



# Hurstmere School

## Candidate Briefing Pack Cover Supervisor





# Welcome to The Howard Academy Trust

As a Trust, we currently comprise of 8 schools, across the South East. We currently have 4 secondary schools and 4 primary schools. We have future growth plans as a Multi Academy Trust with major projects taking place across the organisation.

Our overarching aim and vision for our member schools is “working together to create a community of successful learners”. In doing this, we will deliver an outstanding education for the children and young people who attend our academies. We endeavour to ensure that all our pupils have access to the highest standards of teaching, resources and opportunities. The Trust’s role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Both Temple Mill Primary School and Waterfront UTC joined the Trust as sponsored academies and have moved from Special Measures to a Good school on their first inspection. Our schools serve their own community, and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

**Owen McColgan**  
Chief Executive  
The Howard Academy Trust





## *Working together to build a community of successful learners*

### Vision and Values

Learning and growth are at the heart of The Howard Academy Trust ethos. We strongly advocate that all members of our community have the opportunity to become the very best that they can be. We recognise and value the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where all can thrive.

This is achieved through:

**Excellent teaching and learning that promotes inclusivity;**

Regular opportunities for collaborative CPD to ensure best practice across academies;

**A proactive network for joint working across academies, for staff at various career stages;**

The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;

**The unique character of each academy is valued and contributes to the THAT whole Trust ethos;**

Shared whole Trust values of dignity, respect and ambition;

**High aspirations for all involved with the Trust and a solutions led approach;**

Each academy is a hub for its local community and families;

**Facing outwards and working in collaboration with other organisations and stakeholders;**

A centralised team that allows academies leaders to focus on their core purpose of education.



### Strategic Priorities

Continuously improving the quality of provision of all our academies and enhance pupil outcomes across the Trust.

Provide excellent teaching and learning that promotes inclusivity.

Continue to build the profile of THAT to support further growth within the Southeast.

Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

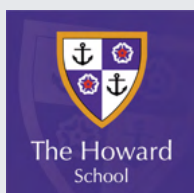
Ensuring a financially viable and sustainable MAT with a strong business infrastructure.

Ensuring effective leadership and governance at all levels.





# Our Family of Schools



**The Howard School**  
1,500 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



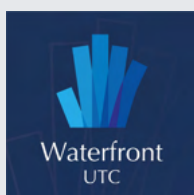
**Temple Mill Primary School**  
240 Pupils on Roll  
Rated Good by Ofsted  
Located in Strood, Kent



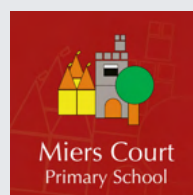
**Deanwood Primary School**  
230 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**Thames View Primary School**  
450 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



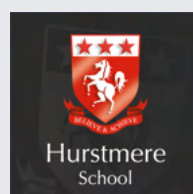
**Waterfront UTC**  
370 Pupils on Roll  
Rated Good by Ofsted  
Located in Gillingham, Kent



**Miers Court Primary School**  
410 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**The Abbey School**  
1,100 Pupils on Roll  
Located in Faversham, Kent



**Hurstmere School**  
960 Pupils on Roll  
Located in Sidcup, London



# Working for The Howard Academy Trust

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do. The Howard Academy Trust has received the Platinum Kent & Medway Workplace Wellbeing Award and we continue to make advances in emotional, physical and professional wellbeing.



## Financial

- A competitive salary for both teaching and support staff, with annual pay progression and a robust performance development scheme underway.
- Subsidised Private Healthcare with Benenden Health.
- All staff are automatically enrolled into the Teacher and Local Government pension scheme with attractive employer contribution rates.
- We have introduced Access EarlyPay through our payroll system as a mobile app that lets users draw down a proportion of their salary. You can withdraw at any point, 24/7 with just a few taps on your mobile phone.

## Professional Development

- Early finish for teaching staff every Friday afternoon to allow for whole school CPD (Secondaries only) and whole school PPA (Primaries only).
- Comprehensive CPD programmes including departmental and whole school training.
- Trust-wide training events and Staff Conference events to bring all staff across the Trust together to network and share experiences.
- Assessment Only routes and Schools Direct opportunities to take your first step into Teaching.
- Access to 30 Level 2 qualifications through The Skills Network, free of charge to all staff.
- Career Progression and upskilling opportunities across the Trust.
- Access in-house training in to Middle & Senior Leadership courses for future leaders.
- Access to industry leading CPD subscriptions including Optimus Education.



