



ASPIRATIONS

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Cover Supervisor

'A fantastic first step into teaching'

Scale 6 points 16-20

Application Pack



Welcome to Rivers Academy West London

Thank you for your interest in the role of '**Cover Supervisor**' at Rivers Academy West London. Based in West London, just 15 minutes from Clapham Junction, Rivers Academy is a Comprehensive Secondary School committed to supporting outstanding outcomes for our students.

We work hard to foster high levels of self-worth within an Academy community that has the very highest expectations across uniform, behaviour, attendance, and punctuality. We want to empower future generations to follow their dreams. Rivers is a great place to work too, with a strong focus on career development. Many of the staff that trained with us are now in Leadership positions and being on that development journey with our staff is important to us.

At Rivers we ask our students to take risks, be creative and make mistakes. As educators we are encouraged to think big, improvise and fail forward, through leveraging student interests, incorporating real world problems and using professional tools / expertise to design engaging interdisciplinary projects that drive students' curiosity for learning. Each member of staff at Rivers Academy shares a drive to equip students with the qualifications, qualities and skills to reach their personal ambitions working together creatively to overcome any hurdle which might otherwise disadvantage our children. We all have the highest aspirations for every student and provide exceptional education and pastoral care for each individual. As a result, children perform tremendously well in external examinations.

Our children are looking for someone who will share our drive to engage and motivate every child to achieve the very best outcomes. We are their one chance of success.

This is an exciting opportunity for someone wishing to change careers or take their first step into teaching. The Trust are able to offer great teacher training opportunities with a dedicated team who offer support every step of the way. This role is for someone wishing to build a career that allows you to personally develop, whilst having a remarkable impact on students within our community.

Yours faithfully,

Luke Homer
Principal

For more information, please visit:

www.aspirationsacademies.org or www.rivers-aspirations.org

Visits are welcomed and encouraged

To arrange a visit or for more information please contact

Sam Smith, PA to the Principal

E-mail: ssmith@rivers-aspirations.org

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Why is our Transdisciplinary learning model so ground breaking?

This learning model allows our students to learn in a unique way, focusing on finding solutions to real life problems, through utilising their knowledge from a range of subject disciplines. It equips our students with the skills and knowledge to help them thrive in our 21st-century world.

At the centre of the approach are the "driving questions". Examples are things like: "How can we, as local public health directors, prepare a response plan to the spread of the next infectious disease or public health concern?" Or "How can we, as global citizens, understand climate change in order to initiate eco-friendly practices at our academy?" These questions provide the purpose of learning for students and teachers, and they should be engaging for students, provoking and open-ended, with several possible answers or solutions. They immerse pupils in a problem that affects their current and future lives. In answering these, pupils are taught to apply key workplace traits, including interpersonal and communication skills.

Teachers overseeing ATL projects are given ring-fenced time to plan together and decide what the working week will comprise of. Teaching ATL has been likened to teaching at primary schools but at a higher level, and teachers have told us they like the freedom this gives them. Overall, teachers have told us ATL makes them more imaginative and confident.

ATL has also had an impact on the dynamic between teacher and pupil: the lessons create an environment of greater parity between pupils and teachers as they are both learning at the same time. Pupils taking the lessons are much more confident and engaged with their learning. ATL is driving the speaking and listening requirements of the national curriculum and is also developing vital soft skills, as students are learning the value of collaboration and teamwork.

Vision and Ethos

At Rivers Academy we believe that for students to have high aspirations, the three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. We live these day-to-day through 8 Conditions that emphasise relationships, active and engage in teaching and learning, and a sense of responsibility over each student's own aims and goals. The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action.

We understand that we are the one chance of success for our students and we are persistent and resilient in supporting them to overcome any challenges they may face in their lives.

High Expectations

We expect all students to meet the highest standards, and work with families and the community to ensure that our students meet our high expectations.

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Active Engagement in Learning

Rivers Academy West London teachers provide engaging, challenging and relevant teaching and learning. Our Coordinators are a key group who exemplify the classroom excellence and nurturing pastoral care we expect from every teacher and academic mentor.

Our Future Ambitions

Our goal is to raise the Aspirations of the young people with whom we work whilst equipping them with the skills to lead happy, healthy and fulfilling lives.

Who are we looking for?

