



APPLICANT INFORMATION PACK

Bordesley Green Girls' School & Sixth Form
Teacher of the Deaf

June 2026



Letter from Headteacher

June 2026

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 three 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 BGGSS 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**



**Teacher of the Deaf
MPS with SEN allowance (possible TLR), Full time, Permanent**

The Governing Body is currently looking to appoint a dynamic, pro-active and innovative Teacher of the Deaf to join our school in January 2027 or earlier if possible.

At Bordesley Green Girls' School, we provide high-quality professional development to all teachers at all stages of their career, and we ensure staff feel exceptionally well-supported to do their job well and feel valued as a team. We are a highly successful and popular school with a large Sixth Form and a very stable staff team.

The successful candidate will be fully committed to raising the achievements and expectations of students, curriculum innovation and deploying a wide range of teaching strategies to ensure that every student achieves their full potential and will have:

- Excellent interpersonal skills
- Be an outstanding teacher who inspires colleagues and students
- Have the energy, drive and commitment to make a real contribution to whole school
- Be confident in teaching deaf students

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)

An applicant information pack and an application form are available on our website at:
www.bordgrng.bham.sch.uk

Interested candidates should email their completed application form to HR@bordgrng.bham.sch.uk by the closing date: **12 noon on Tuesday 23rd June 2026**.

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.

Informal visits can be accommodated. Please contact via the Main School office on 0121 464 1881 to arrange this.

We regret that we are unable to accept CVs.

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.



Bordesley Green Girls' School and Sixth Form

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](#)



Bordesley Green Girls' School and Sixth Form





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

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 well above average category.



Outcomes at Key Stage 4

- Attainment 8 score of 49.8 (48.6 in 2024)
- 55.6% of all grades were grade 5 or above.
- 68% of all grades were at 9-4
- 44.8% of students achieved grade 5 or higher in both English and mathematics.
- 14.2 % of students were awarded the top grades 9–7 in English and mathematics.
- 25.3% of all grades were at 9-7

Outcomes at Key Stage 5

- 10% of A Level grades were awarded at A*–A
- 53% of BTEC Level 3 grades at Distinction* or Distinction.
- 60% of all grades were awarded overall at A*–C in all Level 3 qualifications
- 4 students have progressed onto studying medicine and dentistry including one student going on to studying at University of Cambridge

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 deaf 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. In addition, students may be withdrawn to the HRB for specialist pre/post tutoring, subject based interventions, speech and language developmental work and curriculum support.

We currently have 12 deaf students from year 7-12. All students have an EHCP for sensory needs. All have severe to profound hearing loss and have cochlear implant processors or hearing aids. 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). We use a total communication approach to adapt to each individual's needs, enabling them access to the curriculum.

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> as well as an information leaflet which is more current.



Job Description

Job Title:	Teacher of the Deaf
Salary:	MPS with SEN allowance (possible TLR)
Contract:	Full time, permanent
Post Purpose:	<p>To promote the general progress, attainment and well-being of individual students and of any class or group assigned to you, principally, but not exclusively, by teaching deaf students and as a form tutor.</p> <p>To raise achievement and aspirations of deaf students</p> <p>To meet the needs of the profession and deaf students</p>

- Promoting the published aims, objectives and policies of the school
- Demonstrating a commitment to the equal opportunities dimension of school life as it relates to the students' abilities and ethnic, linguistic and religious backgrounds
- Planning and preparing work for students assigned to you according to the school, LEA and NC statements
- Teaching, according to their educational needs, the students assigned to you, including the setting and marking of schoolwork and homework carried out by those students
- Assessing, recording and reporting on the development, progress and attainment achieved by those students assigned to you
- Communicating and consulting, in accordance with the schools' reporting policy, with the parents of the students for whom you have responsibility
- Participating in any arrangements within the agreed framework for the appraisal of performance
- Regularly reviewing methods of teaching and programmes of study to ensure the entitlement of students' work across the whole ability range
- Identifying and assisting in the preparation of resources and materials to support the teaching of students for whom you are responsible and for those students who need learning support
- Participating in arranging for your further training and professional development as a teacher
- Carrying out a share of supervisory duties in accordance with published rotas.
- Actively promoting the inter-relationship of the school and its community

