



Cover Supervisor
Meopham School
Information



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Welcome

Dear Applicant,

Thank you for expressing an interest in joining Meopham School. I hope you will take a look at our website at <https://www.meophamschool.org.uk/> and take time to consider the information enclosed with this letter.

Meopham School is a vibrant and ambitious 11-18 school with a strong community ethos. This helps create a supportive and inspiring climate for success. Students at Meopham School are valued and nurtured as individuals. In April 2023 Ofsted awarded the school with a 'Good' grading in all areas, drawing attention to the fact that "pupils are proud to attend this inclusive and positive school. They value the supportive and nurturing relationships they have with staff."

We have exceptionally high standards where we value the hard work which makes it possible for every student and staff member to fulfil their potential. We are proud that visitors to our school often comment on the mature and courteous manner in which our students present themselves.

We are proud that Meopham students are also curious in their learning, resilient in overcoming difficulty, and are confident in evaluating their own progress. As a consequence they are ambitious to achieve academic and personal success, both in school and the world beyond.

To achieve our vision, we place the recruitment, retention and professional development of teachers as a top priority. We therefore seek well-qualified, highly skilled, and enthusiastic teachers, who have the highest expectations of both themselves and the pupils in their classes. We want teachers who enjoy working with young people of all abilities and differing needs.

Meopham School joined the Swale Academies Trust as an academy on 1st February 2013. This is made up of a group of schools, both primary and secondary, located in Kent and East Sussex.

We are unique in that we have all the benefits of a school in a rural setting, with the advantages of working as part of a larger Trust. We are involved in extensive outreach work across schools in Kent, both within the Trust and beyond. This means that we can offer you an invigorating professional environment in which to grow. We invite you to be part of our future success.

If you become part of our team we believe we could offer you a number of benefits. You would become part of something successful. We can offer an exceptional package of professional development, ranging from an acclaimed ECT induction programme, training through the nationally recognised Outstanding Teacher Programme, a Masters' Degree, and support for aspiring leaders and headteachers through the suite of National Professional Qualifications.

Meopham School 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. As a school 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 the detailed person specification.

If you wish to apply please visit Kent Teach to submit your application as soon as possible. We look forward to receiving your application.



Mr Ethan Roberts
Headteacher

Job Description

Job Title: Cover Supervisor
Grade: SAT C
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.
- 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.

Job Description

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.

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

Qualifications and Experience	Essential / Desirable
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 student's 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
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 (<i>to be completed by preferred candidate following interview</i>).	E
Willingness to undertake Child Protection training when required.	E



Working at Meopham School

Benefits

- Discounts with local and national retailers, cinemas and restaurants
- Enhanced Maternity Pay
- Local Government Pension Scheme – with a generous employer contribution
- Self Sacrifice Shared Cost AVC (Additional Voluntary Contribution) Scheme
- Employee Referral Recruitment Incentive
- Access to training and development
- On-site Parking

Well-Being

- Employee Assistance Programme – Wellbeing and advice
- Cycle to Work scheme
- On-site Parking

Finding Us

Meopham School

Wrotham Rd, Meopham, Gravesend DA13 0AH

01474 814646

mss-reception@swale.at

Closest Train Station: Meopham Station

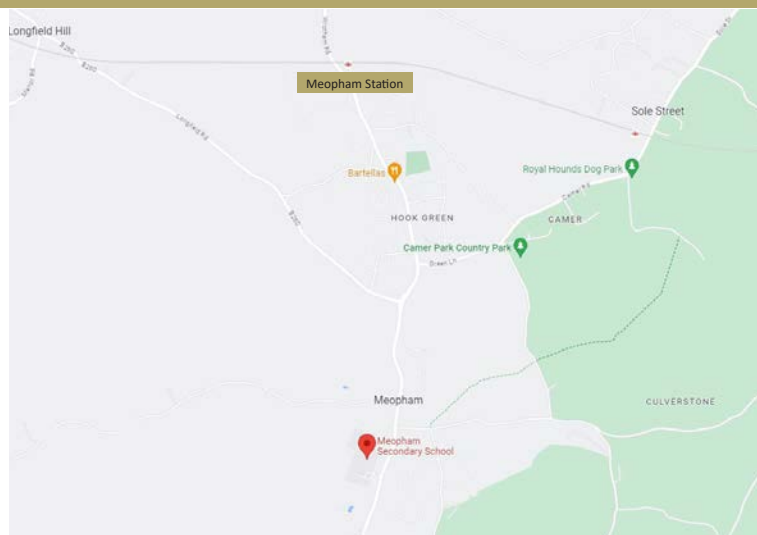
Approx. 35 minute walk or 9 minute Bus

Closest Bus stop:

Secondary School -

223*, 305*, 306*, 308*, 311, 418R*, 418W*, 695*, VIGO1*

*go to/from Meopham Station





Meopham School Overview

About Meopham School

Meopham School is a warm and fully-inclusive community set in the beautiful rural setting of the historic village of Meopham. At Meopham School, we strive to ensure all young people are nurtured to become aspirational and resilient in all areas of life. Students are encouraged to become respectful, tenacious, excellent young adults who go on to successful futures.

