



Application Pack & Job Description Cover Supervisor



Brookvale Groby Learning Campus



Welcome from the Headteacher

Thank you for expressing an interest in the role of Cover Supervisor at Brookvale Groby Learning Campus. This is an exciting time to join our campus and we look forward to working with a new member of staff who will share our ambitious vision, “Valuing Everyone, Achieving Excellence”.

The campus has been through a period of significant change having converted to a multi academy trust in 2017 and a merger to a single academy trust from September 2019. Our founding schools were Brookvale High School, an ‘outstanding’ 11-14 high school, and Groby Community College, a 14-19 upper school graded as ‘good with outstanding features’. Now, as a united campus, we meet the educational needs of over 1500 students with over 300 of those enrolled in our Post 16 provisions.

We have a strong ethos of valuing everyone and achieving excellence for all. We set very high standards for our students and ourselves, we work hard, we look after each other, and we are committed to professional learning for all staff. As a consequence the motto we use on a daily basis with our young people is to work hard, be kind which we feel symbolises the culture we aim to create on campus.

We have a spacious semi-rural campus location and most of our students live in the surrounding villages with some travelling from Leicester and its western suburbs.

We hope the documents provided help you to gain a feel for the school, but if you’d like to find out more, then please contact Elaine Freeman - efreeman@brookvalegroby.com in the first instance.

We would like to thank you again for your interest in the post and we look forward to receiving your application. Please do note however that, to adhere to our Child Protection and Safeguarding procedures, CVs are not accepted as a form of application and are not put forward to the shortlisting panel. If you have not heard from us within 2 weeks of the closing date, then please take it that on this occasion your application has not been successful. If this is the case, then we thank you for your interest, and for the time spent applying.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Will Teece'.

Will Teece
Headteacher



Visions, Values and Ethos

The shared vision and values of the Trust underpins all that we do, including the governance arrangements for the Trust.

Our Vision

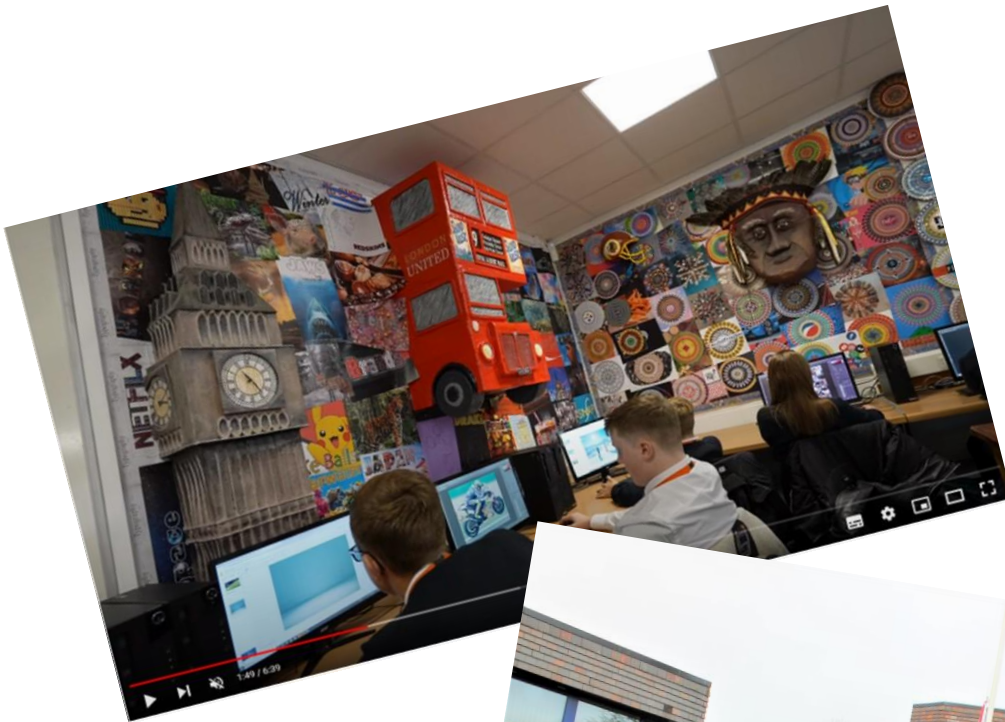
Valuing Everyone, Achieving Excellence

Our Motto

Work Hard, Be Kind

Our Core Values

Community, Aspiration, Resilience, Excellence





Testimonials

Emails from parent during Covid pandemic:

I just wanted to acknowledge and thank you for all the ongoing engagement with students and communication with us as parents during this very difficult time. I can only imagine how much additional work this has generated for all the staff at BGLC, and it is greatly appreciated - we have felt very well informed throughout. As parents who both work full time we are not able to very closely supervise our sons during their home schooling, but we have seen how much engagement there has already been from their teachers, and I think/hope this will keep them on the right track! Many thanks again to all of the staff at BGLC.

