

ASTREA ACADEMY DEARNE



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Cover Supervisor

CANDIDATE PACK

Open Letter from our Principal

Dear Candidate

I am delighted that you are interested in applying for the post at Astrea Academy Dearne. The academy joined Astrea Academy Trust in February 2019 and has approximately 1150 students on roll in Year 7 to 11.

We are within commutable distance from Wakefield, Leeds, Doncaster and Sheffield and are a proud member of the Astrea Academy Trust family of schools. We have the highest aspiration for our students to achieve their very best and grow, both as individuals and as members of their community. We are a truly comprehensive and inclusive academy. This is reflected in our approach to all areas of our work.

Astrea Academy Dearne is on an improvement journey, developing a strong curriculum, good teaching and effective pupil support. The academy and Trust are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We aim to provide the highest quality of pastoral care and academic standards, helping to develop in our students a keen sense of pride in themselves, their academy and the wider community. We recognise the crucial role that parents/carers have in this respect and so strive to work in strong partnership with them throughout their children's time with us. Our supportive approach enables everyone to develop the skills and knowledge required to be responsible and considerate individuals suited to the demands of our ever-changing multicultural society.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. We recommend that you take the opportunity to make an informal visit to see the school prior to making your application. Please contact Hannah Peace hannah.peace@astreadearne.org if you would like to arrange a visit or an informal conversation with me.

I very much hope that you choose to apply for this post and I look forward to meeting you.

I look forward to welcoming you to our Academy.

With very best wishes

Mrs Emma Glover

Executive Principal at Astrea Academy Dearne

Job Description

JOB TITLE:

Cover Supervisor

REPORTING TO:

Assistant Principal: Teaching and Learning

SALARY RANGE:

Actual Salary: £20,782 - £22,257

FTE: £27,803 – £29,777

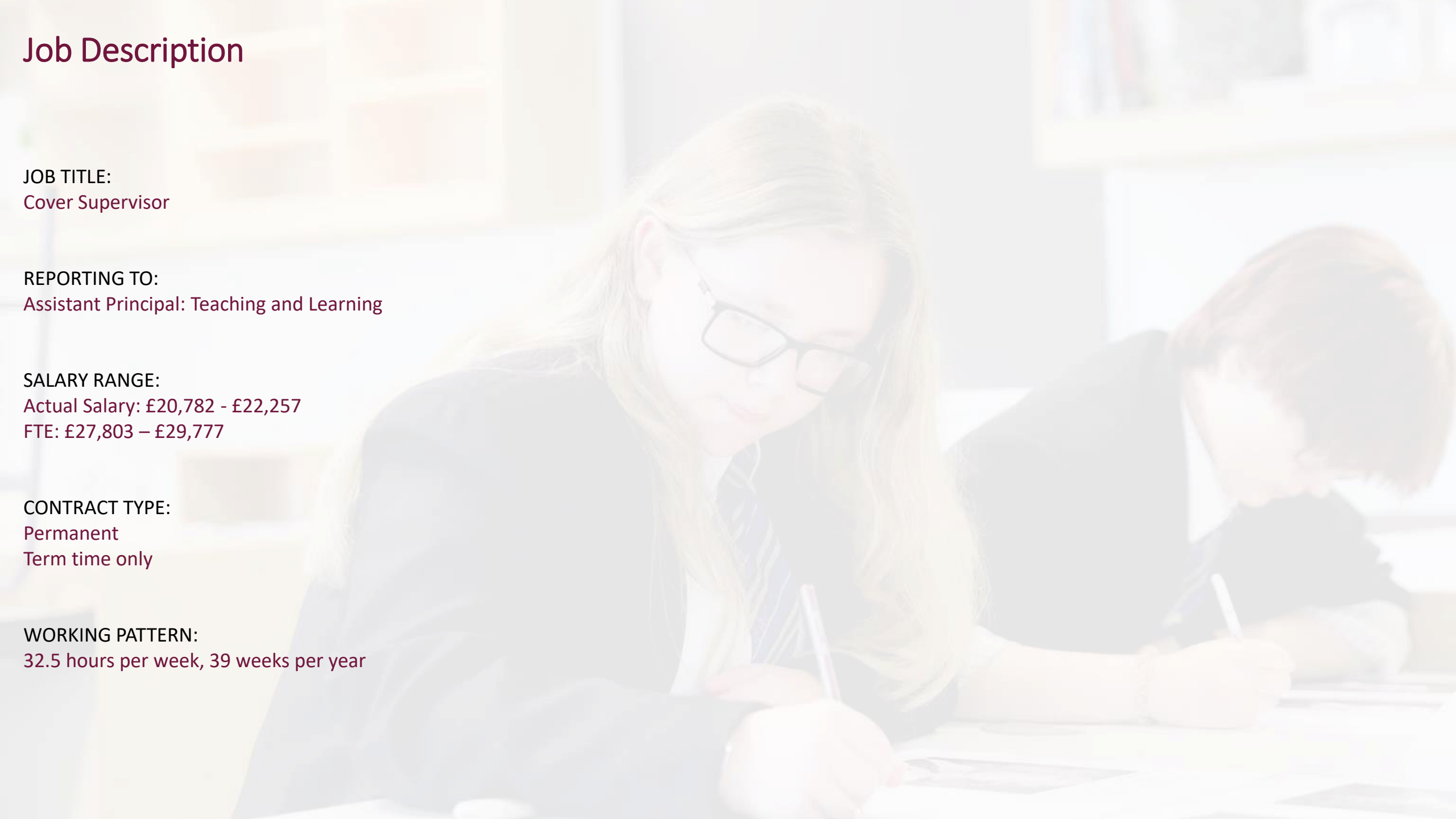
CONTRACT TYPE:

Permanent

Term time only

WORKING PATTERN:

32.5 hours per week, 39 weeks per year



Role Description

Purpose

The Cover Supervisor will supervise whole classes of scholars and ensure that work which has been set is completed in the absence of the teacher.

The Cover Supervisor will provide cover for short-term absence of teaching staff so that an effective and tailored Academy policy in respect of cover is delivered.

Main Duties and Responsibilities

- Lead the delivery of work that has been set by the class teacher in accordance with the Academy policy so that teaching and learning continues
- Liaise on a daily basis with the Senior Leadership Team to determine where the cover is required Manage the behaviour of scholars whilst they are undertaking pre-set work to ensure a suitable environment exists for teaching and learning
- Ensure a purposeful and constructive environment in which scholars can complete the work that has been set
- Respond to any questions from scholars about processes and procedures
- Encourage scholars to complete the work set and to complete records for absent colleagues regarding this work
- Deal with any immediate behaviour problems including dealing with incidents in accordance with academy policies and procedures Implement strategies to recognise and reward scholar achievements
- Collect any completed work after the lesson and return it to the appropriate colleague
- Report as appropriate on the behaviour of scholars during lessons and on any other relevant issues which may have arisen
- Support in the Reset Base or undertake Teaching Assistant duties, on periods where no cover lessons are needed
- Where appropriate, to undertake the marking of scholars work before returning it to the absent colleague
- Collate a bank of supervision work for subjects in liaison with curriculum leaders and to assist with planning learning activities
- Where appropriate to prepare the classroom for lessons and to clear afterwards
- Undertake administrative duties including administering course work, photocopying and producing worksheets for agreed activities
- Assist scholars in using resources, e.g ICT
- Participate in school visits, assisting with activities as required
- Support the pastoral team, scholars, departments and administrators at times when not required for study supervision
- Assist with the supervision of scholars outside lesson times, including scholar break and lunch times. These duties shall be undertaken within the post holder's contractual hours
- Make day-to-day decisions in respect of the responsibilities of this post
- Act as invigilator if needed during external examinations held in the academy
- Other duties commensurate with the grade of the post as directed by the Principal

Person Specification

Experience

- Relevant experience in a similar role
- Previous experience of working in a school (KS3/KS4)

Education and Qualification

- GCSE English & Maths grade 4/C or above (or equivalent)
- HLTA or QTS (desirable)

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to this vacancy.

Skills and Knowledge

- Excellent written and oral communication skills
- Good organisational and management skills
- Demonstrate a willingness and enthusiasm for training and progression
- Able to communicate and relate well with colleagues and scholars in a polite professional and friendly manner at all times
- Able to work on own and with a team with little day to day supervision
- Be friendly and have a flexible approach to work
- Be enthusiastic
- Have a calm and confident manner
- Demonstrate personal and professional integrity, including modelling Astrea values and vision
- Commitment to promote and support the aims and value partners of Astrea Academy Dearne
- Effective time management
- Commitment to young children, their families and the community.
- An understanding and commitment to the protection and safeguarding of children and young people

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.



Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

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.