



**RAINHILL
HIGH SCHOOL**



RainhillSixth

CANDIDATE

RECRUITMENT PACK

COVER SUPERVISOR



LEARN THINK CONTRIBUTE CARE



RAINHILL
HIGH SCHOOL



LIPA
4:19
ASSOCIATE ACADEMY



BRONZE
SCHOOL MENTAL
HEALTH
AWARD



EQUAL CAREERS
ACCREDITED
Edgcs



BCS
Centre of
Excellence



LIVERPOOL
HOPE
UNIVERSITY



ARTSMARK
PLATINUM AWARD
AWARDED BY ARTS
COUNCIL ENGLAND



RAINBOW
TEACHING
SCHOOL HUB



RAINBOW
TEACHING
SCHOOL HUB



STEPHENSON
Excellence, together.



Ofsted
Good
Provider

WELCOME FROM THE PRINCIPAL

Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website rainhillhighschool.org.uk or alternatively contact jobs@rainhillhigh.org.uk

Our school has a long and strong record of academic success and the destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

Mrs J Thorogood
Principal

COVER SUPERVISOR

Role Overview

DIRECTLY RESPONSIBLE TO:
Operations Manager/
Cover Manager

Are you passionate about supporting and nurturing students in the classroom to reach their full potential and have a commitment to deliver outstanding lessons? Whatever our students need to achieve this, we will find a way to help them do so and with your help, Rainhill will continue on its journey to provide an excellent education for all students.

COMMENCING:
As soon as possible

We are looking to appoint an enthusiastic, well organised and committed Cover Supervisor to join our team who has excellent behaviour management skills and can provide effective classroom supervision to support learning and teaching when required to cover for short term staff absences.

CLOSING DATE:
Monday 3rd February 2025
9am

You will also assist in supporting organising cover for absent staff and other related admin support across the school as and when required.

INTERVIEW DATE:
Friday 7th February 2025

This is a challenging but rewarding role and will involve delivering lessons and cover lessons effectively to whole classes, ensuring that the educational provision for students is maintained to the highest standard of attainment and achievement.

Prospective candidates can
Visit the school by prior
appointment by calling
01744 677205

Previous experience of working in a school setting with children and young people is essential, as is a desire to want to make a difference. You will need to have excellent interpersonal skills and a commitment to young people. If you believe you have the skills and dedication to meet our standards, Rainhill High is the school for you.

**Please return application
forms to;**
jobs@rainhillhigh.org.uk

The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill High School and Rainhill Sixth an attractive place to work.

Our vision is one of excellence for everyone, pupils and staff. We believe that by working together we can make a positive difference to children's lives.

Stephenson Trust is based in Rainhill, Merseyside and is currently a single school in a multi academy trust. We have several external partners, including Hope University, Ambition Institute, The Fowler Education Faculty, SSAT, Rainbow teaching school hub and the educational endowment fund. We are now seeking to expand in the next couple of years with those who share our desire to provide an excellent education



“Staff felt that leaders are supportive of their well-being and cognisant of their workload”
OFSTED

***“When I started I thought the school was massive and that I would get lost every day
but you soon find your way, I really enjoy it here”***

Year 7 student

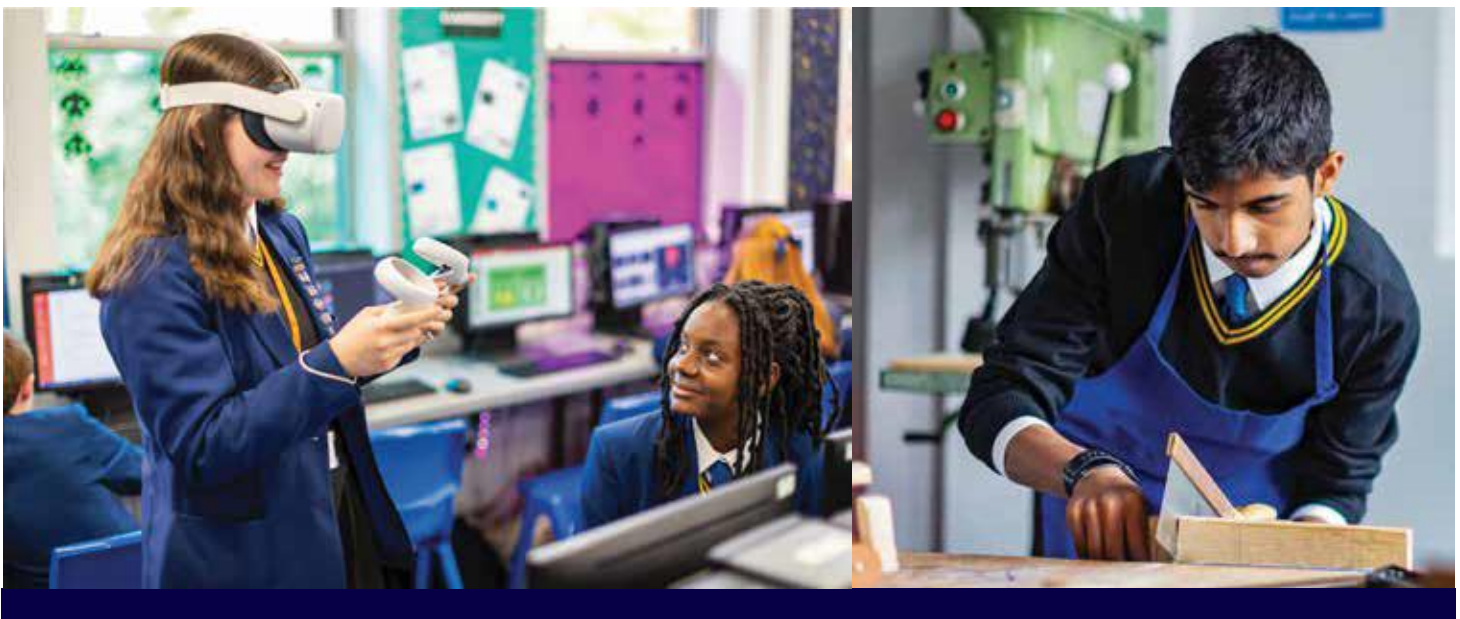
***“I go to Zoology club to learn about animals and how to look after them.
The school has loads of opportunities for you to get involved in”***