## Wellbeing

- Full Time support staff receive 23 days annual leave as standard plus bank holidays, to increase after 5 years of service.
- Each of our academies have received the Gold Kent & Medway Workplace Wellbeing Award in 2021.
- Employee Assistance Programme, 24/7 access to a free counselling service for our employees and their families, for confidential advice and guidance.
- Access to Senior Mental Health First Aiders and a team of established Mental Health First Aiders based at all of our academies.
- Hosts of Medway Council's wellbeing afternoons consisting of use of a health check machine, blood pressure checks, alcohol awareness speakers.
- Flu jabs available for free every autumn for all staff, at their own academy for ease of access.
- Discounted gym membership at Avenue Tennis, Gillingham, on a range of different packages.
- Cycle to Work Scheme.

## Facilities

- Discounted hire of the school facilities, halls, fields, and gyms, for all members of staff up to 20%.
- On site catering at our school canteens with a full lunch menu.
- Free car parking at each Trust site.







# Welcome to Hurstmere School

A very warm welcome to Hurstmere School and thank you for your interest in our school. This is a very exciting time to be joining our Hurstmere community having received the best GCSE results in the school's history and from 1st September 2024, we are now part of The Howard Academy Trust's family of schools.

Hurstmere School is a popular, non-selective secondary academy for boys aged 11 - 16, serving the local community of Sidcup. Our school is a special place, with a strong sense of community and a determination to succeed in all that we do.

Our vision is for our students to 'Believe and Achieve'; to be the best that they can be. By promoting high aspiration and fostering a confident, self-belief that with hard work and determination, there are no boundaries to what they can achieve.

Hurstmere offers a supportive and inclusive environment that celebrates and welcomes diversity. We expect everyone in our community to have the highest expectations of themselves and of each other. Our students are expected to be ready to learn, to work hard and to celebrate their own and each other's achievements.

We offer all students, regardless of their starting point, the very best chance of academic success by delivering a curriculum which gives our students the foundations to fulfil their ambitions. Beyond the core curriculum, we provide wider experiences and opportunities including a variety of clubs and residential trips, Sports Leaders programme and Duke of Edinburgh Award; Public Speaking; a range of PE teams and high-quality music productions. These opportunities support our students to follow their own personal interest for both enjoyment and enrichment. We are proud to be in partnership with end2end TV, with our very own green screen room, our own recording studio for our record label, Studio Fix and are immensely proud of our longstanding recognition for excellence as the hub of the Bexley School Games programme.

The value we place on students' personal wellbeing and development ensures our students feel safe, valued and cared for. Our pastoral team work closely with students and families, looking after the whole student and enabling them to truly thrive as individuals. We know that personal well-being goes hand-in-hand with confidence, self-esteem and academic development.

During their time with us, students learn to appreciate and develop the character traits and values of our RTRAILS - Respect, Teamwork, Resilience, Ambition, Integrity, Leadership and Self-belief. Values and attributes which serve our young people well, not only during their time with us, but as they journey into adulthood. Our RTRAILS are at the centre of school life and underpin everything that we do.

For more information, please do visit our website or contact the school office to come and visit us in person. I very much look forward to welcoming you to Hurstmere School.

## GCSE Results 2024

Progress 8 score **-0.03** (*awaiting validation*)

**17%** achieving Grades 9-7 in English Language

**74%** achieving Grades 9-4 in English Language

**20%** achieving Grades 9-7 in Maths

**76%** achieving Grades 9-4 in Maths

**50%** achieving Grade 5 or above in English and Maths

**70%** achieving Grade 4 or above in English and Maths





# Job Description

<b>Job Title:</b>	Cover Supervisor
<b>Contract Type:</b>	Permanent, Full time, Term time only
<b>Remuneration:</b>	Bexley 07 Points 1 - 4 (FTE £31,524 - £32,931) Actual salary calculated on a pro rata basis (£27,114.27 - £28,324.46)

## Core Purpose

The holder of this post is expected to carry out the professional duties of a Learning Support Assistant as described below, as circumstances may require and in accordance with the Trust's policies under the direction of the Senior Leadership Team. The post-holder is required to fully support the vision, ethos and policies of the Trust.

## THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- Proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academy leaders to focus on their core purpose of education.

## Values and Behaviour:

Support Staff play a vital role in assisting teaching staff to make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and

are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

### **Personal and professional conduct:**

The post holder should always conduct themselves professionally, treating students and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

### **Key Responsibilities:**

The role of Cover Supervisor is to ensure an engaging and safe working environment for classes whose teacher is absent in order for all students to be able to access and complete the work set by the member of teaching staff.

Cover Supervisors are expected to carry out the following duties to cover for short-term teacher absence:

- Deliver lessons appropriate to the age and ability of the students as to facilitate progression in students' learning; the plans and resources for these lessons to be provided by the Curriculum leads (or relevant other)
- Manage the classroom and teaching equipment so as to create a positive learning environment which makes effective use of the available resources
- Implement the Academy's policy with regard to registration, student absence, dress code and behaviour
- Providing feedback to the classroom teacher on the pupil's progress against lesson plans and conduct of the lesson
- To provide additional support to teachers in classrooms, to carry out administrative tasks when not covering a class
- Attend meetings and training sessions as required
- Provide advice and guidance to staff, students, parents/carers and others.

In addition, Cover Supervisors are expected to carry out the following duties when providing cover for long term teacher absence

- In consultation with the Curriculum leads (or relevant other) and in accordance with the schemes of work, plan, deliver and review lessons which are appropriate to the age and ability of the students, so as to facilitate progression in students' learning.
- When covering the absence of a Form Tutor, fulfil the duties and responsibilities defined in the Form Tutor's job description
- Facilitate the general progress and well-being of any individual student within any group of students assigned to him/her providing guidance and advice to students on educational and social matters
- Contribute to appropriate extra-curricular provision
- Provide classroom assistance and support for individual students needs if necessary.

### **Administration:**

- Assess, record and report on the development, progress and attainment of the students assigned to her/him, with the Academy guidelines
- Attend relevant meetings and carry out relevant administrative tasks.



**Resources:**

- Use administration and teaching supplies resourcefully
- Operate relevant equipment/ICT packages (e.g. MS Office, internet, intranet, Management Information System, Email).

**Management:**

- This post does not have any management responsibilities.

**Additional Duties:**

- All staff, with the support, of the academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the children and young people.
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the academy's health and safety at work policy.

*This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.*

*An enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.*

# Person Specification

**Post:** Cover Supervisor

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Essential	Desirable
<b>Education and Qualifications</b>	
<ul style="list-style-type: none"> <li>Maths &amp; English GCSE or equivalent Grade C and above</li> <li>NVQ Level 3 in Childcare or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of ongoing professional development</li> <li>First Aid Trained/Paediatric First Aid Training</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Knowledge and experience of working with children with significant additional needs</li> <li>Experience of establishing successful learning relationships with a variety of pupils at the relevant age</li> <li>Experience of the role of a Teaching Assistant</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working within the academy or education sector</li> </ul>
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>Training and equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards</li> <li>Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools</li> <li>Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of child protection, safeguarding policies and Early Years Framework and Development Matters.</li> <li>Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards</li> <li>Knowledge of support services available to young people</li> </ul>
<b>Characteristics and Competencies</b>	
<ul style="list-style-type: none"> <li>Good communication skills including written and oral</li> <li>Good numeracy and literacy skills</li> <li>Competent with computers and other technology</li> <li>Ability to work as part of a team under the direction of the teacher</li> <li>Good administrative and organisational skills</li> <li>Able to lead intervention sessions</li> <li>Good team player and self starter</li> </ul>	



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| <ul style="list-style-type: none"><li>• Ability to create a happy, challenging and effective learning environment</li><li>• A solution-focused mindset and determined “no-excuses” approach to raising standards</li><li>• A personable nature to build effective relationships</li><li>• Ability and keenness to promote the Trust’s positive culture and ethos</li><li>• Understands the importance of confidentiality and discretion.</li></ul> |  |
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