



PUTTING PROGRESS FIRST

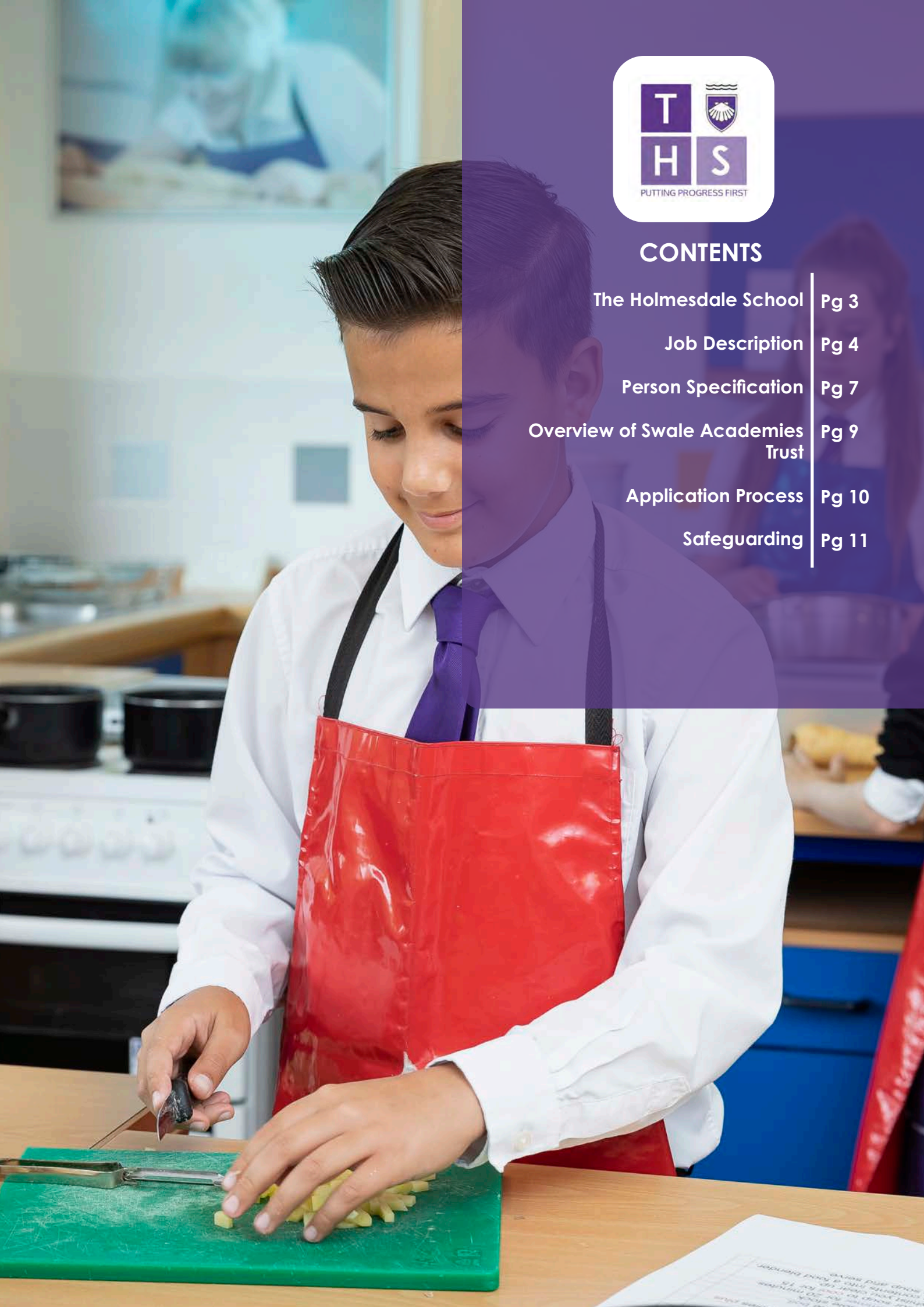
THE
HOLMESDALE
SCHOOL

Cover Supervisor
INFORMATION



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Dear Applicant

Thank you for expressing an interest in the advertised Cover Supervisor post. We hope you will take a look at the information enclosed with this letter and, should you wish, visit our school prior to applying.

I have recently joined the school as Head of School and look forward to taking the school from being in a category to good. I am an experienced school leader who has supported a range of schools within Swale Academies Trust to improve Ofsted grading. To achieve this we ensured that expectations were high and we prioritised support and development for teachers and are proud of the fact that teachers there have become recognised experts in their fields and have gone on to support other schools and departments.