Year 8 student

***“My teachers are all really helpful,
if you get stuck they help you to understand”***

Year 9 student

“Leaders follow up on any concerns quickly and effectively”
OFSTED



JOB DESCRIPTION



<u>Post:</u>	Cover Supervisor
<u>Grade</u>	NJC SCP 7-11 £22,472 - £24,271 actual pa
<u>Contract</u>	37 hours per week, term time only plus 2 weeks (inclusive of 5 Inset days)
<u>Responsible to:</u>	Operations Manager, Cover Manager
<u>Responsible for:</u>	Students, Staff cover, Resources

Purpose of the post:

- Supervision of whole classes during the short-term absence of teachers with agreed lesson plans in place across the school as required.
- To work with and supervise individuals and groups of students under the direction/instruction of teaching and senior staff, inclusive of specific individual learning needs. Enabling access to learning for all pupils.
- Assist in the planning and coordination of daily cover for staff absence.
- Provide administrative assistance cover as required

Specific duties and Responsibilities

Main duties.

1. Undertake cover supervisor duties when staff are absent or at internal/external events
2. Undertake cover supervision for whole class i.e. supervise, support and assist students of all abilities, age range in the absence of normal teacher
3. Follow instructions directed from, Cover Manager, Operations Manager, SENDCO and class teachers.
4. Promote positive pupil behaviour by: -
 - Ensuring pupils enter and exit classroom in silence
 - Greet pupils at beginning of the lesson
 - Complete the class register
 - Ensure pupils sit according to their seating plans
 - Ensure school uniform rules are followed
 - Report back as appropriate to class teacher
 - Encourage students to follow Rainhill Standards at all times
5. Ensure when covering a lesson, students remain focused and on task.
6. Managing the behaviour of students whilst they are undertaking work to ensure a constructive working environment.
7. Provide a safe and stimulating learning environment at all times.
8. Develop your own knowledge and understanding of specific academic, physical and emotional/ behavioural/ social needs of individuals and groups of students and respond to them effectively.
9. To assist the SENDCO and learning support department with classroom support when not covering lessons.
10. Managing the work of Learning Support Assistants assigned to the cover classes.
11. To provide welfare support for students, including administering first aid (dependent on training) and attending to and identifying medical needs as required.

Support for the teacher

1. To provide classroom supervision and learning in the absence of a teacher
2. Communicate the work set by the teacher to the pupils
3. Communicate feedback from the covered lesson to the teacher
4. Oversee the distribution and collection of books and other equipment
5. Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class and any issues arising.
6. Work under the direction of the lead teacher/organizer when accompanying staff on school visits
7. Provide clerical/administration/pastoral support when required
8. Establish and maintain an appropriate learning environment

9. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
10. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress, and other matters, ensuring the availability of appropriate evidence
11. Promote positive values attitudes and good pupil behaviour - Record all behaviours on synergy or appropriate systems.
12. Liaise sensitively and effectively with parents/carers as agreed with the teacher.

