June 2024

Dear Candidate

Thank you for your interest in our Cover Supervisor vacancy. I hope that the provided information is helpful in encouraging you to apply for what is a vital role in our school.

We are looking to appoint an enthusiastic and courteous Cover Supervisor to join our Learning Support Department at De Aston School, for:

* 32.5 hours per week – Monday to Friday 8:30am to 3:30pm.
* 39 weeks per year + holiday.
* Salary Grade 4 point 9 - £18,972 (FTE: £25,183).

The role will primarily involve providing cover for absent members of the teaching staff, when required, and being part of a team that supports Special Educational Needs within the classroom as well. The role will involve working with the whole ability range of students across all three Key Stages across the full range of the curriculum. This role is ideal for someone thinking about becoming a teacher and, if this is the case, we will be able to support you in applying for teacher training.

The successful candidate will have:

* Good organisational, ICT and interpersonal skills.
* Enthusiasm and be hardworking.

We offer:

* A warm, welcoming atmosphere.
* A genuinely committed, supportive and successful team.
* Excellent CPD opportunities.
* An outstanding reputation centred around the promotion of evidence-informed pedagogy.
* Good work/life balance.

As Headteacher, I am passionate about evidence-informed pedagogy. If you join us, you will be joining a school that believes in investing in you, so you are able to develop your knowledge and skills. We are a friendly, successful and vibrant 11-18 school, with excellent facilities and a genuinely comprehensive intake. We are a rural school, very much at the centre of the local community. We are a growth mindset school and believe that our motto (Believe. Strive. Achieve.) captures our philosophy and energy.

We are a school that cares about its staff. During our recent Ofsted inspection, the Inspector commented that:

“Leaders are considerate and supportive of the workload and well-being of staff. Senior leaders have high expectations of staff and are mindful of staff’s workload.”

“Staff say that they feel valued and appreciated. Morale is high. One member of staff summed up the views of many, by sharing that the school is ‘one big family’.”

The Learning Support Department supports a large number of students across all year groups, including the Sixth Form. These students have a wide range of learning and other needs and includes some students who have Education Health and Care Plans.

The department is led by the Special Educational Needs Co-ordinator (SENCo) supported by the Senior Learning Support Assistant. We have a team of Learning Support Assistants who support students in lessons, alongside Cover Supervisors who support in lessons when not covering for absent teaching staff. In addition, we have Learning Support Assistants who lead literacy and numeracy interventions.

Students with SEND are supported largely within their mainstream classes so that they have equal access to the ideas, concepts, attitudes and experiences that other students have.  When appropriate, students may be withdrawn to work in the Learning Support Department in order to receive some individual or small group teaching.  The department runs a number of withdrawal groups, based on the individual needs of the students. These involve literacy, numeracy and social skills.

De Aston is a school with a total commitment to comprehensive education and has an outstanding academic and pastoral record. The school’s ethos is supportive in ensuring students are happy, challenged appropriately, enjoy their learning and achieve well, no matter what their background is.

We are proud of our success at receiving Careers Mark Gold and ESU Affiliate status. This reflects not only the commitment to and from a dedicated and hardworking staff, but also the enthusiasm and involvement of pupils, and the significance of the school to its locality, which it supports through a number of social, cultural and sporting activities at a level which is surprising given the relatively small size of the town.

The successful candidate may be assured that they will be working as part of a committed school staff and will find a good programme of professional support and career development within the department, and the school.

Lincolnshire, as a county, offers excellent value for money in the housing market and consequently our standard of living is higher than in other areas of the country. The countryside around Market Rasen is outstanding as we are situated on the edge of the Lincolnshire Wolds which is fast becoming a popular choice as a holiday destination and a good place to live, whilst also having the benefits of the historic city of Lincoln 30 minutes’ drive away.

Please contact Mrs Alice McNeill, PA to the Headteacher, via [vacancies@de-aston.lincs.sch.uk](mailto:vacancies@de-aston.lincs.sch.uk) or 01673 840 828, should you require any further information, or you would like to arrange a visit.

If you feel you can inspire, challenge and achieve at De Aston then we would be delighted to hear from you.

The closing date is **9am Monday 1st July 2024**. With shortlisting taking place on Monday 1st July 2024 and the interviews being held on **Monday 8th and Tuesday 9th July 2024,** however we reserve the right to interview and make an appointment prior to the closing date.

To apply please complete our [application form](https://deastonlincsschuk.sharepoint.com/:w:/s/Documentstore/EfeHLZsh-dZNu7b6no0MsHIBg6pdHDwEHbPr7M29Thxgfw?e=eZNKbd) and send it to Mrs Alice McNeill at [vacancies@de-aston.lincs.sch.uk](mailto:vacancies@de-aston.lincs.sch.uk). Please ensure you also include your completed [self-declaration form](https://deastonlincsschuk.sharepoint.com/:w:/s/Documentstore/EbLj81CAop1HvH8LgPZH9mgBWkUoxBrnWvkfiQqsFiPZWg?e=p021aF) and [equal opportunities monitoring form](https://deastonlincsschuk.sharepoint.com/:w:/s/Documentstore/EbOgfmYxPn5FttwU7gf1a9sB_SDi29kDUzJVlOq9hqvCxg?e=BVHr5s). Please note we do not accept CV’s.