The Holmesdale School is a small school with excellent facilities and a new dynamic leadership team that is already driving up standards. Pupils are keen to learn, come to school regularly and are rarely late. The school has a staff body that are committed to improvement and are keen to welcome new teachers into their team. This school provides an exciting opportunity for teaching professionals to make a significant difference to pupils lives and also to develop their own career.

At The Holmesdale School, we recognise that there is much work to be done and we are now working with the Swale Academies Trust to rapidly improve the progress of pupils. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. Swale Academies Trust consists of a group of fifteen primary and secondary schools based in Kent and East Sussex. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

The successful applicants will therefore join a large dynamic organisation that puts learning at the centre of all that we do. At the heart of our desire to improve is a relentless drive to ensure that students make exceptional levels of progress. We therefore seek well-qualified, highly skilled, and enthusiastic leaders, who have the highest of expectations of both themselves, the staff and the students in their classes. We want leaders who enjoy working with a diverse staff and young people of all abilities and differing needs. If you became part of our team we believe we could offer you a number of benefits. You would become part of something unique and successful and we can offer an exceptional package of professional development, ranging from a Master's Degree, an improving leadership programme, and support for aspiring heads to obtain the NPQH qualification.

We want to appoint teachers of the highest calibre and realise that we also have to offer a substantial remuneration package, including enhancements for working in a challenging context. Finally, should you join us, you will be working alongside Swale Academies Trust. Swale Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check and references.

As a Trust dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

We very much look forward to receiving your application.

Yours faithfully

Yours faithfully



Mr Lee Downey
Acting Head of School

JOB DESCRIPTION



Job Title: Cover Supervisor
Grade: SAT 5
Responsible to: Headteacher / Head of School

Job Purpose

- Working under guidance: implement work programmes for individuals / groups which could include those requiring detailed and specialist knowledge in particular areas. To assist in the whole planning cycle and the management / preparation of resources.
- To work with the teacher to establish an appropriate learning environment.
- To work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- To monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives and provide feedback to pupils in relation to progress and achievement.

Classroom Preparation

- Set out learning resources in line with the preparation requirements provided, normally by the teacher.
- Check the availability and location of safety equipment in the learning environment.
- Report shortages of learning materials to the teacher.
- Encourage pupils to return materials to the appropriate place after use and to dispose of wastes in a safe and tidy manner.
- Check the condition of learning resources and materials after use.
- Bring any damage or losses to learning resources and materials to the attention of the teacher as soon as practicable.
- Check the availability of the required ICT equipment, including accessories and consumables and promptly inform the teacher of any problems with obtaining the equipment needed.

Classroom Records

- Complete basic records accurately and legibly with the details specified by the teacher (e.g. word).
- Comply with the school requirements for storage and security of pupil records at all times.
- Make sure that information for the school office is collected, collated and passed on as promptly as possible.
- Maintain confidentiality according to organisational and legal requirements.
- Ensure detailed records of pupils' progress are kept up to date and available for SENCO / class-teacher.

Working with pupils

- Provide the pupil with the level and type of individual attention specified by the teacher.
- Work to build a good relationship with the pupil.
- Encourage the pupil to take responsibility for their own behaviour and to act independently.
- Interact with the pupil in a manner appropriate to the pupil's communication and interaction skills.
- Provide comfort and immediate care for minor accidents, upsets and ailments and report serious problems to the relevant people.

JOB DESCRIPTION



Working with pupils (Continued)

- Recognise uncharacteristic behaviour patterns in the pupil and report these promptly to the relevant people.
- Encourage and reinforce positive interactions between pupils.
- Encourage groups to work together to comply with behaviour targets they have been set.
- Consistently demonstrate respect for the rights of others in interactions with pupils and other adults.
- Monitor the group's behaviour attentively enough to spot any signs of conflict or dangerous actions at an early stage and report to relevant people.
- Respond to conflict situations and incidents of anti-social behaviour in line with school policies and within the scope of responsibilities of role.

Support for Colleagues

- Provide consistent and effective support for colleagues in line with the requirements and responsibilities of the role.
- Communicate openly and honestly with colleagues.
- Keep colleagues informed about aspects of work and schedule which may affect the support that can be offered to them.

