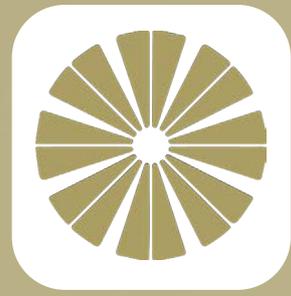




**Meopham School**  
ACADEMIC EXCELLENCE IN A RURAL SETTING

**Cover Supervisor**  
INFORMATION



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Dear Applicant,

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

Meopham School is a school where a traditional family culture combines with an ambitious ethos for excellence.

Our ethos creates a supportive, energising and inspiring climate for success. Indeed, we were judged as "Outstanding" by Ofsted in January 2019. We are the highest performing non-selective school in Kent, and were recognised for this for the fourth year running in the latest (October 2019) School Performance Tables.

However, at Meopham School we measure success not just in terms of excellent academic outcomes, but also in the development of strong character. Our traditional academic curriculum combines with our Excellence Through Character curriculum to ensure that every student is nurtured to uncover their talents and aptitudes. We recognise that excellent examination results are only a part of the story. Qualifications and personality open doors initially, but it is strength of character which keeps those doors open and allows our young people to lead happy, successful and healthy lives.

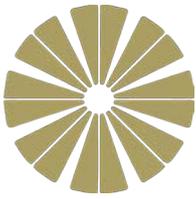
We are proud that Meopham School students are curious in their learning, resilient in overcoming difficulty, and are confident in evaluating their own progress. As a consequence, they are ambitious to achieve academic and personal success, both in school and in the world beyond.

Meopham School is located in the village of Meopham, an area of outstanding natural beauty. Students and staff moved into our brand new £14 million building in Spring 2018. The state-of-the-art school offers an inspiring modern learning environment, with traditional classroom spaces. This new facility offers a learning environment which is truly exceptional.

Standards of teaching and learning at Meopham School are extremely high. There is a consistent approach to lesson planning, teaching and marking at the school and an explicit focus on differentiation in particular. At the heart of our vision for the school is a relentless drive to ensure that all pupils make exceptional levels of progress in every subject. Our curriculum is broad and balanced. Indeed, offering courses to suit pupils of all abilities is one of the reasons for our success.

To achieve our vision, we place the recruitment, retention and professional development of excellent teachers as a top priority. We therefore seek well-qualified, highly skilled, and enthusiastic teachers, who have the highest of 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.

If you became part of our team, I believe we could offer you a number of benefits. You would become part of something incredibly successful. We can offer an exceptional package of professional development, ranging from an acclaimed NQT induction programme, training through the nationally recognised Improving and Outstanding Teacher Programmes, the Outstanding Leaders in Education



**Meopham School**  
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Programme, a Master's Degree, and support for aspiring headteachers, leading to the National Professional Qualification for Headteachers (NPQH).

Meopham School offers the benefits of working in a small school but within an exciting multi-academy trust. The Swale Academies Trust is currently made up of fourteen other schools, both primary and secondary, located in Kent and East Sussex. The Trust provides unparalleled opportunities for professional development. The Trust will grow further.

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 a 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.

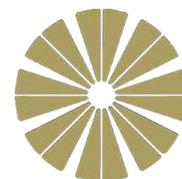
Yours sincerely,

Ms K Girling  
Head of School

Suzanne Dickinson  
Executive Headteacher



## COVER SUPERVISOR



Salary Range: £16,529 to £17,781 pro rata SAT 5 points 15 to 17 (£19,218 to £20,874 FTE)

Term time, Permanent

Required for June 2021

Permanent, Term Time only position. 38 weeks plus 5 days teacher training.  
37 Hours a week 8 am to 4 pm Monday to Thursday, 8 am to 3.30 pm Fridays.

We are looking for a candidate who is organised, proactive, and able to adapt to change with an ambition to progress. Do you enjoy teaching focused and engaged students who are ambitious to succeed? If so, we would be excited to hear from you. We are willing to reward experience, and yet are equally keen to welcome newly qualified colleagues. For us, our most valued resource is our staff.

Meopham school staff really are something quite special. Meopham School is situated in a beautiful village location. Our staff love working in our warm, friendly, family environment. Our reputation in the community is second-to-none. Our students are wonderful ambassadors for us, both in school and beyond. Our staff work in partnership with students, parents and each other to create a supportive, energising and inspiring climate for success.

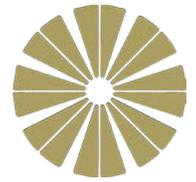
Meopham School is unique in that it has all the benefits of a small school rural setting, with the advantages of working as part of a larger trust. Meopham school is a small school with a vast vision. We are involved in extensive outreach work across schools in Kent, both within the Trust and beyond. This means that we can offer you an invigorating professional environment in which to grow. The opportunities are genuinely endless. Meopham School is the highest performing non-selective school in Kent. We invite you to be significant part of our future success.

Full details of the requirements of the post can be found in the accompanying recruitment pack.

Applications should be made via Kent Teach. Please note, we cannot accept CVs.

