



Cover Supervisor

The Stockwood Park Academy have an excellent opportunity for a degree-educated candidate to join them as a Cover Supervisor. The purpose of the Cover Supervisor role is to provide teaching cover during short-term or planned teacher absences to implement lessons to students. You will join a small team of four who are dedicated in continuing educational provisions across all subject areas. This is a very critical role for our academy and you will make a valuable contribution to our students and curriculum teams. Under the direction of the class teacher, you will enhance learning opportunities for pupils and ensure there is minimal disruption to their education. You will also support with running a club.

This is an ideal role for any candidates wishing to pursue a career in teaching. Join us as a Cover Supervisor to kick-start your career in education and gain useful and relevant long-lasting skills in delivering classes and managing students.

The Stockwood Park Academy are proud of the unrivalled education experience offered. You will certainly benefit from forward-thinking and supportive leadership, an encouraging and enthusiastic staff body and enterprising students. Our academy has state of the art facilities, fit for all your teaching needs.

If you want to grow and develop in a fast paced, dynamic and successful Academy, come and join us at The Stockwood Park Academy!

Key Duties

- Support the teaching and learning of individual or groups of students, using support strategies appropriate to their learning needs.
- Contribute significantly to; the planning of teaching and learning work programmes and activities to achieve the aims of lessons.
- Contribute to the monitoring, recording and assessment of student progress through observation and questioning, against student targets
- Contribute to the development of a purposeful working atmosphere, implement and monitor the school's behaviour and any related policies and procedures.
- Invigilate tests and examinations as directed.
- Support with running a club

Successful Candidate

- be a graduate of any subject
- have excellent command of the English language
- be able to work under pressure
- work with pupils with confidence
- have a flexible nature
- someone who could offer a club/enrichment activity
- be a great team-player

Job Specifics

Start date	Asap
Salary	NJC L4 9-14 £21,269-£23,484 FTE (pro rata £18,774-£20,729) depending on experience
Job Role	Permanent, Full time 37 hours, Term-time + 5 Inset days Mon-Thurs 8am to 4pm Fri 8am to 3:30pm

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.



Why work for Stockwood Park Academy?

- £30 million state of the art building with well-equipped classrooms
- You'll be working alongside a collaborative, forward thinking Principal and Senior Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities with free courses every Thursday catered to your developmental needs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- All teaching staff receive a laptop to use whilst in employment
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on <https://www.thesharedlearningtrust.org.uk/current-vacancies5/845.html>

Safeguarding

'We believe in the safeguarding and welfare of children and expect all staff to share this view'.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department for Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.



Welcome to The Shared Learning Trust

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,700 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.



Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

Cathy Barr, CEO

We recruit people for attitude and train for skills

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to clearly articulate our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who

- are excited by their role and by the prospect of working with young people, even those who are less motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy



About The Shared Learning Trust

- The Vale Academy, Dunstable 2-11
- The Rushmere Park Academy, Leighton Buzzard 4-9
- The Linden Academy, Luton 4-11
- The Chalk Hills Academy, Luton 11-18
- **The Stockwood Park Academy, Luton 11-18**

We also offer a fantastic **Sixth Form** provision for students aged between 16-19, and this is based at both The Stockwood and The Chalk Hills Academy. Including in our Sixth Form provision is our Football Academy Pathway and **brand-new Cricket Academy Pathway**.

Our Academies are supported in their work by our **Teaching Trust, based at The Chalk Hills Academy**. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

Vision & Values 'Strive, Achieve, Believe'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

Strive we will,

- provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.
- continue to work together to **share** innovative practice and to provide a wealth of opportunities for all pupils and staff
- have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets.
- focus on the development of all of our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

Achieve we will,

- aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative.
- share strong Trust approaches to our key issues, for example, teaching, assessment, attendance and curriculum development.
- offer an interesting yet challenging curriculum in each of our academies.
- by our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all.
- continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence.
- place emphasis on collaboration with partners *outside of our Trust* to maximise opportunities for all **in** our Trust.



Believe, we will,

- enable all of our learners to develop and flourish, through close working and regular communication with our families and local community,
- care for our families beyond the school day, supporting the development of high self-esteem and belief.
- ensure that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- promote can-do attitudes and resilience across the Trust that develop belief and high expectation.

CPD and Training – We invest in you!

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is based at The Chalk Hills Academy. We aim to offer exceptional teacher training and high-quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As Chalk Hills Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.



Welcome to The Stockwood Park Academy



Mumin Humayun, Head of School

Dear Applicant,

It is a privilege and an honour to serve The Chalk Hills and The Stockwood Park Academy as Executive Principal.

Our students are extremely motivated and have an exceptional desire to achieve and behave impeccably.

Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students.

The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is clearly at the heart of all we do.

***'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.'* - Albert Einstein**

I am delighted to extend a warm welcome to you.

Best wishes,

Mumin Humayun



About The Stockwood Park Academy

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.





