

Candidate Information Pack

Cover Supervisor

Required: September 2024

Closing Date: 18th July 2024 at noon

Interview Date: W/b 22nd July 2024



Welcome to Burton Borough School a proud member of the Learning Community Trust



Dear candidate,

We are committed to providing a high-quality education that prepares our students for a happy, successful life and enables them to make a positive contribution to society. Our school is built on the values of ambitious, proud, and caring. We believe that these values are essential in shaping the character of our students and preparing them for the future.

At BBS, we understand that education is not just about academic excellence, but also about fostering strong relationships with families and the community. We believe that working in partnership with families and the community is crucial in providing a holistic education for our students. We encourage parents and guardians to be actively involved in their child's education and to work with us in creating a supportive and enriching learning environment.

Our dedicated team of teachers and staff are committed to providing the best possible education for our students. We believe that every child has the potential to succeed and we strive to create an environment that nurtures and supports this potential. We offer a wide range of programs and activities that cater to the diverse interests and needs of our students.

At BBS, we place a strong emphasis on learning and getting a good education. We believe that education is the key to unlocking a world of opportunities and possibilities for our students. Our curriculum is designed to challenge and inspire our students, and our teachers are dedicated to helping each student reach their full potential.

Thank you for considering BBS for your child's education. We look forward to working with you and your family in providing the best possible education for your child.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'R Gummery'.

Mr R Gummery

Executive Principal: Burton Borough School

Assistant Director: Learning Community Trust

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About the School

It is an exciting time to be joining BBS. In April Ofsted noted in its inspection that “leaders are driven and determined” and that the school is “taking effective action to improve the quality of education”.

This year we have converted to a horizontal pastoral structure to ensure we can give bespoke support at each year group level. We have also embedded a whole team devoted to our Year 7 cohort as we recognise the need to nurture following lost learning at such a young age. We take pastoral care incredibly seriously at BBS and have a superb team of staff who always put the interests of the community first.

The school is implementing a new and innovative Teaching and Learning strategy which has been created by the staff team, matching the needs of our school and its community. Staff who have a passion within this area will find that there are numerous opportunities to share good practice and get involved in developing pedagogy throughout the school and across our Primary Cluster.

As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. This is an exciting time to join the school if you are someone who embraces change and enjoys trying out new things.



Your Professional Learning

We are very proud of our professional development opportunities in the school. All teachers, whether you are an NQT or Senior Leader, are expected to improve their craft in the classroom and to share their expertise with their colleagues. This will include the successful applicant to this post.

Our CPD provides personalised learning opportunities to support staff to meet their appraisal objectives and to help them move on to the next stage in their teaching career, whether that is securing the foundations during their ECT or working with staff who aspire to leadership.

We extend this CPD throughout our staffing structure. Both the SEND and Pastoral teams have weekly CPD enabling them to develop professionally and ensure that we have highly trained and knowledgeable staff who can understand the needs and requirements of all of our students.



Job Title

Cover Supervisor

Evaluated Grade

Scale 4

Job Description

Job Purpose

To work as part of a large team of teachers and support staff involved in the delivery of differentiated learning, and educational programmes designed by teachers.

To act as a cover supervisor for classes where there are short-term absences of timetabled classroom teachers and for specific learning activities involving classes and small groups.

Major Tasks

- Ensuring that students are supervised whilst undertaking prepared or self-directed learning activities.
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Administer and assess routine tests and invigilate exams/tests.
- Dealing with any immediate problems/emergencies according to the school's policies/procedures.
- Collecting completed work after lessons and return to appropriate teachers.
- Reporting as appropriate using the school's agreed referral procedures, on the completion of tasks, behaviour for learning of students during the class and on any problems arising.
- To attend and participate in relevant staff meetings and professional development as requested.
- Understand, comply with and contribute to the development of the school's policies and support service procedures including all safeguarding and child protection, equal opportunities, health and safety, confidentiality and data protection.
- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs.
- Develop methods of promoting and reinforcing students' self-esteem and independence within the classroom and school environment.
- Highlight the need for additional support in consultation with appropriate professional staff.
- Together with teaching staff be involved in monitoring of student progress and maintaining related records.
- In consultation with teaching staff, participate in the evaluation of the support programmes for students, contributing to reviews of children's progress, including formal reviews of statements.
- Provide regular feedback and assessment on children's progress to class teachers, form tutors and other professionals as required.
- To assist in the evaluation of the impact of covered lessons on students and throughout the school.
- Develop positive and effective relationships with students to foster a positive learning ethos in all lessons.
- Alongside teaching staff, develop effective relationships and links between home and school.
- To deputise for the Senior Cover Supervisor during periods of absence which includes:
 - To receive, record and monitor all telephone notifications from staff who are absent for work.
 - To enter sickness absence onto the PSE database and BromCom MIS.
 - To receive, record and monitor all requests for cover for planned absences by teaching staff in accordance with the school's procedure for requesting absence.

