



**Waterfront
UTC**

Candidate Briefing Pack Cover Supervisor





Welcome to The Howard Academy Trust

As a Trust, we currently comprise of Medway secondary and primary schools. We have future growth plans extending into North Kent and have been selected by the DfE and Kent County Council to open a new secondary presumption free school in Margate in September 2022.

Our overarching aim and vision is for our member schools to deliver an outstanding education for children and young people. We endeavour to ensure that all our students 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. Temple Mill Primary School joined the Trust as a sponsored academy in December 2015 and has moved from Special Measures to a Good school. 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





Vision and Values

We aim to create a close knit family of Good and Outstanding schools through partnership, challenge, accountability and support within a cooperative framework.

We are committed to enhancing the life chances of young people by improving their educational achievement.

Schools within the Trust will retain their unique and individual character.

We strive for excellence and aim to bring about transformational change where necessary in schools.

We are truly inclusive and aim to establish the highest expectations for young people and all those who work with them.

As a Trust we have five fundamental tenets:

- Our moral purpose is to make a positive difference to the lives of young people.
- We strive to create a culture of dignity, respect and trust in all our academies.
- There is no ceiling to achievement for young people.
- All staff have the right to exceptional professional development.
- All young people have the right to attend at least a Good school.

Our Family of Schools



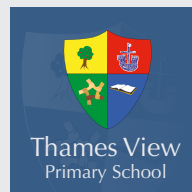
The Howard School
1,500 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



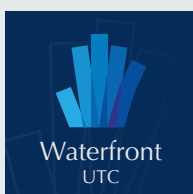
Temple Mill Primary School
210 Pupils on Roll
Rated Good by Ofsted
Located in Strood, Kent



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



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



Waterfront UTC
170 Pupils on Roll
Located in Gillingham, Kent



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

Further information about our academies can be found at www.thatrust.org.uk



Working for The Howard Academy Trust

The Howard Academy Trust value employees that work for our organisation. The following benefits are available to employees within our academies.

Financial

- Salary
- Pension
- Sick Pay

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working



Hear from staff across the Trust

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Employee Assistance Programme
- Flu Jobs
- Discounted Gym Membership at Avenue Tennis, Gillingham

Professional Development

- Access to Middle and Senior Leadership Courses
- Role specific training courses for Associate Staff
- Career stage CPD



Welcome to Waterfront UTC

Welcome to Waterfront UTC and thank you for your interest in this post.

I am determined to recruit the best possible individual who is passionately driven to ensure that every child succeeds in life and becomes a pioneer for Engineering or Construction. I am delighted to be leading such a fantastic team of teachers alongside hard working and driven students with ever supportive parents and carers.

What is a UTC?

University Technical Colleges (UTCs) are government-funded schools with a STEM focus. They provide a unique and relevant approach to education which addresses the changing needs of students and employers in the 21st Century. Established by companies and universities in areas of high demand for talent, UTCs provide sought-after technical qualifications and benefit from industry standard equipment and specialist staff to provide students with the skills valued by employers.

Employer Partners:

Our employer partners work closely with us, getting to know our students over the time they are here, supporting them with careers guidance, careers planning and ongoing project work. This relationship results in roughly a third of our students going onto apprenticeships at higher and degree level, a third going directly to University to study

STEM type degrees and a third going direct into employment or further education.

We like to treat our students as adults and the environment reflects this. Students follow a professional dress code and conduct themselves as if they were working in a professional work environment, all part of our employability programme.

Students at Waterfront UTC study a tailored curriculum which focuses on Engineering and Construction, whilst building a solid understanding in the core subjects. Students have the opportunity to study either or both Engineering and Construction, Business Studies, Computer Science, Design Technology and Triple Science. All students also study Maths, English Literature/Language and Combined Science.