I just wanted to send a quick "well done" and "thank you" to all your staff. I have 2 children at BGLC and I am very impressed with the lockdown learning that they have received this week. Thank you to your teaching staff for keeping them engaged in learning. In these challenging times, keep up the good work all.

Extract taken from email correspondence, following a tour of the school by a prospective parent:

I would just like to say thank you for the time spent with me today on my tour of the campus, and state how impressed I was with the school. There seems to be a very calm, relaxed and organised approach to how the school operates, and I believe that obviously shows in the way your students behave.

Written comments from parents following Open Evening:

I just wanted to write to say what a credit the students were to your campus last night. They were very helpful, polite and informative. I was in awe of the two students who spoke so confidently in front of a hall full of parents – what a talent to have at such a young age. The staff were all lovely too! We definitely left with a very positive view of the campus.

Written comments from parents following Year 11 Progress Evening:

'All the teachers I have met tonight know my son very well. I think all of them are interested and care about his progress.'

'All 3 of our children have thrived through the support that the school has given them, so happy with their education.'

'The school is excellent, helping my child progress and I would recommend it.'

Year 10 student:

In my opinion, the teachers that teach me are very patient in the sense that if I don't understand something, they will try their best to ensure that I grasp that piece of knowledge whether it be by a diagram or an acronym etc. Another great thing about the school is that we have so many facilities so that we can excel in whatever we may want to do.

Year 7 student:

'At our school we have amazing facilities and most importantly, very supportive staff!'

'Students feel safe at BGLC'.

'We are rewarded for hard work'.

'We are listened to and supported by the teachers and staff'.

Extract of letter from staff member:

'I have had the most positive experience and have enjoyed every day of it. I have worked in schools for the last 10 years and have never worked anywhere like this. From day 1, I have felt part of something amazing and special....the school has such a positive atmosphere and nothing has been too much trouble for anyone. I am sad to leave, but now I have a great basis for my career ...although I think it will be hard to find a school as good! I wish you continued success and maybe one day we'll meet again!'



Why work at BGLC?



- Fully resourced curriculum for KS3-5
- Clear / Evidence informed approach to teaching through our “Model of Expert Teaching”
- Clear CPD pathways to support every career aspiration
- Simple QA process through our Developmental Drop Ins
- Simple approach to home learning - 20/20/20
- Centralised behaviour system
- Friendly supportive community
- A commitment to staff wellbeing - evidenced by our workload charter
- Professional learning community - looking at the most impactful pedagogy
- Strong SLT presence
- Amazing campus



- No disruption to lessons permitted
- No fads - We have a plan and we stick to it
- No individual lessons plans
- No high stakes observations
- No gimmicks
- No unnecessary marking of students’ classwork - simple and effective whole class feedback prioritised
- No excess data analysis or data inputs
- No lengthy written reports
- No stagnancy or complacency
- No excessive after school meetings





General Information

Our Cover Supervision team is both highly effective and hard working. You will be joining a team of enthusiastic Cover Supervisors, who thrive on helping our students to be the very best that they can be. You will be supported along the way, given the opportunity to participate in all teacher CPD sessions, and if you enjoy a busy and varied schedule, working with young people, then this is the job for you. The role could also be a great stepping stone into a future career in teaching if that is something you may be considering.

You will be part of a campus family where support staff are valued. Teachers and support personnel are all part of the same team, working together for the sake of the students and their learning.

The campus places high emphasis on whole staff wellbeing, and operates an 'open door' policy for suggestions and ideas on how we can make things even better!

We look forward to receiving your application.



Advert

Cover Supervisor

To begin on Tuesday 27th August 2024

Grade 7 - £17,296 per annum

30 hours per week, term time, permanent

Plus 10 additional hours for Teacher Training and INSET days

Monday – Friday, 8.30am – 3.15pm

To begin in August 2024, we are seeking to appoint an enthusiastic Cover Supervisor, with previous classroom experience, to join our busy, friendly Cover Supervision team.

