



**Cover Supervisor Application Pack**

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**Letter from Cathie Paine, Chief Executive Officer**

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.

**Cathie Paine**

**CEO**

# Our Touchstones

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 role

**Cover Supervisor at Woodside Primary Academy**

 Scale 6, Point 18-21 to SO1 Point 23-25 (dependant on experience) FTE: £30,699 to£34,341 (Actual salary after pro rata will be approx. £26,000 –£29,00- depending on length of service) \* **PLUS a £1000 sign up bonus**\*

Woodside Primary Academy is an Outstanding School and is looking for an enthusiastic Cover Supervisor to join our team.  We welcome applications from experienced support staff who believe they can make a positive difference to learning by providing our children with exciting and memorable experiences. You will supervise a prepared lesson in the absence of a class teacher, ensuring that in doing so the pupils’ learning and development is continued and maintained.  You will also need to have the ability to communicate the work set by the class teacher to the pupils; ensuring that they are aware of expectations for both behavior and task completion.

You will:-

* Have a positive outlook to ensure the children are at the heart of all your actions.
* A passion for empowering children to reach their maximum potential.
* Have experience of working with children of primary school age.

We would like to hear from you if you have:-

* Excellent written and spoken communication skills
* Excellent organisational skills
* Excellent ICT skills
* Ability to use own initiative and work as part of a team
* Ability to work in a highly pressured environment to meet demands and deadlines
* Flexibility in your approach and thinking

……. then our children and staff would like to meet you.

**Background Information about the School**

At Woodside we have worked hard to develop an atmosphere of trust, happiness and achievement, to ensure that every child feels cared for and supported on their educational journey. Ofsted recognised the excellent work in this and graded us as Outstanding in all areas of education (July 2016).

Our dedicated staff team work together to create a stimulating learning environment for our pupils, encouraging them to become active participants in their own unique learning journeys. Our imaginative 'themed classrooms' allow pupils to write, read and investigate in real context environments while fostering creativity and independent learning. These engaging and fun environments ensure that curriculum topics resonate, and that children can build a holistic understanding of the world around them.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Woodside Primary Academy](https://www.woodsideprimaryacademy.com/)

As a member of the REAch2 Trust, a national family of primary academies, Woodside Primary Academy is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Woodside Primary Academy is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

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# The application

You are invited to submit an application form to **Mr Shane Tewes, Headteacher** via email to: recruitment@reach2.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.

To arrange an informal discussion please contact **the school office on: 020 8520 5168**

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:**  | 15th May 2024 at Midday |
| **Interviews:** | Tuesday 21st May 2024 |
| **Contract Details:** | Permanent, 35 hours per week Mon-Fri, 39 weeks per year (Term time, plus 5 INSET days) |
| **Salary:** | Scale 6, Point 18-21 to SO1 Point 23-25 (dependant on experience) FTE: £30,699 to £34,341 (Actual salary after pro rata will be approx. £26,000 –£29,00- depending on length of service) \* **PLUS a £1000 sign up bonus**\* |
| **Start date:**  | 1st September 2024 |

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 those who work in an academy 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 our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience 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 six months after the decision has been communicated, 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 information 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).

# Job Description

**Post:** Cover Supervisor

**Responsible to:** Class Teachers, SENDCo, SLT and Headteacher.

**Core purpose:**

To work with staff to support teaching, learning and behaviour across the school. The primary focus is to undertake specified work with individuals, groups and whole classes and support/upskill other TAs across the school. The role will provide excellent welfare support so all pupils feel safe, secure and happy at our school. It will also require supporting and being involved in the constant development of the school in all areas and aspects. It will be necessary to uphold the standards of personal and professional conduct at all times, ensuring honesty and integrity prevails in every situation.

**Responsibilities**

* Liaise with staff and other relevant professionals and provide information about pupils as appropriate.
* Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.
* Assess the needs of pupils and use knowledge and specialist skills to support pupils’ learning and behaviour.
* Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.
* Teaching Assistants at this level are expected to undertake at least one of the following:
* Provide specialist support to pupils with learning, behavioural, communication, social, sensory or physical difficulties.
* Provide specialist support to pupils where English is not their first language.
* Provide specialist support to able pupils.
* Provide specialist support to all pupils in a particular learning area (e.g. ICT, English, Maths, National Curriculum subject).
* Provide specialist support to other TAs to help provide support, CPD and upskill them as required.
* Plan, prepare and deliver specified learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary.
* Whole class teaching (this may include PPA and subject release/cover as required) with a responsibility for delivering a subject/curriculum area across year groups.
* Assess, record and report on development, progress and attainment.
* Develop and implement Personalised Learning Plans for pupils (such as Provision Plans), including attendance at, and contribution to, reviews.
* Support the role of parents / carers in pupils’ learning and contribute to meetings with parents / carers.
* Provide cover supervision of classes.
* Supervise or manage the work and development of other classroom support staff.
* Liaise with external agencies on a regular basis.
* Provide pastoral care to pupils.
* Be responsible for pupils who are not working to the normal timetable.
* Promote good progress and outcomes for pupils
* Set high expectations which inspire, motivate and challenge pupils.
* Adapt support to respond to the strengths and needs of all pupils.
* Make accurate and productive use of assessment that is shared with colleagues as appropriate.
* Manage behaviour effectively to ensure a good and safe learning environment.
* Fulfil wider professional responsibilities.
* To ensure that school policies are reflected in daily practice.
* To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
* Maintain confidentiality at all times.
* Understand the importance of sharing values.
* Recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the School’s Health and Safety policy.

