

**Cover Supervisor**

**Application Pack**

**Letter from Catherine Paine, Chief Executive**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

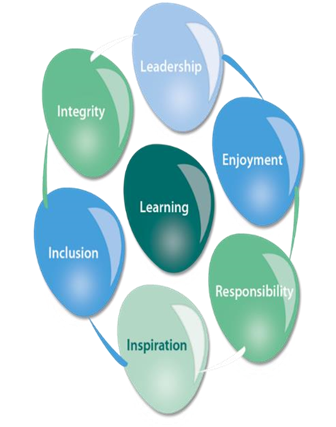
Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Catherine Paine**

**Chief Executive, REAch2 Academy Trust**



Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The Application

You are invited to submit an application form to Robert Wright, Business Manager atrecruitment@stmargarets-academy.org.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

## The application process and timetable

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| **Application deadline:** | 2nd September 2022 at 10.00am |
| **Interviews:** | w/c 5th September 2022 |
| **Contract details:** | Temporary to 31st August 2023 |
| **Salary:** | NJC Points 9 to 14 |
| **Hours:** | 32.5 Hours per week – 39 weeks per year |
| **Start date:** | asap |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job.  The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant’s abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).



**The Limes Primary Academy**

**Job Description**

**Post:** Cover Supervisor

**Responsible to:** The Headteacher

**Salary:** NJC points 9 - 14 (Depending on experience)

DUTIES TO BE CARRIED OUT:

### Support for pupils during a teacher’s absence (planned or unplanned)

The term ‘cover’ refers to any occasion where the teacher normally responsible for teaching a particular class is absent from the classroom during the time they have been timetabled to teach.

Cover supervision is likely to include some core elements:

* Supervising work that has been set in accordance with the school policy (see below)
* Planning and preparing lessons for pupils
* Delivering lessons to pupils
* Managing the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment
* Responding to any questions from pupils about process and procedures
* Dealing with any immediate problems or emergencies according to the school’s policies and procedures
* Marking and providing feedback for completed work after the lesson, following the marking and feedback policy.
* Reporting back as appropriate using the school’s agreed referral procedures on the behaviour of pupils during the lesson and any issues arising.

### More general support for pupils

* Undertake a range of more specialised tasks to support learning
* As appropriate, look after sick/upset pupils and attend to physical needs
* Undertake first aid

### Support for the teacher

* Provide cover for short term absence of the teacher, either planned, e.g. where a teacher has a medical appointment or unplanned, e.g. during absence due to ill health
* Maintain and collate records of pupils needs and progress

### Support for the curriculum

* Undertake tasks to support the curriculum and assist with events organised as part of the curriculum e.g. organise and schedule pupils' annual review meetings
* Support implementation of Government initiatives under the direction of the teacher

### Support for the school

* Where appropriate, organise cover either throughout the school or across a particular curriculum area, depending on own specialism.
* Attend staff meetings every week and INSET.
* Attend and contribute to SEN and other review meetings if required by the Head Teacher and where appropriate, disseminate information to other Teaching Assistants

The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to the existing level of responsibility vested in the post.

# PERSON SPECIFICATION

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| **Criteria** | **Essential to basic performance of job** | **Required for fully competent performance of job** |
| Knowledge | Experience of planning, preparing and delivering lessons.  Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.  Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.  Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding of the place of these in the related teaching programme.  Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties  NVQ3, or equivalent in related area  Experience of contributing to lesson planning, in conjunction with the teacher  Ability to support teachers in evaluating pupils’ progress through a range of assessment activities.  Ability to read and understand school policies and procedures relevant to area of work  Ability to complete reports such as incident report form, behaviour diary, progress report etc | HLTA status  Understanding of how to support pupils’ learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved.  Knowledge of how to use ICT to advance pupils’ learning, and ability to use common ICT tools for own and pupils’ benefits  Knowledge of the key factors that can affect the way pupils learn  Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice.  Knowledge and use of a range of equipment  Basic knowledge of first aid  Contribute to maintaining and analysing records of pupils’ progress.  Monitoring pupils’ responses to learning tasks and modify their approach accordingly.  Monitor pupils’ participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.  Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their learning.  Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom. |
| School Environment | Knowledge of school policies and procedures | Awareness and understanding of relevant government initiatives  Good knowledge and understanding of the school's structure |
| Research | Assist teacher with information gathering and resources as appropriate |  |
| Problem solving | Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person |  |
| Thinking creatively / Developing new ideas | Ability to contribute effectively to teachers’ planning and preparation of lessons. This includes both short and medium term planning.  Working within a framework set by the teacher, planning their role in lessons including how they will provide feedback to pupils and colleagues on pupil’s learning and behaviour.  Contribute effectively to the selection and preparation of teaching materials that meet the diversity of pupils’ needs and interests  When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability | Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.  Creative ways of learning/making learning interesting |
| Interpersonal and Communication | Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved.  Ability to support teachers in evaluating pupils’ progress through a range of assessment activities.  Ability to advance pupils’ learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present. | Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. |
| Verbal and written communications skills (including use of languages) | Ability to use behaviour management strategies, in line with the school’s policy and procedures, which contribute to a purposeful learning environment.  Ability to communicate effectively and sensitively with pupils to support their learning.  Ability to communicate clearly and explain sometimes complex information to colleagues, and on occasion parents, with due regard for confidentiality, and under the direction of the teacher  Ability to maintain appropriate level of confidentiality | Ability to encourage participation and give feedback to pupils  Effective communication skills and sensitivity with pupils to support their learning |
| Other attributes | Ability to use ICT to advance pupils’ learning and ability to use common ICT tools for own and pupils’ benefit. | Able to make decisions on when to refer queries/problems to teaching staff or line manager |