Departmental Specific Duties

- Collaboration in the development of appropriate syllabuses and schemes of work
- Monitoring the application of the National, Birmingham and school curriculum in collaboration with other colleagues
- Preparing students for public examinations as required

To ensure effective teaching and learning by:

- To hold the mandatory TOD qualification
- To ensure that the special educational and communication needs of individual students are met within an inclusive environment that allows them access to the National Curriculum in accordance with the provisions of the Special Educational Needs Code of Practice Equality Act (2010).
- Teaching is carefully pitched to ensure deaf students are included and are effective contributors



- To deliver interventions to HRB students based on their individual needs
- To act as a role model of good classroom practice for other teachers, modelling effective strategies with them.
- To advise school staff on specific strategies and specialist equipment for individual pupils.
- To support mainstream colleagues to promote inclusive practices and to aid the effective teaching of deaf students.
- To contribute to the development of our deaf provision.
- To establish and maintain professional relationships with school, other services or agencies, parents and students to develop and sustain effective teaching and learning strategies for deaf students.
- To liaise with and include parents in the planning and reviewing of provision and ensure they are supported in their development as educators of their children. (EHCPs)

Assessment and Monitoring

- To carry out language assessments, monitoring, specialist teaching and programme planning for deaf students.
- To monitor and maintain records of teaching, meetings, planning and student progress.
- To advise on specialist equipment and specific strategies appropriate to individual students.
- To manage personal amplification systems and radio aid systems on a daily basis.
- To keep up to date audiology records for all deaf students.
- To work with the outside providers to support and develop individual programmes.
- To set realistic targets aimed at closing the attainment gap.

Training Research and Development

- To contribute to the development and production of specialist/differentiated resources for use with deaf students.
- To maintain professional awareness of current research and thinking on good practice in the education of deaf students' impairment and wider inclusion issues.
- To maintain a professional awareness of the published resources available for use with students.

Administration, Organisation and Management

- To produce records and reports as requested by the Senior Leadership Team.
- To contribute to the school and Provision Development Plans.
- To participate in meetings which relate to the development, administration or organisation of the provision.
- To lead on Annual Review meetings and submit the required paperwork to Senar in a timely manner

To ensure effective assessment and evaluation by:

- setting targets for improving students' achievement and securing progress through using appropriate teaching strategies
- using SISRA to set subject specific targets, give targeted support and keep records of progress.

To involve parents and the local community by:

- informing parents through oral and written reports of their children's attainment, progress and development and giving relevant advice;
- contact parents if a child's progress is less than expected and responding to all communications from parents,
- providing opportunities to develop students' understanding by relating their learning to real and work-related examples;



- liaising with agencies responsible for students' welfare- NDCS, BID, SENSORY SUPPORT SERVICES, DEAF CAMHS, AUDIOLOGY CLINICS

To develop self and support the development of teams by:

- setting a good example to the students in presentation and personal conduct and meet Teachers standards;
- evaluating their own teaching critically and using this to improve effectiveness
- implementing school policies
- establishing effective working relationships with professional colleagues and support staff;
- participating in staff through Performance Management arrangements and using the process as an aid to development;
- deploying support staff and other adults effectively in the classroom, involving them in the planning and management of students' learning;
- attending calendared meetings, contributing to discussions and implementing agreed actions
- participating in training and professional development in line with the school's policy.