*These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities that are commensurate with the level of the post.*

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# Person Specification

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| --- | --- | --- |
|   | **Essential**  | **Desirable**  |
| Right to work in the UK  | b |   |
| **Qualifications**  |
| N/SVQ Level 3 in Teaching/Classroom Assistance  | b |   |
| HLTA qualification  |   | b |
| English & Maths GCSE at grade C or above   | b |   |
| Training/experience of RWInc  |   | b |
| Relevant medical qualifications/training, such as First Aid training or Paediatric training   |   | b |
| **Experience**  |
| Successful relevant experience of working with children across primary age range within a primary school  | b |   |
| Planning with colleagues and being a good team member  | b |   |
| Assessing children’s achievements and progress in line with National expectations  |   | b |
| Experience of delivering whole class teaching  | b |   |
| Full working knowledge of relevant policies, codes of practice and legislation plus working knowledge and experience of implementing national curriculum and other relevant learning programmes.  |   | b |
| Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment.  | b |   |
| Supporting pupils with a variety of SEND/behaviour needs.  | b |   |
| **Philosophies and behaviours**  |
| Passionate about Primary education.  | b |   |
| A positive approach, encouraging pride in all aspects of school life.  | b |   |
| A commitment to learning about learning.  | b |   |
| A commitment to developing independence and creativity.  | b |   |
| **Skills and abilities**  |
| Ability to communicate with a variety of people.  | b |   |
| Positive attitude to change.  | b |   |
| Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations.  | b |   |
| Ability to work on own initiative and motivate others.  | b |   |
| Ability to form caring and positive relationships with children and adults.  | b |   |
| Must be flexible with effective time management skills.  | b |   |
| Have a creative approach to problem solving and use this to inspire and motivate pupils.  | b |   |
| Good organisational skills and ability to prioritise tasks, set tasks and monitor effectiveness.  | b |   |
| **Knowledge**  |
| An understanding of how children learn.  | b |   |
| Effective knowledge/use of ICT to support own professional activities and to advance pupil learning   | b |   |
| Experience of assessment.  |   | b |
| Willingness to reflect on own performance.  | b |   |
| Thorough knowledge and understanding of safeguarding children.  | b |   |
| Understanding of the principles of child development and learning processes and in particular, barriers to learning.  | b |   |
| Prior knowledge, and ability to demonstrate an understanding, of child development and learning   | b |   |
| Knowledge of Health and Safety in a school environment   |   | b |
| Strategies suitable for effectively supporting pupils’ learning  and behaviour  | b |   |
| Knowledge of the Primary Curriculum    | b |   |
| **Personal attributes**  |
| Understanding of the need for confidentiality in relation to pupils’ personal and protected information    |   | b |
| Make teaching, learning and the curriculum creative and fun  | b |   |
| Maintain high expectations of children’s learning and behaviour  | b |   |
| Willingness to engage in and learn from professional development activities  | b |   |
| Proven ability to manage one’s time and prioritise effectively  | b |   |
| Ambition and determination to excel and learn from others   | b |   |
| Be an active member of a team, able to use initiative and make a highly effective contribution  | b |   |
| A good sense of humour  |   | b |
| Excellent interpersonal skills   | b |   |
| Reliable and punctual.  | b |   |
| **Other requirements**  |
| Commitment to own professional development.  | b |   |
| Commitment to effective practice within an inclusive environment.  | b |   |
| Prepared to undertake training relevant to the post.  | b |   |
| Ability to develop positive relationships with staff, parents and outside agencies.  | b |   |
| Commitment to all aspects of equal opportunities in principle and in practice.  | b |   |
| Provide specialist support to other TAs to help provide support, CPD and upskill them as required.  | b |   |
| Evidence of a commitment to safeguarding and promoting the welfare of children and young people  | b |   |
| Commitment to promote and support the aims of REAch2   | b |   |

All staff are expected to understand and be committed and to contribute to Trust’s commitment to Equal Opportunities for all.