of all students happens through Cold Call questioning.</li><li>✓ Established class routines help maximise learning time.</li><li>✓ Lessons end with silent dismissal</li></ul>	<ul style="list-style-type: none"><li>★ Meet, greet, stand and seat</li><li>★ Thumbs up and down icons</li><li>★ Class Charts</li><li>★ Behaviour expectations flow chart</li><li>★ Organised resources</li><li>★ Routines for distributing books</li><li>★ Cold Call Questioning</li></ul>
<b>Quality of Instruction</b>	<ul style="list-style-type: none"><li>✓ A clear learning aim and related success criteria make the purpose of lessons explicit.</li><li>✓ Lessons begin with a review of previous learning.</li><li>✓ Explanations are highly effective.</li><li>✓ Student understanding is secure before learning moves on.</li><li>✓ Exam literacy and skill are developed through frequent guided practice and application.</li><li>✓ Students practise applying their learning to achieve mastery.</li><li>✓ Independent application follows guided practice.</li></ul>	<ul style="list-style-type: none"><li>★ Low stakes quizzing</li><li>★ Interleaving</li><li>★ Knowledge Organisers</li><li>★ Online resources e.g. Hegarty Maths, Memrise, Quizlet</li><li>★ Exam questions and PLCs</li></ul>
<b>Support and Challenge</b>	<ul style="list-style-type: none"><li>✓ Teaching is pitched high in every lesson, providing challenge to the most able.</li><li>✓ It is also adaptive to the differing needs of students as they emerge.</li><li>✓ Learning is supported and scaffolded where needed.</li><li>✓ SEN-friendly teaching strategies are employed.</li></ul>	<ul style="list-style-type: none"><li>★ Class Charts notes showing differentiated strategies</li><li>★ Alternative methods of recording available</li><li>★ Coloured backgrounds for slides</li><li>★ Writing frames</li></ul>



## Essentials of Teaching the JOG Way

Area	Aspiration	Essentials
<b>Modelling</b>	<ul style="list-style-type: none"><li>✓ Learning is modelled through practical demonstrations or written/drawn responses.</li><li>✓ Models of excellent practice are used to stretch and challenge students</li><li>✓ Models and success criteria are co-created with students.</li><li>✓ Model answers/responses are deconstructed collaboratively.</li></ul>	<ul style="list-style-type: none"><li>★ T4W toolkit: NHTW grids, hands-on vocabulary activities, model answers, boxing up, shared writing text mapping, mime.</li><li>★ Visualiser</li><li>★ Flip-chart</li></ul>
<b>Questioning</b>	<ul style="list-style-type: none"><li>✓ Cold call questioning is used to engage all learners.</li><li>✓ Questions are bounced around the room rather than back and forth between teacher and student.</li><li>✓ Questions are used to diagnose gaps in understanding and/or misconceptions.</li><li>✓ Higher-order questions are pre-planned to challenge.</li></ul>	<ul style="list-style-type: none"><li>★ Cold Call Questioning</li><li>★ Think-pair-share</li><li>★ Pose Pause Pounce Bounce</li><li>★ Question stems</li></ul>
<b>Feedback</b>	<ul style="list-style-type: none"><li>✓ Formative feedback is given throughout lessons.</li><li>✓ Marking type and frequency matches school policy.</li><li>✓ Next Steps are clear, specific and actionable.</li><li>✓ Students are given time to respond to Next Steps.</li><li>✓ Progress over time is evident in student GEM work.</li><li>✓ Presentation and effort over time are consistent or improve.</li></ul>	<ul style="list-style-type: none"><li>★ Red pen (teachers/TAs)</li><li>★ Green pen (student RTM)</li><li>★ Mobile marking (teacher and TA)</li><li>★ Diagnostic marking grids</li><li>★ GEM resources</li></ul>





## The John of Gaunt School

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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