If you experience any difficulty in completing the application form, please contact [recruitment@swale.at](mailto:recruitment@swale.at) or 01795 426091 ( option 2)

In accordance with current GDPR compliance we will not keep any details/application forms on file once the position is filled.



Interested applicants are welcome to contact Michael Beacher, Assistant Head Teacher at the school for an informal discussion regarding the post [michael.beacher@swale.at](mailto:michael.beacher@swale.at) and 01474 814646

If I am successful in gaining an interview, how will this occur during the current COVID-19 pandemic?

Due to the current situation we may plan to interview remotely using a video call. We would ensure that candidates who were successful in gaining an interview were supported with the technology so that this process is seamless. We will provide you with details of the process with your interview invite.

Our advice would be that those who were successful in gaining an interview should prepare as they would for a face to face and dress smart casual. We will allow plenty of time to ensure that you are able to answer our questions in full and you will not be judged if you are having problems with your technology.

We will leave plenty of opportunity for questions at the end of the interview, and we will spend lots of time talking and unpicking your answers. Please come prepared to share anything you'd like that we didn't cover, or any questions you have about it. We really appreciate your adaptability in these unprecedented times.

**Interview Date: Week Commencing 26th April 2021**

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. This post is exempt from ROA and will require an enhanced DBS disclosure

**Head of School: Kate Girling**

# WELCOME

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of seventeen primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. 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.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

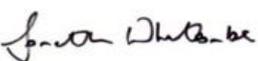
Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared

values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



Jon Whitcombe  
Chief Executive Officer

# JOB DESCRIPTION



## **Job Title:** Cover Supervisor

Salary: SAT 5

Responsible to: Headteacher

### **Main 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 provide cover for whole classes under a system of supervision for up to 30% of employed time throughout the school year.

1. To work with the teacher to establish an appropriate learning environment
2. To work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. 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**

1. Set out learning resources in line with the preparation requirements provided, normally by the teacher.
2. Check the availability and location of safety equipment in the learning environment.
3. Report shortages of learning materials to the teacher.
4. Encourage pupils to return materials to the appropriate place after use and to dispose of wastes in a safe and tidy manner.
5. Check the condition of learning resources and materials after use.
6. Bring any damage or losses to learning resources and materials to the attention of the teacher as soon as practicable.
7. 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.



# JOB DESCRIPTION



## Classroom Records

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

## Working with pupils

1. Provide the pupil with the level and type of individual attention specified by the teacher.
2. Work to build a good relationship with the pupil.
3. Encourage the pupil to take responsibility for his/her own behaviour and to act independently.
4. Interact with the pupil in a manner appropriate to the pupil's communication and interaction skills.
5. Provide comfort and immediate care for minor accidents, upsets and ailments and report serious problems to the relevant people.
6. Recognise uncharacteristic behaviour patterns in the pupil and report these promptly to the relevant people.
7. Encourage and reinforce positive interactions between pupils.
8. Encourage groups to work together to comply with behaviour targets they have been set.
9. Consistently demonstrate respect for the rights of others in interactions with pupils and other adults.
10. 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.
11. 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

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

# JOB DESCRIPTION



## Cover Supervision

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

## Personal Development

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



# JOB DESCRIPTION



## **Support literacy and numeracy activities in the classroom**

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

## **Compliance**

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

## **General**

1. 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.
2. 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.
3. 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.

No job description can be entirely comprehensive, and roles develop over time. The post holder will be expected to support with any other duties appropriate to the role, as and when this is required.

# PERSON SPECIFICATION

CRITERIA	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
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
Non-judgemental and objective	E
Commitment to equal opportunities	E
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 "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

# PERSON SPECIFICATION

CRITERIA	ESSENTIAL/ DESIRABLE
Ability to be confident and flexible in terms of varying subjects	E
Flexible approach to working patterns and unexpected changes of circumstance	E
Willingness to participate in further training and development opportunities	E
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



## 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 application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

HR Team  
Swale Academies Trust  
Ashdown House  
Johnson Road  
Sittingbourne  
Kent  
ME10 1JS

## 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
- Documentary evidence of identity that will satisfy DBS requirements
- 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.

# OVERVIEW

The Swale Academies Trust, based in Kent, came into being in September 2010 as one of the first few Academy Converter Schools based around Westlands School in Sittingbourne. As a National Support School and an Academy Sponsor, Westlands and Swale Academies Trust have developed into one of the South East's leading Academy Sponsors, currently consisting of five secondary schools and ten primary schools. The Trust provides support for other schools, located in Kent and East Sussex.

As the Trust has grown and developed we continue to ensure that effective school support and leadership is maintained. Most of the schools that join us have had inherent weaknesses and challenges that need to be addressed. This involves intensive support and considerable levels of experience and intervention. 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
- Causeway School, Eastbourne
- Peacehaven Community School, Eastbourne
- The Sittingbourne School, Sittingbourne
- The Eastbourne Academy, 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

# SWALE ACADEMIES TRUST SAFEGUARDING POSITION

## Introduction and Ethos

Swale Academies Trust 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. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise 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.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- 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 our policy apply to all staff and governors and are consistent with those of each school's local safeguarding boards.

## 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>

