



THE
MALLING
SCHOOL

The Malling School

Recruitment Pack

PE Cover Supervisor



The Malling School

Beech Road

East Malling

Kent

ME19 6DH

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Letter from John Vennart – Headteacher

Dear applicant,

Thank you for expressing an interest in a position at The Malling School. I hope this letter, along with the other documentation you find in the application pack and on our website, will encourage you to make an application.

It was a real privilege to be appointed as the new Headteacher of The Malling School in September 2018. Students, parents and staff are extremely proud of our school and the work that we do. The Malling School is a happy and caring place for young people to learn. We have fantastic facilities and an extremely talented team who are fully committed to our students. All our staff have the highest aspirations for our students and encourage them to have the confidence to believe in themselves.

We are fully committed to developing our staff at The Malling School. We have a very open and supportive strategy to improve teaching and learning. All teaching staff have regular developmental learning walks every term. Strengths and areas to develop are discussed in termly one to one meetings with line managers. We have no formal observations or grading of lessons and invest our training time into the long-term progress of all our teachers. Our strategy to improve outcomes for our students is not through short term unsustainable Y11 intervention but through continuing to improve our daily practice in every classroom for every year group. We aim to make every lesson count by challenging our students, planning carefully for misconceptions and teaching to the top.

We have a strong behaviour for learning policy at our school. All staff receive regular informal behaviour for learning training to ensure we are consistent in our application of the policy. Students are very clear around our high expectations of behaviour and attitude in every classroom. The key to the success of the policy is the proactive targeting of poor work ethic and low-level disruption by every teacher. Students that slow down the pace of learning are transferred by our senior leaders. All transfers from lessons are monitored and escalating sanctions and support are put in place for students that receive repeated transfers. We have an excellent behaviour hub that has been created to ensure that consistent support and sanctions are applied across all houses.

The leadership team ensures that all our improvement strategies are clearly communicated to staff, effectively piloted, evaluated and well thought through. Our key principle when introducing any new initiative is to ensure that there is no unnecessary workload and that it has a high impact on student progress. Staff and student well-being are extremely important to us at The Malling School and are a major part of our School Improvement Plan.

Our key work over the next two years is to improve outcomes of our students continuing to ensure that our school is a happy and caring place for young people to learn.

Please take some time to look at our website and get a feel for the kind of school we are, as we believe that fitting in with our philosophy is essential for you to be happy working at our school.

Thank you for taking an interest in our school and I hope that I have the opportunity to meet you soon.

Yours sincerely



John Vennart
Headteacher

The Malling School

A mixed 11-19 co-educational High School of 900 pupils serving the historic market town of West Malling and surrounding villages. The school is set in pleasant rural surroundings and has its own lake and extensive grounds. It was completely re-built in September 2007 and therefore has outstanding facilities.

West Malling is close to the county town of Maidstone and has excellent rail links to London and Ashford International (for the Continent).

This is an exciting time to be joining the staff of The Malling School.

Our school is increasingly becoming the first choice school for parents. As a result we are currently oversubscribed. We have robust behavioural systems and Developmental Learning Walks, rather than formal observations. All of which allow a teacher to flourish and do what they do best – teach!

We provide a very supportive environment in which staff can further develop their skills and we ensure every new member of staff has access to a trained coach. With close teams of teachers and non-teachers working together we take a collaborative approach to school improvement and have a shared aim of providing the very best education for our pupils.

We offer an extensive and individualised training programme tailored around training needs identified by our staff. We encourage staff to take calculated risks in striving to be the very best and will never stifle innovation. Our philosophy is one where leaders are trusted to lead and teachers trusted to teach.

Extract from Safeguarding Policy

Introduction and Ethos

The Malling School is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. The Malling School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.

The Malling School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school core safeguarding principles are:

- That schools are an important part of the wider safeguarding system for children.
- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

Job Description

Job Title: PE Cover Supervisor

Grade: KR5

30 hours per week Term time only

Responsible to: Cover Manager/MIS Manager

Purpose of the job

To provide high quality physical education teaching across the school in partnership with teaching assistants and to work closely with other organisations to provide extra-curricular P.E. activities. To take a lead role in P.E activities both within school and in association with external agencies where directed by the head of department.

