



2025/2026

Applicant Information Pack



Letter from Headteacher

Dear applicant,

Thank you for your interest in applying for a position at Hodge Hill Girls' School.

Found in the heart of the Hodge Hill community, the school is committed to approximately 750 pupils. Having strong community values; we know, and care for each pupil as individuals.

Hodge Hill Girls' School is a comprehensive, 11-16, secondary school located in the heart of the Hodge Hill community. We pride ourselves with having a committed, supportive, and talented staff body. This works in conjunction with a dynamic and encouraging Governing Body, who constitute a broad range of experience and interest.

We strive to meet the needs of each member of our school community, celebrating diversity and always striving for equality in our school family and the wider world. Our ethos encourages mutual respect and support to enable every pupil to make the greatest personal, social and academic progress during their time with us, preparing them for successful careers and fulfilling lives.

Hodge Hill Girls' School was inspected by Ofsted in March 2022 and received a 'Good' rating. Despite the challenges of the pandemic faced by staff, pupils, parents, and governors, Hodge Hill Girls' School has maintained its effective standard of being 'good' educators to the next generation. The report refers to how 'pupils value the education they receive at Hodge Hill Girls' School', with the firm stance that we are 'educating tomorrow's women today'.

- *"Staff promote pupils' personal development exceptionally well. Staff help pupils to develop positive characteristics and to have high aspirations. Careers education is very effective, and pupils are well prepared for life in modern Britain."*
- *"Leaders and the majority of staff have high expectations of pupils. Teachers help pupils to develop their knowledge and understanding through the many opportunities available to them. The school is 'educating tomorrow's women today'."*
- *"Pupils value the education they receive at Hodge Hill Girls' School. They appreciate how their experiences prepare them for future learning and adult life. They clearly understand the purpose of their education."*

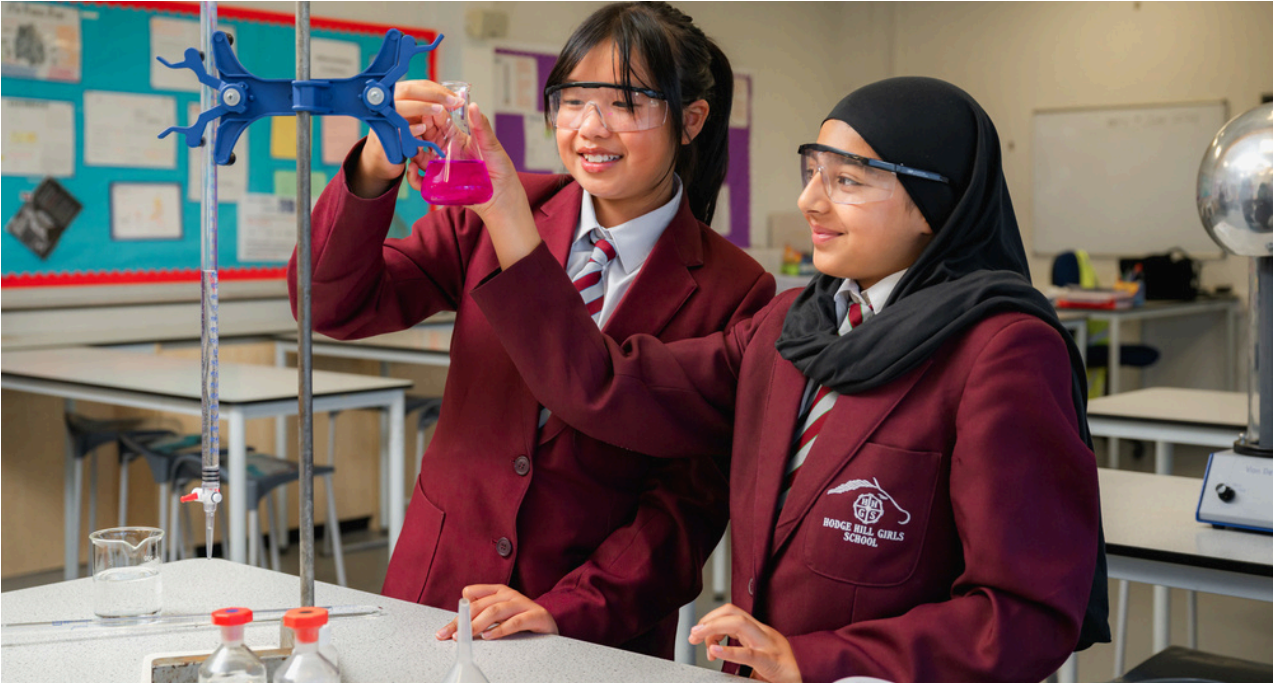
We take satisfaction in providing the best care possible to each student. We work with feeder schools on establishing SEND provisions for those in need of extra support, with a team of teaching assistants trained and informed to support wider pupil needs.

Please feel welcome to arrange a visit to sense the community feel the school has created for pupils and staff.