If you are considering teaching as a potential future career, then this is the post for you!

Full details and an application form can be found on our website – www.brookvalegroby.com

Please email completed applications to Elaine Freeman – efreeman@brookvalegroby.com or by post to the school to reach Elaine Freeman before the closing date.

For further details, or if you would like to visit us, then please email Karen Middleton - kmiddleton@brookvalegroby.com

Closing Date: 9am, Monday 17th June 2024

Interviews to be held within 2 weeks of the closing date.

The Brookvale Groby Learning Campus is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undertake pre-employment checks which will include an Enhanced Disclosure and Barring Service (DBS) check, and a declaration that you are not a disqualified person under the Childcare (Disqualification) Regulations (2009).

Applicants are advised that online searches may be carried out as part of due diligence checks. Other necessary checks will also be undertaken, including the requirement for two satisfactory references (one from our most recent employer) to be received prior to any offer of employment being made.



How to apply

Completed applications should be returned to efreeman@brookvalegroby.com

Or by post to

**F.A.O. Elaine Freeman
PA to the Senior Team
Brookvale Groby Learning Campus
Ratby Road
Groby
Leicester LE6 0FP**

Queries

If you have any queries on any aspect of the application or need additional information please contact Elaine Freeman, on the above email address, or telephone 0116 2879921.

Thank you.





JOB DESCRIPTION

Job Title:	Cover Supervisor
Grade:	Grade 7
Responsible To:	Cover Manager
Responsible For:	n/a
Key Relationships/ Liaison with:	Teachers, other classroom support staff
Job Purpose:	Day to day cover and intervention: To provide supervision of classes across the curriculum in the event of the absence (planned or unplanned) of the teacher, ensuring that students are engaged in pre-set work, managing student behaviour and ensuring a safe environment. To provide supervision and support for students in the Inclusion Centre. To lead intervention activities with small groups.

MAIN DUTIES AND RESPONSIBILITIES FOR DAY TO DAY COVER AND INTERVENTION:

1.	In the absence of a teacher, to be solely responsible for a class of students, ensuring they are engaged in the learning activity that has been set by a teacher.
2.	To lead intervention activities with students as required.
3.	To effectively manage instances of poor behaviour and any other immediate issues or emergencies that arise in accordance with school policy.
4.	To support students to engage with the work provided, including providing support where necessary with literacy, numeracy and organisational skills.
5.	To liaise with teachers / other relevant staff with regard to work set for a class, and ensure you are suitably equipped and informed to be able to effectively supervise the assigned lesson.



6.	To feedback to the class teacher on student engagement in the set work and also on any issues that may have arisen during the covered lesson(s).
7.	To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
8.	To support the maintenance of an activity bank, contributing general activities as appropriate, and draw upon this in the event that students complete the pre-set work more quickly than expected, in order to ensure that students are engaged in constructive activity.
9.	To assist in the evaluation of the impact of covered lessons on students and throughout the school.
10.	To undertake student registration of a class, as required.
11.	To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.
12.	To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.
13.	To assist with the organisation of cover for absent colleagues (teachers or support staff), for both planned and unplanned absences.
14.	To assist in the creation and maintenance of curriculum resources, and creation of visual displays in order to ensure a relevant physical learning environment.
15.	To undertake administrative duties relevant to the role.
16.	To invigilate internal and external tests and examinations under formal conditions.
17.	To participate in the campus Duty Rota during break and/or lunch times.
18.	When not required to undertake any responsibility falling within the above, Cover Supervisors may be directed to provide additional support in the school, in accordance with the duties of other similarly or lower graded jobs for which they are suitably skilled/ qualified e.g. attend trips, support in classes, manage inclusion, mentor students.