## 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.

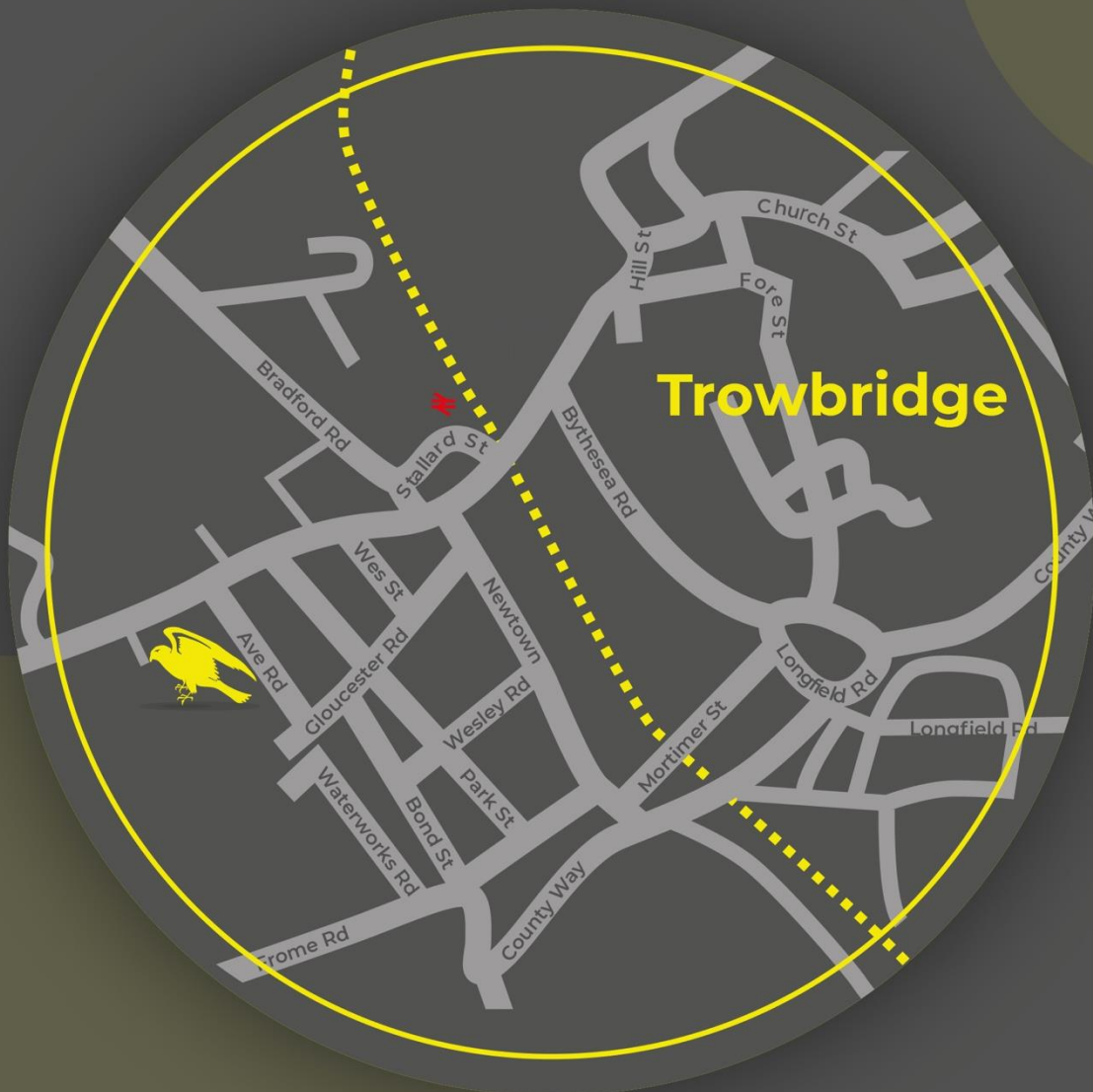




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