Teacher Testimonials

I was appointed as the Senior Head of Year in November 2019. As a Pastoral Team we work hard to meet the varied needs of our students, firstly via the Tutors who are our 'face' of pastoral care. Our Heads of Year work closely to guide and support the Tutor teams, whilst maintaining an over view via liaison with Teachers, Faculty Leads, SEN, careers teams and our School Nurse. This robust approach ensures we support student's attendance, medical and learning needs, all with the aim to motivate and enthuse TSPA students to be their very best. Our pastoral care is firmly centred on encouragement and providing the stepping stones required to make progress, both academically and in terms of the student character. We want TSPA students to believe that they can realistically improve their academic outcomes and create pathways to a very successful future. For students who require greater support, we have a dedicated team of Pastoral Support Officers. The PSO team deliver Behaviour Modification sessions to help students make positive choices and manage their emotions and feelings healthily. Where a student requires more specific support, the PSO team work closely with attendance, safeguarding and refer to our in house Mentor and Conflict Resolution Manager as well as external organisations. Our pastoral systems have ensured that we have supported many struggling young people to return to the classroom to actively learn. We work daily to support basic physical needs, emotional needs the mental health needs of our TSPA students, resulting in them improving their engagement within the classroom.

- Leigh-Anne Hussain, Senior Head of Year, Pastoral Care

I've been fortunate to develop throughout my career at the Stockwood Park Academy. Since joining as an NQT History teacher, I have led teams as Head of History, Head of Humanities and been a member of our internal Teaching & Learning Team. Most recently, I have had the honour of being responsible for the development of teaching across the academy as Assistant Principal. We strive for every lesson to make a difference and recognise the importance of keeping abreast with the latest educational research and evidence to inform our teaching. We have worked hard to develop a common language across the school when discussing teaching and learning and believe that the teacher is the expert in the classroom so we put our faith in our colleagues to deliver in ways that will benefit our students the most. We support colleagues with a range of high quality internal and external professional development opportunities whilst seeking the best ways to further improve what we do best; teaching students so they can master the subject knowledge and skills that we care so passionately about.

- Joel Toomer, Assistant Principal



Job description

Job Title – Cover Supervisor

RESPONSIBLE TO: Cover Manager

GRADE: NJC L4 9-14 £21,269-£23,484 FTE (pro rata £18,774-£20,729) depending on experience

VISION AND PURPOSE

To provide cover for and support to class teachers in all aspects of teaching and enhance learning opportunities for pupils, bringing to bear knowledge and practical experience gained through working with students, and through their theoretical and academic experience/achievement.

PRINCIPAL RESPONSIBILITIES:

- 1 Under the direction of the class teacher and/or cover manager, support the teaching and learning of individual or groups of students, using support strategies appropriate to their learning needs. Providing feedback and liaising over student progress and learning. Contribute to the intellectual and social development of students, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, and when appropriate, deploy appropriately learning aids, materials and equipment.
- 2 Contribute significantly to; the planning of teaching and learning work programmes and activities to achieve the aims of lessons, for the whole class and/or individual students under your supervision.
- 3 Contribute to the monitoring, recording and assessment of student progress through observation and questioning, against student targets (and Individual Educational Plans where relevant) keeping detailed records of individual's progress. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of students.
- 4 Contribute to the development of a purposeful working atmosphere, implement, and monitor the school's behaviour and any related policies and procedures.
- 5 Under direction of a Senior Leader develop and maintain supportive relationships with parents, carers and others of the student's community. Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, education welfare officers, to meet the personal and educational needs of individual students. Coach and train others in these strategies.
- 6 Contribute to the care, health and welfare of pupils in accordance with the school's health and safety and related policies.
 - 7 As required, contribute to specific aspects of teaching, learning and personal development, for example school visits, fieldwork projects or other activities.
 - 8 Invigilate tests and examinations as directed. Supervise whole groups in particular curriculum activities and the class for agreed periods.
 - 9 To undertake other non-strategic duties or responsibilities reasonably required by the Cover Manager/Director of Business Support.



CONTEXT: All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions, which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Physical Effort: The job is likely to involve some lifting of equipment on a regular basis. Training will be provided.

All staff working in the Academy have a duty to safeguard and promote the health, safety and welfare and all children and young people for whom they are responsible or with whom they come into contact with in the course of their duties.

This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Principal to undertake any other duties commensurate with this role.



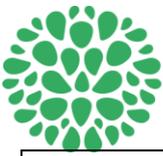
PERSON SPECIFICATION

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Some experience of working in an educational setting.	1,2	Some experience of working with people with a range of special needs.	1,2
			Demonstrable experience of planning, monitoring and assessment of pupils' work.	1,2
Skills/Abilities	Able to plan and organise workloads to meet conflicting work demands and deadlines.	1,2	Able to support learning in numeracy at relevant Key Stage.	1,2
	Able to contribute constructively to and work effectively as a member of a team.	1,2	Able to support learning in literacy at relevant Key Stage.	1,2
	Able to use own initiative in working with parents/carers and the child's community within an agreed framework of policies and procedures.	1,2	Information technology skills in word processing, the use of databases and spreadsheets to support record keeping and children's learning.	1,2
	Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, Supply Agencies.	1,2		
	Able to keep accurate records and use these to inform judgements.	1,2		
Equality Issues	Able to recognise and act upon common forms of discrimination.	1,2		
		1,2		



	Able to understand the issues for pupils' education in an urban, multi-cultural context.			
Specialist Knowledge			Some knowledge of how pupils learn. Demonstrable knowledge of curriculum requirements. Some knowledge of policies and procedures in areas such as child protection, behaviour management.	1,2 1,2 1,2,5
Education and Training	Able to commit to relevant job training. NVQ in childcare Level 3, NNEB or equivalent qualification. Willingness to undertake First Aid training and to apply this in the school.	1,2 1,2,4 1,2		
Other Requirements				

The Job-holder will ensure that The Chalk Hills Academy's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).

1= Application Form 2 = Interview 3 = Reference 4 = Presentation and/or test