MAIN DUTIES AND RESPONSIBILITIES FOR LONGER TERM ABSENCE COVER (if and when required):

- To assume the responsibility for a teacher's classes and duties in the event of a longer term absence, subject to relevant expertise, and as negotiated on an individual basis in accordance with the skills of the post holder.
- To prepare students effectively for qualifications and external examinations
- To fulfil the roles and responsibilities of tutor and support students on an individual basis through academic or personal difficulties. To act as a mentor to specific members of the tutor group in order to raise achievement
- To take responsibility for personal CPD and to participate in campus and external CPD activities by negotiation
- To undertake all of the requirements laid down by the campus Performance Management Policy
- To participate in faculty/department and house meetings
- To participate in parental consultation/student progress evenings as well as the annual target setting evening with Year 10 and 11
- To carry out supervision duties in line with campus arrangements. To fulfil the "Professional Standards 2012" as laid down by the DFE:
- **Set high expectations which inspire, motivate and challenge students** – safe and stimulating environment. Set goals and challenge students of all abilities and backgrounds. Demonstrate positive attitudes, values and behaviours
- **Promote progress and outcomes by students** - accountable for attainment, progress and outcomes
- **Demonstrate good subject and curriculum knowledge** – including literacy and numeracy
- **Plan and teach well structured and engaging lessons** – including setting regular homework as per campus policy. Selecting and using a range of different learning resources and equipment, including ICT and where possible the use of interactive whiteboards
- **Adapt teaching to respond to the strengths and needs of all students** – including differentiation / needs of SEN students
- **Make accurate and productive use of assessment** – use data / accurate marking / give feedback to students on how to improve / maintaining records of students' progress and development
- **Manage behaviour effectively** – establish rules / routines. Promote positive behaviour. Have high expectations
- **Fulfil wider professional responsibilities** – promote a positive contribution to the ethos of the campus. Develop own CPD.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
- (b) Expenses will be paid in accordance with the Local Conditions of Service.
- (c) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable



Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore a **DBS enhanced check is an essential requirement.**

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- The nature of the post may involve the carrying out of outside of normal working hours.
- The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the college.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is subject to a check being carried out at an Enhanced level by the Criminal Records Bureau regarding any previous criminal record.

WHOLE CAMPUS RESPONSIBILITIES:

- Support current policies and recognised good practice on campus.
- Be aware of the importance of confidentiality and data protection.
- Participate in annual Performance Management review with Line Manager, based on agreed objectives, ideally one of which should be linked to the campus improvement plan where possible.
- To work as part of a team, to act as a contact in providing basic emergency first aid, if training is provided.
- Willingness to be flexible in both approach & use of time.
- All tasks should be undertaken with due regard to Health & Safety Regulations.
- To undertake such other duties which are within the scope of the job purpose, title of the job and its grade.

This post is subject to enhanced disclosure from the Criminal Records Bureau.

All BGLC employees are expected to promote and safeguard the welfare of students at this school.

The Board of Trustees is seeking to promote the employment of people with disabilities and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable candidate with a disability.

This Job Description sets out the responsibilities of the post at the time it was drawn up. Such responsibilities may vary from time to time without changing the general character and requirements of the post or the level of responsibility entailed. Variations are a common occurrence and do not necessarily constitute additional responsibilities or warrant a higher grade.



PERSON SPECIFICATION

	Essential	Desirable	How assessed
Qualifications: <ul style="list-style-type: none"> Level 2 qualifications in Maths/numeracy and English/literacy OR Able to demonstrate competency in literacy and numeracy equivalent to level 2. 	✓		A/I/R
Experience: <ul style="list-style-type: none"> Previous classroom experience Experience of working with younger people in a social or learning environment. 	✓ ✓		A/I/R
Knowledge: <ul style="list-style-type: none"> Knowledge of child protection and health and safety procedures. 	✓		A/I/R
Skills/Attributes: <ul style="list-style-type: none"> Ability and willingness to undertake professional development. Good interpersonal skills. Empathy with children and young people. Ability to effectively manage student behaviour in accordance with campus policy and procedure. Ability to use own initiative to work flexibly and respond positively to a range of situations. Ability to work effectively as part of a team. 	✓ ✓ ✓ ✓ ✓ ✓		A/I I A/I/R A/I/R A/I/R A/I/R
General Circumstances: <ul style="list-style-type: none"> Attendance - evidence of regular attendance at university or work. An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to day-to-day situations. 	✓ ✓		A/I/R A/I/R



<ul style="list-style-type: none">● Willingness to dress as a professional, in line with the ethos of the campus.	✓		I
Factors not already covered: Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act 1995.	✓		A/I/R

In addition to candidates' ability to perform the duties of the post, all Brookvale Groby Learning Campus employees are expected to promote and safeguard the welfare of students at the school, therefore the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

Please be aware that any relevant safeguarding issues that arise on receipt of references may be discussed at interview.

Evidence to be gleaned from:

- A** Letter of application, application form
- I** Interview process
- R** Reference