Support for the pupil

1. Provide consistent support to all pupils, responding appropriately to individual pupil needs
2. Establish good working relationships with pupils, acting as a role model and setting high expectations
3. Promote inclusion and acceptance of all pupils
4. Encourage pupils to interact with others and engage in activities led by the teacher
5. Promote self-esteem and independence, employing strategies to recognize and reward achievement within established school procedure
6. Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher
7. Use specialist (curriculum/learning) skills/training/experience to support pupils
8. Assist in the planning, implementation, assessing, recording and reporting in relation to personal care
9. Provide one-to-one support for pupils in either a care/special needs/pastoral capacity as and when required

Support for the curriculum

1. Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil learning styles and individual needs
2. Support the delivery of literacy/numeracy programmes, effectively utilising all alternate learning opportunities to support extended development
3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
4. Assist pupils to access learning activities through specialist support e.g. curriculum/SEN specialism

Support for the school

1. Be aware of and comply with school policies and procedures relating to child protection, pupil behaviour and discipline, health and safety and security, confidentiality and GDPR data protection regulations. Report all concerns to the appropriate person (as named in the policy concerned)
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Support with break and lunch duties.
4. Attend and participate in regular meetings as appropriate
5. Participate in training and other learning activities as required
6. Establish own best practice and use to support others
7. Assist in the supervision, training and development of classroom support staff
8. To take appropriate responsibility for safeguarding and students' welfare, and to be aware of confidential issues linked to home/child/ teacher/ school and keep confidence appropriately.
9. Accompany teaching staff and pupils on visits, trips and out of school activities as and when required
10. Assist in the planning, delivery and evaluation of training, advice, guidance and support to colleagues in other schools
11. To invigilate examinations as directed by the Senior Examinations Officer as and when required.

Support of Staff Cover

1. Support and assist the Cover Manager in organising the planning and co-ordination of cover for absent staff when required
2. Assist with admin processes related to cover supply and staff absence
3. Ensuring compliance with school policies and procedures of cover staff

Other

- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
- To be responsible for improving your own practice through observation, evaluation and discussion.

- To comply with all School policies and procedures.
- To comply with the School's Health and Safety Policy and associated safeguarding procedures guidelines.
- To comply with the School's Comprehensive Equality Policy and to ensure that it is implemented within the service area of the post.

Additional Duties

To be willing to be trained as, and to be one of the school's many, First Aid Officers (for support staff recruited after September 2004).

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time by the Principal/Operations Manager.

Review of Performance

Performance Management reviews will focus on the post holders' responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

Generic Responsibilities of all Rainhill Staff

- To work consistently to uphold school's aims.
- To work in a co-operative and polite manner with all stakeholders.
- To work with students in a courteous, positive, caring and responsible manner at all times.
- To take an active and positive role in the school's commitment to the development of staff and their annual review procedures.
- To uphold all school policy and procedure towards safeguarding and promoting the welfare of children and young people.
- To work with visitors to the school in such a way that it enhances the reputation of the school.
- To seek to improve the quality of the school's service.
- To adhere to the school's dress code and code of conduct.
- To present oneself in a professional way that is consistent with the values and expectations of the school.
The appearance of all staff should at all times be supportive of school policies for the students;
e.g. 1 professional, and appropriate, appearance at all times including when out of school, eg trips, CPD etc.

The post is subject to a satisfactory Enhanced Disclosure & Barring Service check.

The details contained within this job description reflect the content at the date it was prepared. However, it is inevitable that, over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Trust will expect to revise this job description from time to time and will consult the postholder/s at the appropriate time.

PERSON SPECIFICATION



Criteria	E/D	A/I
Knowledge and Experience		
Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas	E	A/I
Working knowledge and understanding of principles of effective learning in the classroom and classroom management	E	A/I
Working knowledge of relevant policies/codes of practice/legislation	E	A/I
Understanding of inclusion, especially within a school setting	E	A/I
Experience of resources preparation to support learning programmes	E	A/I
Working knowledge of SIMS and Cover	D	A/I
Proficiency in Microsoft Office Excel and Word	E	A/I
Knowledge and awareness of GDPR requirements and regulations	E	A/I
Qualifications and Training		
Good standard of Education up to GCSE or equivalent - Excellent literacy and numeracy skills	E	A
Minimum 2 years experience of working with children in an educational setting (within specified age range/subject area)	E	A/I
NVQ 2/3 equivalent or above in teaching assistance or relevant experience	D	A
QTS/QTLS	D	A
Training in the literacy/numeracy strategy	D	I
Training in special educational needs strategies	D	I
Skills and Abilities		
Excellent time management and organisational skills	E	A/I
Excellent communication skills	E	A/I
Ability to build and maintain effective working relationships with all pupils and colleagues	E	A/I
Ability to work with sensitive information and maintaining strict confidentiality in all forms including electronically, written form and verbally	E	A/I
Ability to promote a positive ethos and role model positive attitudes	E	A/I
Ability to work effectively and calmly under pressure	E	A/I
Ability to communicate effectively at all levels	E	A/I
Planning own workload to meet deadlines	E	A/I
Flexible in their ability to work across the school to best meet the needs of pupils as and when it is needed	E	A/I
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	A/I
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	E	A/I
Effective Behaviour Management skills	E	I
Commitment to Equal Opportunities		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential requirement of the role A = Assessed via the application form P = Presentation D = Desirable requirement of the role
 I = Assessed at Interview T = Task

GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form.

Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults, please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

Section 6: This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

Section 7: Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

Section 14: In line with the statutory guidance document Keeping Children Safe in Education (2023) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to jobs@rainhillhigh.org.uk

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for [Non-Teaching Application Form](#)

OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