- To plan effective cover for all absent teaching staff on a daily basis. This may be done through utilisation of our own cover supervising team or through the employment of agency or casual staff.
- When requested by the Business Manager download absence patterns on staff within school.
- To Be aware of the agency staff budget and in conjunction with the Business Manager analyse the use of cover, agency and casual staff.
- Support the use of ICT and to ensure the appropriate and safe use of equipment and resources.
- When not required as a Cover Supervisor to:
 - Support in classrooms where needed including exam invigilation and the development of classroom display.
 - Provide clerical/admin support, e.g., photocopying, typing, filing etc. as part of the Central Resources Team or the Finance team accordingly.

Contacts & Relationships

- With students – daily.
- With students' parents/carers – as required linked to incidents, complaints etc.
- With visitors, or other external bodies – as required.
- With staff within school – daily.
- With professionals such as casual teaching staff, agencies and other professionals.

Creativity

- The post holder may be expected to use their own initiative in setting a task for the class while reading and understanding the cover work that has been left to deliver.
- Provide objective and accurate feedback and report as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- When deputising Senior Cover Supervisor during periods of absence, planning of work rotas on a daily basis for the cover supervisors team and external cover staff.

Decisions

- The post holder will be expected to decide when to refer any issues under the Behaviour Management System.

Management & Supervision

- The post holder will be expected to manage and supervise a classroom of students.
- To lead, organise and direct support staff within the classroom if present in the cover lesson.
- Liaise and guide other cover supervisors or agency staff.

Supervision Received

- Post holder will be directed according to the needs of school by the Senior Cover Supervisor.
- Performance Management will be via the Senior Cover Supervisor.

Complexity

- The role is intended to support teachers and supervise classes, maintaining good behaviour during periods of pre-prepared or self-directed learning activities.
- Be aware of and support difference and equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others

Resources

- Together with teaching staff to be involved in monitoring of student progress and maintain related records, which includes confidential and personally sensitive information.
- Operate relevant equipment/complex ICT packages (e.g. Word, Excel, graphics, databases, internet)
- Assist with research and obtain information to inform decisions
- The post holder may have access to sensitive and detailed information concerning a student and his or her family. It is essential this information is kept with utmost confidentiality, as it could result in the breakdown of good relationships between the school and the family
- To acknowledge and practice confidentiality, in regard to handling sensitive information pertaining to students, staff or school matters/issues in accordance with Data Protection policies.

Impact

- The role provides support to teachers and works closely with students, supervising them during staff absences and monitoring and evaluating students.
- Ensure that all students make excellent progress and attainment within the cover lesson set.

Physical Demands

- To maintain good general health and mobility to support school
- Be able to work as part of a successful, hard-working, dedicated team

Working Environment

- The school is on one site with 4 main buildings sited alongside the sports field. The post holder will be required to work across the whole site.
- In the main this post works in an office/classroom setting with appropriate heat, ventilation and lighting.
- Occasionally may deal with students and/or families regarding difficult or distressing matters which may result in receiving verbal abuse. This would be referred through the Safeguarding channels in line with the school policy. This is not a regular occurrence

Emotional Context

- The emotional strain or distress this role is expected to face would be limited however there may be times when the post has contact with information that may be upsetting. However, this would be incidental and it would not be a formal part of the job to deal with this information.
- To be aware of personal stress levels and alert senior staff if issues arise.

Other

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken many not have been identified. The post holder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.

The post holder will be expected to participate in training and other learning activities and performance development as required.

The post holder will be expected to actively follow Community Learning Trust policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.

The post holder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.

The school is committed to safeguarding and promoting the welfare of children and young people by having a child-centred approach and expects all staff and volunteers to share this commitment.

Person Specification

Criteria	Standard
Qualifications	<ul style="list-style-type: none"> • Very good numeracy/literacy skills. • NVQ 3 for Teaching Assistants or equivalent qualification or experience. • Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bilingual, sign language, dyslexia, ICT, maths, English, CACHE etc. • Willingness to undertake further training such as HLTA.
Experience	<ul style="list-style-type: none"> • General clerical/administrative/financial work. • Experience working with children. • Experience of working with children of secondary school age is desirable.
Knowledge	<ul style="list-style-type: none"> • Can use ICT effectively to support learning. • Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation. • Ability to relate well to children and adults. • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. • Ability to work constructively as part of a team. • Ability to relate well to children and to adults. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail.
Skills	<ul style="list-style-type: none"> • Good numerical skills to undertake a variety of tasks. • Good literacy skills to undertake a variety of tasks. • Very good ICT skills. • Able to relate well to children and adults. • Some need to use analytical, judgmental, creative and developmental skills. • Able to work accurately and with attention to detail. • Alertness and concentration. • Able to work constructively as part of a team and to understand school roles and responsibilities and own position within these. • Able to self-evaluate learning needs and actively seek learning opportunities.
Personal style & behaviours	<ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Caring, supporting, ability to work independently, use initiative. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.
Fluency Duty	<p>This post has been identified as a customer facing role and therefore the Trust is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a body the Trust is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.</p>