We are looking for an exceptional individual to play an important role in our unique and growing Academy. The successful candidate will be or have the potential to be an excellent Cover Supervisor who is reliable and adaptable.

This is a key role for the Academy, and we are looking for someone who is passionate about both their own development alongside profoundly wishing to make a difference.

The Team

The team supports with covering lessons with pre-planned work across the Academy in a range of subjects, ensuring that any absences are not detrimental to the continuation of our students' education.

What can we offer you?

With great students, an outstanding and supportive team of staff and an Academy in a well-connected location just 15 minutes on the train from Clapham Junction, Rivers offers an excellent opportunity for an ambitious, talented individual looking to develop their career.

- A well-resourced, established and flourishing Department
- A personalised approach to Continuous Professional Development Training
- Competitive Salaries and Pay Progression
- Supportive Leadership Team
- Students with a positive attitude and willingness to learn and succeed
- Open and positive working environment
- Fully Equipped fitness suite
- Feedback and Advice
- Excellent Transport Links to Central London (30 minutes) and Heathrow Airport (15 minutes)
- A wider Supportive Trust network
- Employee Assistance Programme
- Parking on Site

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As part of the successful and growing Aspirations Academies Trust we are a part of the newly designated NCTL Teaching School Alliance. You would be joining us at a very exciting time and become part of a vibrant learning community that will offer you fantastic opportunities for CPD, career development, future promotions and for you to be able to make your mark. As a teacher and potentially a future Lead Practitioner you would play a key role in this work.

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Job Description – Cover Supervisor

Post Title	Cover Supervisor
Salary/Grade:	Scale 6 points 16-20 (£29,700– £31,731 FTE; Actual Salary pro rata £22,860 - £24,423) per annum
Academy:	Rivers Academy West London
Reporting To:	Assistant Principal/ Director of Safeguarding and MIS Systems/Cover
Disclosure Level:	Enhanced
Hours of Work:	32.5 hours a week term time based 39 weeks per year (0.7697 FTE)
Core Purpose:	
<p>The Cover Supervisor is responsible for:</p> <ul style="list-style-type: none"> • Supervising classes in the absence of a teaching member of staff, ensuring purposeful learning, as per statutory regulations. • Supporting students in class when not supervising a lesson to aid effective learning. • Implementing work programmes with individual and / or groups of students in or outside of the classroom. • Contributing to the overall ethos, work and aims of the Academy. 	
Main Duties:	
<p>Operational</p> <ul style="list-style-type: none"> • To maintain good relationships with all staff, students, parents/carers and other professionals. • To supervise a class of students when the timetabled member of the teaching staff is absent, as per statutory regulations. • To understand and implement the Academy Behaviour Policy and Code of Conduct including the issuing of rewards and sanctions within the school's guidelines to ensure a constructive environment. • To ensure that good order and safety of the students being supervised including an orderly start and finish to the lesson. • To keep accurate attendance records of students in supervised lessons. • To provide students with clear information and instructions relating to the work to be completed by them and ensure that the work is completed as set by the teacher. 	

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- To respond to any questions from students about the work set, processes and procedures.
- To help students with the organisation of the work set and the materials and resources provided.
- To leave the classroom in good order and secure at the end of the lesson.
- To return work completed in lessons and information such as class register, textbooks, and equipment to the appropriate teacher.
- To report, as required, any incidents of unacceptable behaviour or issues of concern to the appropriate member of staff through the Academy's behaviour and support systems.
- To use ICT effectively to support learning activities.
- To liaise with the appropriate staff such as Heads of Department with regard to the work that has been set so that requirements are fully understood.
- To provide support to students, including those with special educational needs and English as a second language, under the direction of the class teacher, SENCO and / or EMTAS Co-ordinator.
- To deal with any immediate problems or emergencies according to the Academy's policies and procedures.
- To put up and maintain appropriate classroom and corridor displays within the Academy.
- To supervise registration periods in the absence of the Form Tutor completing required documentation / data entry.
- To provide supervision during break times as required.

Administrative

- To ensure that all administrative duties, checks and documentation are completed to the required level of accuracy.
- To carry out administrative work to support students' learning including photocopying, writing and collating reports, putting up wall displays.