Mrs S Adu
Headteacher



Our Mission



'EDUCATING TOMORROW'S WOMEN TODAY'

As a small school, we know and care for every child. We genuinely value and strive to enhance working partnerships with our families and our local community, knowing that in those partnerships lies our greatest strength and best hope of raising the achievement and aspirations of all our children to ensure that we really are "educating tomorrow's women today". Our aim is to ensure that the students at our school are all well-rounded individuals, not just academically but also strong in character, confidence and embrace British values.

Our aim is pupils, families, staff and governors working together in partnership to help every pupil make expected progress, to help many pupils make better than expected progress and to help some pupils to make exceptional progress by:

- Ensuring pupils attend for a minimum of 96%.
- Rewarding personal endeavours and community commitment.
- Helping pupils overcome challenges in their work and behaviour.
- Supporting physical health and emotional resilience.
- Developing teaching and curriculum for high quality learning.
- Developing the site, building and resources for best value learning.

PRIDE Values



Partnerships

We value each member of our school community, and work in partnership to achieve the best outcomes.



Respect

We demonstrate respect for ourselves and others through our words and actions, we extend this respect to our environment.



Inspiration

We are inspired to make positive contributions to both ourselves and the wider community in our daily lives. Additionally, we actively seek to challenge ourselves and achieve our highest potential.



Determination

We display determination and resilience, persisting even in challenging circumstances. We embrace risks and rise to challenges with resolve.



Excellence

We pursue excellence by upholding high standards in all aspects of what we do. Our actions, words, attire, and outcomes reflect our professional approach.

Success and Opportunities



We are determined to bring success and opportunities as we go the extra mile for our pupils. Using our school values as a guide, we have many opportunities which will help your child develop resilience, independence and the personal qualities, skills and attributes needed for a successful life beyond Hodge Hill Girls' School.

There are so many wonderful opportunities for pupils to develop their skills, character and personal qualities. Alongside learning within and beyond the classroom through enrichment opportunities many girls become School Council Representatives/House Leaders/House Captains, Librarians, Peer Mentors, Sports Leaders, and UNICEF Ambassadors.

CAREERS

Hodge Hill Girls' School is recognised by the Careers Mark Standard for excellent career related learning. Our intention is that pupils leave their secondary school experience with a careers education which has helped to; raise aspirations, provide skills to achieve full potential, and to provide the opportunity to experience different career pathways.

The school has a specified careers curriculum programme in place which delivers employability and work-related learning skills, this covers all pupils from Years 7-11. This is in addition to the many careers linked activities which take place throughout the academic year.

It is our goal that our pupils leave with the knowledge to make informed choices about their future.

Why Work Here?



As an employee of Hodge Hill Girls' School, you will be joining a friendly, personable team of staff. We provide staff with all the tools necessary for success. This includes the use of a school laptop, a well-equipped staff room, and bi-weekly briefings to remain up to date with all necessary key dates and news across the year. We encourage development of staff through a yearly appraisal system and personal development targets, as well as CPD opportunities within and outside of our school.

The school is ever-improving with new facilities, ensuring that pupils have the best educational experience during their time with us. We house fantastic facilities for different subject departments, and a wider school body. This includes two spacious gymnasiums for PE lessons and sports events, a drama studio, IT suites, modern design technology spaces fit for pupil learning and practical lessons, and vibrant outdoor spaces for pupils to relax and enjoy time with friends.

More recently, we have renovated our school library to house a sophisticated, bright, pupil-friendly environment. Not only can this space be used as a library but the interactive boards and computers make use of an additional teaching space within the library!

At Hodge Hill Girls' School we believe that pupils should be given a varied range of opportunities to develop and practise leadership skills in preparation for life beyond school. Many student leadership activities will focus on supporting the quality of teaching and learning in the classroom whilst also reinforcing the school's ethos to create a climate for great learning, success and opportunity. Through trying new things, finding solutions and embracing responsibility our leaders ensure the voice of the students are heard.

How to Apply?

All applications must be made through the school website under [Vacancies](#), or the Birmingham City Council vacancies website.

Please note we do not accept CV's; applications will only be considered if received on a Birmingham City Council application form.

Application packs are available from: <https://www.hrforschools.org.uk/directory/4/current-vacancies> or from our school website.

Candidates shortlisted for interviews will be required to bring to the interview: proof of ID, qualifications and their right to work in the UK. The post is subject to the agreed terms and conditions which will be laid out in the letter of appointment and individual contract.

Hodge Hill Girls' School is committed to being an equal opportunities employer. To enable us to make any reasonable adjustments, please let us know at the application stage if you have any specific requirements.

Hodge Hill Girls' School is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. Any person offered a position of appointment will be required to complete an enhanced DBS disclosure check.