Our students join us in September of Year 9 or Year 12, where they are introduced to our technical subjects alongside the traditional GCSEs that go to make up our curriculum offer. We are very fortunate to be based in a purpose-built facility in the heart of the Chatham Waters redevelopment area. Our students come from as far away as Whitstable, Faversham, Sittingbourne, Maidstone and of course Medway.

I am particularly proud of our exam outcomes which have improved year on year as we continually strive for excellence. These outcomes have meant that 100% of our students leave at the end of year 11 or 13 and are placed in their chosen destination and career path, proving that we are doing, works!

Mr Bennett,
Head of School



About Waterfront UTC

NOR:	208
Age Range:	13-19
Gender of Pupils:	Mixed
OFSTED Rating:	Newly Registered School (April 2020)
Disadvantage (PP+FSM):	26%
SEN:	29%
EAL:	9%



Hear from our current staff

Job Description

Position:	Cover Supervisor
Location:	Waterfront UTC
Function/Department:	Education Support
Grade/Salary:	NJC C1 Points 6-14
Responsible to:	Senior Leadership Team

Core Purpose and Scope

The holder of this post is expected to carry out the professional duties of a Cover Supervisor 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 we have five fundamental tenets:

- Our moral purpose is to make a positive difference to the lives of young people
- We strive to create a culture of dignity, respect and trust in all our academies
- There is no ceiling to achievement for young people
- All staff have the right to exceptional professional development
- All young people have the right to attend at least a Good school

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 conduct themselves professionally at all times, treating pupils 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 Heads of Departments (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 Heads of Department (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 Headteacher 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
Qualifications & Training	
<ul style="list-style-type: none"> • Maths & English GCSE or equivalent Grade C and above • NVQ Level 3 or 4 or equivalent 	<ul style="list-style-type: none"> • Evidence of ongoing Professional Development • First Aid Training • Degree or equivalent • A professional qualification relevant to the post such as social worker, teaching, youth work or other relevant qualification
Experience	
<ul style="list-style-type: none"> • Experience of working within a cover supervisor setting • Using the management information system to compile reports as well as analyzing statistical data for monitoring purposes 	<ul style="list-style-type: none"> • Experience of working within the academy or education sector • Understanding of the ways in which young people learn and how to support their learning
Knowledge and Skills	
<ul style="list-style-type: none"> • Ability to challenge and extend students in lessons • Ability to differentiate work to help students access it • High degree of accuracy • Ability to manage time effectively to complete tasks to a high level • Ability to work both alone and within a team to achieve specified standards • Be flexible to changing demands of the post • To undertake any training relevant to the role 	<ul style="list-style-type: none"> • Experience of having developed and sustained effective relationships with young people • Knowledge of Child Development and learning processes • Knowledge of child protection and safeguarding policies • 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
Personal Qualities	
<ul style="list-style-type: none"> • Excellent communication including verbal and written skills • Competent with IT and other software packages such as Word, Excel and Powerpoint • Good organisational skills 	

- | | |
|---|--|
| <ul style="list-style-type: none">• Ability to create a happy, challenging and effective learning environment• A solution-focused mindset and determined “no-excuses” approach to raising standards• A personable nature to build effective relationships• Ability and keenness to promote the Trust’s positive culture and ethos• A high level of integrity, confidentiality and discretion.• Ability to develop good personal relationships within a team, making an effective contribution to high morale | |
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Application Process

Application Process

We will review applications as they are received and contact those shortlisted for interview. Early applications are encouraged as we will close the recruitment process once a suitable candidate is appointed.

Despite COVID-19 recruitment and hiring will continue for The Howard Academy Trust.

To apply, please send the completed application pack to hr@thatrust.org.uk.

Important Information for Applicants

Closing Date:	Wednesday, 30 June 2021
Interviews:	TBC

Person Specification

This specification sets out the criteria which will be used to shortlist candidates for interview and during the interview process.

We hope you find the information in this pack useful. Should you have any further queries or concerns, please do not hesitate to contact Sharon Teachen, HR Manager, on 01634 265771 or email hr@thatrust.org.uk.