	The role will need to understand with ease virtually everything heard or read, can summarise information from different spoken and written sources and can express themselves spontaneously and very fluently and precisely, differentiating finer shades of meaning even in the most complex situations".
Political Restrictions	This role is not politically restricted

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	x
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	



Safeguarding

BBS fully recognises its responsibility to safeguard and promote the welfare of students and young people. We are committed to ensuring that students have opportunity to thrive within a safe learning and working environment. Our school expect all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, Governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with our students.
2. Raising awareness of child protection issues and equipping students with the skills they need to keep them safe.
3. Implementing procedures for identifying and reporting cases, suspected cases, of abuse.
4. Supporting students who have been abused in accordance with their agreed protection plan.
5. Establishing a safe environment in which students can learn and develop.



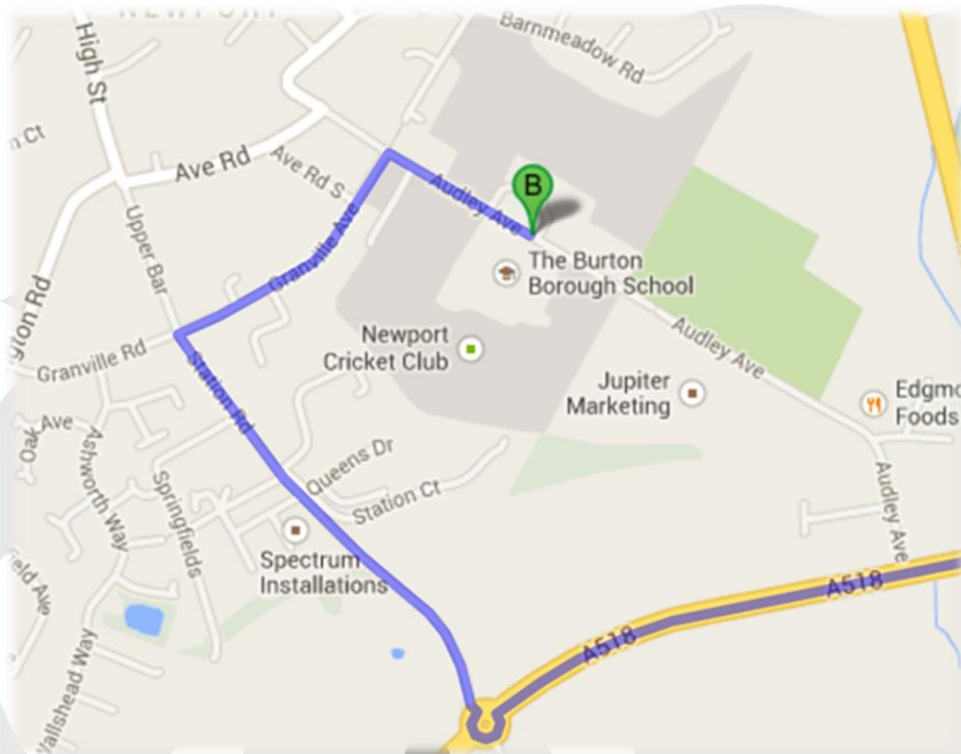
The staff at BBS are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. Our 'Professional Code of Conduct' establishes expectation in relation to conduct towards students and all staff are issued with the strict guidelines on what are considered to be safer working practices which must be observed at all times. If any member of staff has a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were as a result at risk, then they would be expected and supported to raise the concern under the school's adopted 'whistleblowing policy and procedure'.

Our school also operates within other policies relating to safeguarding, child protection and the welfare of students.

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.

Local Information

Newport, Shropshire, is a beautiful market town in the borough of Telford and Wrekin. It is located on the Shropshire/Staffordshire border, equidistant from Shrewsbury, Stafford and Wolverhampton. We are the only comprehensive school in Newport with two single sex, selective grammar schools nearby.



How to find us

From the North: At Junction 14 (M6), take the B5026 to Eccleshall, then take the A519 following the signs for Newport.

From the South: At Junction 12 (M6), take the A5 exit to Telford/M54, exit at Junction 3 (A41) following the signs for Newport.

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