Our £14 million main school building opened in Spring 2018, and our new £9 million building opened in Spring 2024, offering eight new English classrooms, a Photography lab, a DT and Art suite and a fully equipped Performing Arts studio.

Our Vision

At Meopham School, we work in unity to create an exciting future for every individual, by instilling a culture of tenacity and excellence that both respects and truly improves the lives of all those within our school community.

Our Mission

Our mission at Meopham School is to provide our students with an excellent education through a fully inclusive and appropriately challenging curriculum that provides students with the creativity to meet the demands of an ever-changing world. We will create life-long learners by inspiring our students through outstanding lessons delivered by highly trained and qualified teachers. Through both a traditional academic curriculum at KS3 and KS4 and an ever-growing and highly-ambitious Sixth Form, students will make excellent progress and be encouraged to strive towards top-third universities, highly-sought degree apprenticeships or high-level employment.

Academic excellence is important, but we are also committed to instilling excellence in all aspects of our students' development. Our Culture and Ethos Strategy will establish a safe and stimulating learning environment, and develop tenacious young people who can overcome any barriers to learning and have a strong sense of moral purpose. Our students will go on to make a positive difference locally, nationally and globally.

Our Cultural Capital Pledge will develop our students into well-rounded, confident, excellent young adults who have the greatest respect for themselves and others and can thrive in all contexts. We are committed to promoting unity with our partners in the local area through an extensive Community Engagement Programme, which enriches our students' educational experience and establishes the school as a leading institution within Meopham, Gravesham and beyond.

We will empower our staff through an aspirational professional development programme, which provides meaningful and ambitious career routes for all staff. Meopham School will become a beacon of teaching excellence through its cutting-edge, forward-thinking pedagogy.



Meopham School Overview

Meopham School's TRUE Values

Meopham School

Tenacity, Respect, Unity, Excellence

Tenacity - we do not give up when things get tough. We know that sometimes in life we face challenges and we recognise that these challenges are opportunities for growth. When life knocks us down, we pick ourselves up, we dust ourselves off and we try again. We believe in a bright future and that we create our own destinies. We don't expect things to be handed to us on a plate. It is our life and our responsibility to shape it in the way we want.

Respect - we demonstrate respect in all we do. We are respectful and courteous to everyone we meet. This is a non-negotiable. We celebrate our differences and champion our diversity. We have the greatest respect for ourselves, for others and for our surroundings.

Unity - as a school, we work for each other: we share in our successes; we support each other through challenges and we are all jointly responsible for the community we uphold. We are proud to be active members of our local village community, making a positive contribution to life in Meopham and beyond. We help each other to grow in confidence and support each other in shaping our own paths through life.

Excellence - we strive to be the very best in all our endeavours, whether that be academically, creatively, competitively or morally - we dream big and never put limits on ourselves or others. We are encouraged to think for ourselves and demonstrate independence. We develop excellence as a habit and recognise that talent isn't enough. True excellence is only achieved through practice and effort.



Meopham School Overview

Teaching and Learning - FIRE Strategies

Meopham School is particularly proud of its highly consistent approach to teaching and learning, which reflects our view that effective lessons will have FIRE at their heart:

Feedback: include appropriate and effective assessment and feedback opportunities;

Inclusivity: be fully inclusive and enable progress for all students;

Retrieval: allow opportunities for retrieval of key identified knowledge and skills;

Engagement: stimulate and encourage student curiosity, engagement and a love of learning.

“Leaders have high aspirations for pupils and make sure that all experience effective teaching overall.” (Ofsted April 2023)

Curriculum

Our curriculum is broad and balanced, and students benefit from a wide suite of subjects designed to meet the needs of tomorrow’s world. Essential skills of literacy, oracy and numeracy are woven through lessons across the curriculum.

“Across subjects, staff have strong subject knowledge and give clear explanations of lesson content. This was especially evident in teaching in the Sixth Form.” (Ofsted April 2023)

Inclusivity

At Meopham School we value children of all abilities, and offer a fully inclusive environment. We are especially proud of The Windmill, a specialist provision on-site for students with ASC.

We understand that every child is unique, and so we tailor our teaching and curriculum to help all students reach their full potential. Our aim is to ensure each pupil makes the greatest possible progress from their own individual starting point.

“Leaders identify well the needs of pupils with special educational needs and/or disabilities (SEND). These pupils are well supported through the adaptations that teachers make for them in lessons.” (Ofsted April 2023)



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 applications should be made via this route. Alternatively, completed [SAT Application Forms](#) can be sent by email to diane.mills@swale.at or by post to the following address:

Mrs Diane Mills
Meopham School,
Wrotham Road,
Meopham,
Gravesend
DA13 0AH

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. Meopham School may complete online checks of any candidates as part of the shortlisting process.

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.

Swale Academies Trust schools will conduct an online check of shortlisted candidates in line with the Keeping Children Safe In Education guidelines.

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.

Swale Acadmies Trust is committed to fostering a diverse and inclusive workplace where everyone feels valued and respected. We actively seek applications from individuals from all backgrounds and experiences.

Overview of Swale Academies Trust

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. 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.

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.

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

- Human Resource Team
- Finance Team
- ICT Team
- Estate Management
- Governance and Communications