For informal enquiries or to arrange a pre-application visit please contact Natasha Panton, HR Assistant via email: HR@hodgehgs.bham.sch.uk



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

Bromford Road, Hodge Hill, B36 8EY

Telephone: 0121 464 3094

Email: enquiry@hodgehgs.bham.sch.uk

www.hodgehgs.bham.sch.uk



[hodgehillgirls](#)

Higher Level Teaching Assistant

Job Description

Grade: GRC – *Subject to Job Evaluation*

1. **Job Purpose**

- 1.1 To support teaching staff in the development and education of children
- 1.2 including the provision of specialist skills and knowledge at an advanced level across a range of disciplines
- 1.3 To support teaching staff in the development and education of children including taking management responsibilities for other teaching assistants.

2. **Key Responsibilities**

- 2.1 Advanced Practitioner- To undertake the duties of a teaching assistant level 3 and in addition undertake all or most of the following as agreed with teaching staff and with minimum supervision
- 2.2 Support for Pupils
 - 2.2.1 Use specialist skills to meet the intellectual, physical, social and emotional needs of pupils.
 - 2.2.2 Assess the needs of pupils and contribute to the development of Individual Education Plans.
 - 2.2.3 Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority
- 2.3 Support for Teachers- Assist designated teacher(s) with the teacher's responsibilities for planning and teaching the agreed curriculum, and, at the teacher's direction, specifically to
 - 2.3.1 Implement and evaluate specific curriculum plans and activities prepared by the teacher to meet individual needs of pupils
 - 2.3.2 Contribute to curriculum planning
 - 2.3.3 Organise and manage learning sessions with specified groups of pupils
 - 2.3.4 Monitor and assess specified individuals and groups of pupils in accordance with the monitoring and assessment arrangements for the school
 - 2.3.5 Provide information and reports as required on the achievement and progress of pupils
 - 2.3.6 In an emergency, on a short-term basis, supervise the class until the teacher returns or alternative arrangements are made
 - 2.3.7 A HLTA can be expected to take up to 6 per week (or 60%) whole class specified work sessions. Specified work includes planning, delivery and assessment of a lesson. HLTAs will be under the direction of teachers. As HLTAs are working with

whole classes more, it enables the teachers to use their higher level pedagogical skills to work with individuals or groups of children who most need complex, high level strategies and quality of teaching.

- 2.3.8 Work with parents to enhance pupils' learning and development including taking the lead role in home visits if required.
- 2.3.9 Supervise and support the work of other teaching assistants in the class
- 2.4 Support for the school
 - 2.4.1 Lead for whole school in a designated specialist area and share expertise and skills with others
 - 2.4.2 Contribute to the identification and planning of out of school learning activities to consolidate and extend work carried out in class.
 - 2.4.3 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
 - 2.4.4 To ensure all tasks are carried out with due regard to Health and Safety
- 2.5 To adhere to the ethos of the school
 - 2.5.1 To promote the agreed vision and aims of the school
 - 2.5.2 To set an example of personal integrity and professionalism
 - 2.5.3 Attendance at appropriate staff meetings and parents evenings
- 2.6 Any other duties as commensurate within the grade in order to ensure the smooth running of the school
- 3. Duties and Responsibilities –Management role. In addition to the duties normally expected of a teaching assistant, this role will encompass the day to day management of Teaching Assistants within the school.
 - 3.1.1 Assist in the development and implementation of policies relating to Teaching Assistants
 - 3.1.2 Manage the performance of both individuals and teams of staff including responsibility for staff development
 - 3.1.3 Contribute to the process for the recruitment of Teaching Assistants
 - 3.1.4 Undertake the deployment of staff in line with school requirements
 - 3.1.5 Advise the management team on any issues affecting the Teaching Assistants
 - 3.1.6 Manage the use of physical resources
 - 3.1.7 Plan and implement organisational operations
 - 3.1.8 Support Teaching Assistants students in school settings.

4. **Supervision Received**

4.1 Supervising Officer's Job Title:

4.2

4.3 Level of supervision:

1. ~~Regularly supervised with work checked by supervisor~~
2. ~~Left to work within establishment guidelines subject to scrutiny by supervisor~~
3. Plan own work to ensure the meeting of defined objectives

5. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

6. **Special Conditions**

6.1 None

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	NVQ level 3 or equivalent plus appropriate experience	AF/C
	Requires the possession of Literacy and Numeracy at Level 2 or higher.	AF/C
Experience Relevant work and other experience	Minimum of 2 years' experience as a teaching assistant, within the last 5 years	AF/I
Skills & Ability e.g. written communication skills,	*Delete if not applicable	AF/I

dealing with the public etc.	*An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016	AF/I
		AF/I
	Understanding of strategies for teaching and learning	
	Understanding of the national curriculum	AF/I
	Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting	AF/I
		AF/I
	Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes	AF/I
	Ability to contribute to planning and preparation of lessons and teaching materials	AF/I
	Ability to contribute to assessment and monitoring of pupil progress	AF/I
	Good communication and interpersonal skills	AF/I
	Good organisational and time management skills	AF/I
	Ability to work collaboratively with teachers and others	
Ability to supervise others effectively, as required		
Ability to take responsibility and work with autonomy within set boundaries		
Training	Willingness to undertake further professional training as appropriate	AF/I
Other		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.

People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.

At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.

We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up

our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.