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The School is an equal opportunities employer. We celebrate diversity and are committed to creating an inclusive and diverse environment for all employees and students.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Thank you for your interest and we look forward to hearing from you.

Yours sincerely

Simon Porter

Headteacher

Enc: Job Description, Person Specification

*De Aston School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All posts will be subject to an enhanced DBS disclosure, medical and reference checks.  All pre-employment checks are in line with Keeping Children Safe in Education.*

**Job Description**

Reports to: SENCo

Grade: 4

**Main Purpose of the Role:**

* To supervise students and their work when a teacher is absent. The role involves taking sole charge of a group of students as required; there will be a system of supervision in place from qualified teachers in case of any difficulties.
* To work with individual children having special or particular needs, in accordance with the child’s EHCP where appropriate and\or groups of children as directed by the teacher. To provide support to the teacher across a range of child centred activities to promote child development and learning.

**Core Responsibilities and Tasks:**

School Related:

* Supervise work that has been set in accordance with the school policy.
* Respond to any questions from pupils about process and procedures.
* Collect any completed work after the lesson and return it to the appropriate teacher.
* Act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
* Assist with the planning and preparation of activities, and in the delivery of local and national initiatives e.g., literacy and numeracy strategy.
* Participate in the preparation of the classroom.
* Monitor children’s needs and reporting these to a designated person.
* Keep records as required by the school.
* Have familiarity with all relevant statements of special educational needs specific to the child.
* The Postholder should have the necessary skills to manage safely classroom activities, the physical learning space and resources for which they are responsible as advised by the DfE.
* DfE recommends postholders have an understanding and ability to use a range of strategies to deal with classroom behaviour, as a whole, and also individual behavioural needs. The postholder must manage the behaviour of pupils whilst they are undertaking the work to ensure a constructive environment.

Child Related:

* Promote development and learning (physical, emotional, educational and social). Foster growth, self-esteem and independence, observe and record development.
* Support those with special needs.
* Carry out reasonable daily personal care/hygiene duties and administer basic first aid.
* Assist with the movement of children in and around the school.

General:

* The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the postholder.
* The postholder is required to carry out the duties in accordance with the school’s policies.
* All school staff have a responsibility to safeguard and promote the welfare of children and young people within the school.
* The postholder is expected to pursue and promote the achievement and integration of diversity and equality of opportunity throughout their activities.
* The postholder is required to participate in the school’s performance management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
* The postholder is expected to main high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues.

**Qualifications and Experience:**

* Formal qualifications are not essential for this role, however, the postholder should have the ability to communicate effectively with children and adults, be able to empathise with children and work as part of a team.
* Desirable for the postholder to have GCSE or equivalent in Maths, English or equivalent level of competency.

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**Person Specification**

This person specification provides an indication of the skills, experiences, abilities and values that we are seeking for in a Cover Supervisor. We are interested in candidates with the potential to make a substantial contribution to De Aston and we are committed to developing, through CPD, the successful candidate.

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| --- | --- | --- | --- |
| **Attributes** | **Criteria** | **How Identified** | **Rank** |
| Education and Training | 1. Educated to GCSE level, or equivalent in at least 5 subjects including English and Maths at grade C/4 or above. 2. A levels in specialist subjects. | A  A | Desirable  Desirable |
| Skills and level of experience. | 1. Good organisational, ICT and interpersonal skills. 2. Recent experience of working with 11–18-year-olds within a school environment. 3. Teaching/Cover Supervisor/Teaching Assistant Experience in the secondary environment. | A & I  A & I  A & I | Essential  Desirable  Desirable |
| Abilities, behaviours, attitudes and values. | 1. Ability to work in a way that promotes the safety and wellbeing of children and young people. 2. Great degree of resilience. 3. Seek to help children rather than help themselves through children. 4. Self-aware and sees how their behaviour impacts on children. 5. Open to sharing ideas and not work in isolation. 6. Courage to take action to protect children from harm. 7. Able to establish and maintain good professional relationships with learners, parents and colleagues. 8. Experience of working successfully and co-operating as a team member. 9. The ability to work with outside agencies in the integration and support of students when appropriate. 10. Able to work on own initiative. 11. Ability to communicate effectively and professionally. 12. Commitment to continued personal development. 13. Enthusiastic and hardworking. | A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I | Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Desirable  Essential  Essential  Essential  Essential |
| Any Additional Factors | 1. Ability, flexibility and willingness to take on other responsibilities or duties as deemed necessary. | A & I | Essential |

**Key:**

A = Application

I = Interview

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