Cover Supervision

- Supervise whole classes and groups of pupils on occasion, during the short-term absence of teachers.
- Supervise work that has been set in accordance with school policy.
- Managing the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment.
- Deal with any questions from pupils about process and procedures.
- Deal with any immediate problems or emergencies according to the school's policies and procedures.
- Collect any completed work after the lesson and return it to the class teacher.
- Report back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class.

Personal Development

- Maintain an up to date understanding of the requirements of the role and responsibilities.
- Undertake appraisal / performance review.
- Undertake agreed development actions conscientiously and within the required timescale.
- Make effective use of the development support available.

JOB DESCRIPTION



Support literacy and numeracy activities in the classroom

- Obtain up to date information from the teacher on:
 - the learning objectives of the activity;
 - the types of support you are to give;
 - the teacher's expectations of the pupil's current literacy or numeracy skills as appropriate.
- Offer the required types of support as and when needed by the pupil.
- Implement programmes of work devised by SENCO / outside agencies and take responsibility for reporting progress and attainment to class teachers. Implement agreed paramedical and speech therapy programmes.
- Give encouragement and feedback using appropriate mathematical language and vocabulary which the pupil is likely to understand.
- Provide the teacher with relevant feedback on the progress of the activity and the pupil's response to it.
- Be conversant with basic ICT skills

Compliance

- Ensure compliance to Trust policies and procedures, legislation, directives and promote best practice.

General

- Take responsibility for personal continuing professional development and remain up to date with the latest human resources legislation and best practice and the impact of this on the service provided by the team.
- Maintain knowledge of safeguarding children and ensure that the principles of safeguarding are considered and included in the work of the team and your personal practice. To ensure that any safeguarding concerns arising are reported immediately to the appropriate person / body.
- Actively promote the Swale Academies Trust and schools' equality objectives and ensure that the principles of equal opportunity and promoting diversity are considered and included in the work of the team and your personal practice.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust services.

PERSON SPECIFICATION



	CRITERIA	ESSENTIAL/ DESIRABLE
Qualifications and Experience	Good standard of basic education.	E
	NVQ Level 2 in relevant qualification or equivalent experience.	E
	Numeracy / Literacy qualification.	D
	NVQ Level 3 in Teaching and Learning or willingness to undertake this qualification.	D
	Previous experience of working with young people in a school environment.	E
	Supervising group work.	D
	Supporting students with special educational needs.	D
	Knowledge of ICT and experience of using whiteboards.	D
	Ability to complete administration tasks including recording and monitoring attendance.	D
Personal and Interpersonal	Ability to communicate effectively to students and members of staff; covering classes from Year 7 to Year 11 with varying ranges of ability.	E
	Ability to work unsupervised.	E
	Ability to respond flexibly to a diverse range of situations and needs.	E
	Ability to resolve conflict.	E
	Empathic and sensitive to students needs.	E
	Good interpersonal skills.	E
	Good listening skills.	E
	Effective team player.	E
	Hardworking, committed, personable, cheerful, discreet and confident.	E
	Tactful and diplomatic.	E
Commitment to equal opportunities.	E	
Special Skills and Aptitudes	Ability to take sole charge of a class of students in an orderly and controlled manner.	E
	Ability to clearly instruct and provide guidance to students.	E
	Ability to safely manage classroom activities set by the class teacher.	E

PERSON SPECIFICATION



	CRITERIA	ESSENTIAL/ DESIRABLE
Special Skills and Aptitudes (Cont.)	Excellent interpersonal skills.	E
	Ability to work independently and as part of a team.	E
	Ability to use own initiative with an "I can do" attitude to meet the challenging demands of the role.	E
	Be responsible for the physical learning space and resources of the students.	E
	Understand and be able to use a wide range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs.	E
	Having the ability to maintain a confident and innovative approach to the role.	E
	Ability to be confident and flexible in terms of varying subjects.	E
	Flexible approach to working patterns and unexpected changes of circumstance.	E
Staff Development	Willingness to participate in further training and development opportunities.	E
Child Protection	A commitment to the responsibility of safeguarding and promoting the welfare of young people.	E
	Enhanced DBS disclosure (to be completed by preferred candidate following interview).	E
	Willingness to undertake Child Protection training when required.	E



Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges. The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Eastbourne
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building / Estate Management

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.

Application forms can be found on the Kent-Teach website and all electronic applications should be made via this route. Alternatively, completed forms can be sent by post to the following address:

Louise Bates
The Holmesdale School
Malling Road
Snodland
ME6 5HS

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 10 working days 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
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to 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, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

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.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>



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