

NETHERWOOD ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

COVER SUPERVISOR

CANDIDATE PACK

Open Letter from our Principal

Dear Candidate

I would like to take this opportunity to welcome you to Netherwood Academy. I took the helm here at the beginning of September 2020 after almost 10 years Headship experience in two schools elsewhere in Yorkshire, and I am committed, alongside my staff team, to doing everything in my power to ensure Netherwood is the school of choice for all secondary-age students in the wider community.

We have ambitious plans to take the school further on its journey to “inspiring beyond measure”, backed by Astrea, a forward-looking and values-driven trust which operates a large number of primary and secondary schools throughout South Yorkshire and Cambridgeshire.

My personal ambitions for Netherwood are very straightforward – to provide an excellent all-round education for every student, whatever their background, and inspire them to be ambitious for themselves, both academically and socially, so that they go out into the wider world as responsible citizens, fully-equipped for what life has to offer. This will include a commitment from us, as staff, to broadening students’ general cultural awareness, and we aim to do this through high expectations and an unapologetic focus on students doing the right thing day-in, day-out. We believe this will make all of our classrooms and corridors disruption-free, enabling teachers to teach high-quality lessons and students to learn and thrive every day.

Our facilities are modern and extensive, and we have worked hard to ensure curriculum areas and extra-curricular activities are well-resourced and accessible to everyone. We have dedicated, state-of-the-art spaces for indoor and outdoor Physical Education, as well as the Visual and Performing Arts, including Music, Drama and Dance.

More and more families from the local area are choosing Netherwood for their children than ever before, and staff at the school have the confidence to send their own children here, in greater numbers than we have ever seen – this is testament to the rapid improvements we have made over the past two years, and which we continue to make.

When Ofsted next visit us, we are adamant that we will be judged to be a Good school, for the first time in the school’s history; the work we have already undertaken means we are well on the way to achieving this ambition.

Our academy is a bright and vibrant community, where children sit at the very heart of everything we do. I very much hope it is a community you would like to be part of.

Best wishes

I look forward to welcoming you to our Academy.

Please visit our website for further details on our vibrant and diverse [school](#)

Mr J Mitchell

Principal

Job Description

JOB TITLE:
Cover Supervisor

REPORTING TO:
Vice Principal

SALARY RANGE:
SCP15 - SCP19, currently £27,803 to £29,777 FTE

ACTUAL SALARY IF PRO RATA:
£23,659 to £25,339

CONTRACT TYPE:
Permanent

WORKING PATTERN:
Term Time (38 weeks plus 5 Inset days)
37 hours per week, Monday to Friday



Role Description

Purpose

To work under the guidance of teaching/senior staff and within an agreed system of supervision. To implement agreed work programmes with individuals/ groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/ presentation of resources.

Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to-maintain good order and to keep students on task. Cover Supervisors will need to respond to questions and generally assist students to undertake set activities.

Under the guidance of staff; provide specialist support in a specific curricula/ resource area, including preparation, and maintenance of resources and support to staff and students. Working under guidance; provide support in addressing the needs of students who need particular help to overcome barriers to learning.

Key Areas:

Support for Students
Support for the Teachers
Support for the Curriculum
Support for the Academy

Main Duties and Responsibilities

Support for Students

- Use specialist (curricular/ learning) skills/ training/ experience to support students.
- Assist with the development and implementation of Individual Education/ Behaviour/ Support/mentoring plans.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.

- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress, achievement, behaviour and attendance.
- Provide pastoral support to students.
- Receive and supervise students excluded from, or otherwise not working to, a normal timetable.
- Attend to student's personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in comprehensive assessment of students to determine those in need of particular help.
- Support provision for students with special needs.
- Develop one to one mentoring arrangements with students and provide support for distressed students.
- Promote the speedy/ effective transfer of students' phases/ integration of those who have been absent.
- Provide information and advice to enable students to make choices about their own learning/ behaviour/ attendance.
- Challenge and motivate students, promote and reinforce self-esteem.

Support for the Teacher

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher and other staff in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for maintaining and updating records, information and data as agreed with the teacher, contributing to reviews of systems/ records as requested and producing analysis and reports as required.
- Undertake marking of students' work and accurately record achievement/ progress.
- Promote and ensure health and safety, 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.
- Liaise sensitively and effectively with parents/ carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/ meetings with parents, or as directed by the teacher.

Role Description

- Administer and assess routine tests and invigilate exams/ tests.
- Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Create and maintain a purposeful, orderly and productive working environment.
- Ensure timely and accurate design, preparation and use of specialist equipment/ resources/ materials.
- Assist in the development of lesson/ work plans, administration of coursework, work sheets etc.
- Contribute to planning, development and organisation of systems/ procedures.
- Administer and assess routine tests and invigilate exams/tests.
- Support students' access to learning using appropriate strategies, resources etc.
- Provide general clerical/ admin support e.g. dealing with correspondence, compilation/ analysis/ reporting on attendance, exclusions etc., making phone calls, administer coursework, produce worksheets for agreed activities.

Support for the Curriculum

- Implement agreed learning activities/ teaching programmes, adjusting activities according to student responses/ needs.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Help students to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
- Maintenance of specialist equipment, check for quality/ safety, undertake specialist repairs/modifications within own capabilities and arrange for other repairs/modifications to be carried out.
- Provide specialist advice and guidance as required.
- Implement agreed work programmes/practical lessons under the guidance of the teacher.

- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support students.

Support for the Academy

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to overall ethos/work/aims of the Academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in development opportunities and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes, e.g. clubs, extra curriculum activities.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under supervision of the Teacher.

General

- To develop and promote high standards throughout the Academy Trust and Barnsley Children, Young People & Families Services.
- To undertake any other duties, commensurate within the grade, at the discretion of the Principal.
- Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection, Data Protection and Financial Regulations, policies and procedures.
- Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.

Person Specification

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

Relevant Experience

- Recent relevant experience
- Experience working with children of relevant age
- Experience in specific area in a learning environment
- Experience of working with students with additional needs
- Supervisory experience

Education and Training

- Numeracy/ literacy skills
- 2 GCSEs at grade A to C in English and Maths or equivalent and level 3 certificate or equivalent (e.g. NVQ level 3)
- Training in the relevant strategies e.g. literacy and /or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.
- Appropriate first aid training
- Specific training in specialist area

General and Special Knowledge

- Effective use of ICT and other specialist equipment/ resources
- Use of other equipment technology – video photocopier
- Full working knowledge of relevant policies/ codes of practice and awareness of relevant legislation
- Working knowledge of national/ foundation stage curriculum and other relevant learning programmes/ strategies
- Understanding of principles of child development and learning processes

Skills and Abilities

- Ability to self-evaluate learning needs and actively seek learning opportunities
- 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
- Relevant first aid knowledge
- Understanding of principles of child development and learning processes and in particular, barriers to learning

- Ability to plan effective actions for students at risk of underachieving
- Full understanding of the range of support services/ providers

Additional Factors

- Ability to travel around the borough
- Demonstrate a commitment to Equal Opportunities

General Information and Working Arrangements

- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.
- To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- This job description will be kept under review and may be amended via consultation with the individual, Governing Body and / or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

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About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