To supervise whole classes during short-term absence of teachers. Cover supervisors will give instructions for a lesson as provided for by a teacher. The cover supervisor will ensure the good behaviour of the pupils and make sure the pupils engage in the learning activity. The post holder will be required to respond to pupil's general questions and provide feedback to the teacher on broad issues such as behaviour but will not be expected to undertake any planning, preparation, delivery or assessment of pupil's progress and/or development.

KEY RESPONSIBILITIES

- To take responsibility for planning and implementing appropriate work programmes for children within allocated PE timetable following the P.E. curriculum across the school.
- To provide extra-curricular activities in partnership with other teachers within the school and external providers.
- To work closely with colleagues to undertake medium- and short-term planning and the implementation of schemes of work.
- To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies.
- Have sole responsibility for the pupils in the classroom ensuring the objectives, set by the teacher in the learning plan, are achieved by the pupils within a safe and secure environment, ensuring good behaviour at all times.
- Be responsible for a class of approx. 30 pupils; giving clear instructions for the lesson provided by the teacher ensuring that learning outcomes are achieved.
- To inform, persuade and negotiate with pupils and provide feedback to other professionals and parents as required.
- Supervise pupils engaged in learning activities to ensure that the learning objectives set by the teacher are achieved also ensuring inclusion and acceptance of all pupils within the classroom in order to promote equal opportunities.
- Act as a role model and set high expectations of conduct to ensure that good behaviour is maintained.

- Keep appropriate records, as agreed with the teacher, to enable objective and accurate feedback to the teacher and pupils on the conduct of the lessons.
- Support the use of ICT and other equipment and materials to enable pupils to achieve the learning objectives set by the teacher.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting any concerns to the appropriate person, to maintain a safe and secure learning environment for pupils.

General

- To work within the PE department as directed by the head of department to assist in delivering a broad, balanced and knowledge rich curriculum.
- Assist with other administrative duties as directed by the Cover Manager or MIS Manager to ensure that the school runs effectively and efficiently.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting any concerns to the appropriate person.
- Participate in training and other learning activities as required and attend relevant meetings to ensure own continuing professional development. Support with any other administrative duties as necessary to ensure the smooth running of the school.

Health & Safety

- To promote and comply with the school's policies on Equal Opportunities and Health and Safety both in the delivery of services and the treatment of others.

Safeguarding

The Malling School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by The Malling School. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Child Protection Officer.

This job description reflects the policies agreed by the Governors. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time. This job description will be reviewed regularly and is an integral part of the appraisal and line management process.

Person Specification

	CRITERIA
EXPERIENCE	<ul style="list-style-type: none"> • Recent successful teaching experience • Proven experience of teaching high quality P.E. lessons • Proven experience of high standards of practice
SKILLS, ABILITIES & KNOWLEDGE	<ul style="list-style-type: none"> • A passion for teaching and learning and for improving outcomes for children. • Evidence of a commitment to excellence and the maximising personal achievements for all pupils. • Evidence of a clear view about the future development of the P.E. curriculum and an ability to manage change. • An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning of each child. • Evidence of the ability to successfully organise the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment. • Evidence of good general knowledge of the requirements of the Curriculum. • Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment. • Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school. • Evidence of the ability to model and maintain positive behaviour throughout the school. • Evidence of knowledge and understanding of the range of needs of children with communication, interaction, speech and language requirements and the implications for their learning. • Good interpersonal skills and the ability to work as a member of a team, develop, and maintain good relations with all members of the school community. To work co-operatively with relevant agencies as required. • An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care. • Ability to communicate clearly both orally and in writing with pupils, parents/carers and colleagues. • Evidence of a commitment to an equal opportunities policy and an understanding of its effective operation within a school.

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

All completed application forms must be submitted via the TES or Kent Teach website or sent either electronically to HR@themallingschool.kent.sch.uk or by post to the following address:

HR Team
The Malling School
Beech Road
East Malling
Kent
ME19 6DH

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed and provided with full details of the interview programme. If you have not heard from us within four weeks of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK.
- Photo ID

Conditional Offer

Any offer of employment will be conditional upon the following:

- Verification of right to work in the UK.
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Satisfactory completion of a Health Assessment
- Satisfactory completion of six-month probation period (where relevant)
- Satisfactory checks, as may be required in accordance with statutory guidance, if you have worked or been resident overseas in the previous five years.

Retention of information

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.