General

- To attend parents' evenings, open days and meetings with parents/carers and other professionals as required.
- To invigilate academy and public examinations and tests as required.
- To assist in escorting students on educational visits and to participate in extracurricular activities as required.
- To attend relevant meetings and training sessions.
- To keep up to date with developments and changes in the national curriculum.
- To assist in such duties and activities relating to any of the above areas appropriate to grade as the Principal and Governors shall from time to time reasonably require.

Other general responsibilities:

- To work flexibly - this may include evenings, open days, parents' evenings and possibly weekends. This may also involve cover across the wider team in times of need.
- To be available to assist and undertake break duties and at lesson changeovers.
- To participate fully in Staff Appraisal according to the Academy requirements.
- To participate in training and other learning activities and performance development, as required.

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- To work safely, consider the safety of others and work within the guidelines stated in the Academy Health and Safety Policy.
- To comply with all decisions, policies and standing orders of the Academy; comply with statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- To have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the Academy's agreed procedures.
- To contribute to the overall ethos/work/aims of the Academy and the Trust.
- To appreciate and support the role of other professionals.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To respond to requests in a timely manner and in line with set deadlines.
- To undertake such other duties as may be required from time to time commensurate with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or level of responsibility.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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Conditions of Service

General conditions applying to this post are set out in the Trust's contractual framework for support staff.

Special Conditions of Service

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 by SI 2013 1198).

Candidates are required to give details of any convictions in the application process. Furthermore appointment to this position is subject to submission of a certificate issued by the Disclosure and Barring Service that is considered satisfactory by the Trust and confirms the appointee is not included on the Children's Barred List.

Further pre-employment checks will be undertaken in accordance with the Education (Independent School Standards) Regulations 2014 (as may be amended from time to time) and any additional statutory guidance (e.g. Keeping Children Safe In Education issued by the DfE). Disclosure of a criminal background will not necessarily prevent employment – consideration will be given to the nature of the offence(s) and when they occurred.

Equal Opportunities

The post holder will be expected to carry out all duties in the context of and in compliance with the school's Equal Opportunities Policies and ensure inclusive practice and equality of opportunity for all.

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Person Specification – Cover Supervisor

A – Assessed in Application / I – Assessed in Interview / R – Assessed through references

Criteria	Essential	Desirable
Qualifications and Education		
Studied to a minimum standard of GCSE (grade A*-C) or equivalent, in English and Maths (certificate/s to be available at interview)	A	
Experience		
Experience of working with children / young people in a learning environment	AR	
Skills and Abilities		
Ability to build and form good relationships with students, parents/carers and colleagues	R	
Ability to relate well to and motivate children / young people	AR	
Ability to work constructively as part of a team, understanding school roles and responsibilities	AR	
Verbal and written communication skills appropriate to the need to communicate effectively with colleagues, parents/carers, students and other professionals	AR	
Ability to learn and use a range of strategies to deal with classroom and individual student behaviour	AR	
Ability to improve own practice / knowledge through self-evaluation and learning from others	AR	
Ability to use ICT packages and equipment effectively to support learning	AR	

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Personal Qualities		
Commitment to the highest standards of child protection	AR	
Initiative and ability to prioritise one's own work	R	
Able to follow direction and work in collaboration with Line Manager	R	
Criteria	Essential	Desirable
Able to work flexibly to meet deadlines and respond to unplanned situations	AR	
Efficient and meticulous in organisation	R	
Desire to enhance and develop skills and knowledge through CPD	R	
Recognition of the importance of personal responsibility for Health & Safety	R	
Commitment to the academy's ethos, aims and its whole community	R	
Knowledge		
Knowledge of child safeguarding procedures	AR	
Experience of working in education or similar environment		R
Understanding of statutory frameworks relating to teaching		R

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The Aspirations Academies Trust

The Aspirations Academies Trust (AAT) as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves. Please visit the trust website for further information at: <https://www.aspirationsacademies.org/>

Safe Recruitment Procedure

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as one that undertakes regulated activity, and appointment is subject to submission of an enhanced check undertaken by the Disclosure and Barring Service that is considered satisfactory by the Trust. Applicants are required, before appointment, to disclose any conviction, caution or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 by SI 2013 1198). Convictions that are defined in the legislation as “spent convictions” but not “protected” would need to be declared. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon a range of factors including the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

Interview

Longlisted candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation. Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

At least two references will be requested, usually from the previous and current employers before an offer of appointment is confirmed.

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