To ensure that resources are used effectively by:

- selecting and making good use of textbooks, ICT and other learning resources which enable teaching objectives to be met

General duties are to:

- attend assemblies and ensure deaf students can access content by use of BSL/SSE or other communication methods;
- promote the general progress, well-being and social, cultural, spiritual and moral development of students at the school;
- provide support and guidance to students on educational and social matters;
- fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document;
- carry out duties and responsibilities necessary for the smooth running of the school, as required by the Head Teacher

As a Form Tutor (When required to act as one):

- To keep an accurate and up to date register
- To keep a general eye on the personal appearance and behaviour of your form. Insist on a reasonable standard
- To check and initial homework diaries regularly
- To monitor the progress of your Tutor Group. Alert the appropriate staff if students require attention, help or guidance from somebody other than yourself. When contacting parents or any other outside agency to do so through the specified KS Office or member of the Senior Management Team

Line Management

- Responsibility for teaching and resource use through the Head of Department to Assistant Head
- Responsibility for use and acquisition of material resources through the Head of Department
- Responsibility for pastoral and tutorial matters responsible to the Head of Key Stage, the Deputy and the Headteacher



- Taking responsibility for the supervision of persons providing support in your classroom

School Ethos

- To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students to follow this example
- Support the school in meeting its legal requirements
- Promote actively the school's corporate policies
- Comply with the school's health and safety policy and undertake risk assessments as appropriate
- To be a leading professional in every way and provide a role model in terms of effectiveness and standards
- Adhere to the BGGGS Code of Conduct for Teacher.

Safeguarding Statement

BGGGS 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.

This job description defines the responsibilities of the postholder in addition to those outlined in the School Teachers' Pay and Conditions Document (STPCD). Whilst every effort has been made to explain the main duties of the post, each individual task undertaken may not be identified.



Person Specification for Teacher of the Deaf

CRITERIA	ESSENTIAL	DESIRABLE
<p>Experience (Relevant work and other experience)</p>	<ul style="list-style-type: none"> ▪ Experience of teaching/supporting deaf children and young people in a variety of settings. ▪ Experience of teaching /supporting across more than one Key Stage ▪ Experience of multi-agency working ▪ Experience of working with parents. ▪ Experience of delivering effective in-house training. ▪ Experience of the Annual Review Process ▪ Experience of evaluating students language needs by using language assessments ▪ Experience of implementing interventions 	<ul style="list-style-type: none"> ▪ Some experience of teaching deaf students in early years/primary setting.
<p>Skills, Abilities and Knowledge</p>	<ul style="list-style-type: none"> ▪ Excellent teaching skills ▪ The ability to both work within a team and manage own work responsibilities ▪ Excellent written and verbal communication skills, plus the ability to chair meetings effectively ▪ Excellent organisational skills ▪ To be able to test the hearing aids/processors ▪ The ability to use a test box. ▪ Working knowledge of current amplification systems. ▪ Knowledge about the impact a pupil's hearing impairment can have on all aspects of teaching and learning as well as on social and emotional development. ▪ Good understanding of language development and the different approaches that can be used with hearing impaired children. ▪ Knowledge of the NDCS quality standards for support services and special provisions for delivering the curriculum to deaf pupils. 	<ul style="list-style-type: none"> ▪ A good range of IT skills ▪ Experience in the use of Virtual Learning Environments ▪ Knowledge of a range of alternative methods of communication. BSL, SSE,
<p>Training</p>	<ul style="list-style-type: none"> ▪ Demonstrable commitment to the continuing professional development of self and others 	<ul style="list-style-type: none"> ▪ Previous training relevant to the post
<p>Education/Qualifications</p>	<ul style="list-style-type: none"> ▪ Qualified teacher status or equivalent evidence of educational qualifications 	<ul style="list-style-type: none"> ▪ B.S.L Level 2 or higher



<p>N.B. Full regard must be paid to overseas qualifications</p>	<ul style="list-style-type: none"> ▪ Holds the mandatory qualification as a Teacher of the Deaf (MEd, Post Graduate Advanced Diploma) ▪ B.S.L at minimum level 1 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> ▪ Flexible and adaptable attitude to working with students of all ages and abilities ▪ Ability to work as a member of a team and independently ▪ Ability to cope positively with change ▪ A commitment to equality and opportunity in a modern, multi-cultural society 	
<p>Other</p>	<ul style="list-style-type: none"> ▪ Willingness to lead subject-related extra-curricular visits and activities ▪ Commitment to student centred learning and equal opportunities ▪ Flexible approach to work ▪ Full enhanced DBS clearance 	

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.