**Cover Supervisor**

Are you looking for an exciting new opportunity?

We are looking to appoint an enthusiastic, committed and dynamic practitioner to join our team in the role of Cover Supervisor. This role involves covering classes in the absence of the regular class teacher, using planning and resources for lessons that have been set by the teacher. This cover will be for different classes across the primary age range. When not required to cover in a teaching capacity, the successful candidate will act as a teaching assistant, providing learning support for children with SEND, and other general classroom support.

**We are looking for an outstanding practitioner who:**

-can motivate and inspire children to achieve their potential.

-is a strong team player and keen to develop their skills.

-maintains high professional standards.

-has strong English, Maths and IT skills.

**We can offer you:**

-enthusiastic children who are keen to succeed.

-a supportive staff team, parents and community.

-a nurturing school ethos.

-a clear commitment to your professional development.

If you wish to discuss this role further, please contact the school office on 01535 653293. Visits to the school are also encouraged. Please contact the school office to arrange an appointment.

**Visits to the school:** w/c April 8th

**Closing date:** Monday 15th April (9.00am)

**Interviews and observations:** Thursday 18th/Friday 19th April

Dear Applicant,

Thank you for your interest in this position.

At Eastburn, we strive to equip every single child with the knowledge, skills and understanding that they need to make a positive difference not only to their own lives, but also to the lives of others. We aim for every pupil at our school to receive an exceptional education and achieve their very best. Our pupils learn to be resilient and independent and are well prepared for the next stage in their education and life in modern Britain.

To achieve this aim, we deliver a curriculum focused on exceptional teaching and learning. Our pupils embrace challenge and learn the strategies needed to persevere when they are stuck. We promote enthusiasm and a love of learning where pupils take pride in their achievements and always try their best.

We pride ourselves on creating an inclusive and nurturing environment, where pupils of all backgrounds and starting points are able to fulfil their potential. We believe that meeting a pupil’s emotional needs is key to promoting positive learning attitudes and success in life, and we prioritise pastoral support. We understand the importance of genuine care and acceptance, valuing children for who they are. We show all our children that we are ‘on their team’ - we are here for them, and we let them know it.

David Wilson

Headteacher

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Dear Applicant,

Our overriding aim at MLT is to provide an exceptional comprehensive education for students from all cohorts and demographic backgrounds, to ensure that individual context does not affect a student's life chances. At MLT we are aspirational for every student within the Trust and are committed to achieving success and inspiring others to do so too.

We highly value our staff as our biggest asset and invest in their professional development to keep ourselves at the cutting edge of educational development, with staff wellbeing also being extremely important and strategically planned for.

This is an exciting time in the Trust's development as MLT looks to grow further, so that we can play a wider role in the development of our region and its future generations. This will mean that as the Trust grows over the coming years, the range of professional and career development opportunities and pathways for colleagues in our Trust schools will also grow, so that we can continue to recruit and retain an exceptional workforce. The successful candidate will join a talented team of leaders and colleagues both at Eastburn Junior and Infant School and Moorlands Learning Trust’s Wider network.

I hope you are inspired by this opportunity and want to become part of our successful, growing Trust; if you have the qualities needed to make a transformational difference then we would be delighted to hear from you!

Helen Williams

CEO Moorlands Learning Trust



**How to Apply**

**Candidates need to apply for the vacancy online by visiting** <https://prospectsonline.co.uk/> **and then searching for the vacancy.** If you are registered, please follow the ‘apply now’ process. If you are not registered, then please register and then follow the ‘apply now’ process.

Please ensure you describe how you meet the criteria in the personnel specification. Please also outline your reasons for applying for the post and give an indication of what you can offer the school. Include your experience, qualities and skills which make you suitable for the post.

**Visits to the school:** w/c April 8th

**Closing date:** Monday 15th April (9.00am)

**Interviews and observations:** Thursday 18th/Friday 19th April

If you have not been contacted by the end of the day on Tuesday 16th April, you should assume that your application has been unsuccessful this time. However, we thank you for your interest in this post.

Should you require any other information about this post, please feel free to contact the school.

We wish you every success in your application.

*Eastburn Junior and Infant School is committed to safeguarding and promoting the welfare of children.  An enhanced DBS check and children’s barred list check will be undertaken for these posts and all mandatory pre- employed checks will be carried out.*

*Responsibilities of the post include ensuring that the safety and welfare of children and young people is paramount by implementing the relevant safeguarding practice and policies and liaising with other colleagues including the Designated Safeguarding Lead (DSL).*

*The post includes engaging in regulated activity with children and young people. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.*

*This post is exempt from the Rehabilitation of Offenders Act 1974, Section 4(2) by virtue of the Rehabilitation of Offenders Act (ROA 1974). It is the applicant’s duty to disclose any offences which fall outside of the protected offences list prior to any recruitment. Failure to disclose this information could lead to withdrawal of the application or dismissal.*

**Cover Supervisor**

**Job details**

**Salary:** SCP 12-17 depending on experience (FTE £26,421 - £28,770 per annum).

**Hours:** 34

**Contract type:** Term-time only (plus five training days), full-time permanent.

**Reporting to:** Deputy Headteacher

**Main purpose**

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enable access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

To implement agreed work programmes with individuals/groups, in or out of the learning environment. This will include assisting the teacher in the whole planning cycle and the management/preparation of tasks/resources.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

**Duties and responsibilities**

**General**

* Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well-being of the pupils, making decisions within established working practices and procedures.
* Will recognise and challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
* Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured, or distressed child.
* Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating, and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
* Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
* Will use specialist learning skills/training/experience to support pupils.
* Make decisions using initiative where appropriate within established working practices.
* Will contribute to the overall ethos/work/aims of the school.
* Will support, uphold, and contribute to the development of the schools Equality policy in respect of both employment issues and the delivery of services to the community.
* Will appreciate and support the role of other professionals.
* Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

**Responsibilities**

* Assist in the management of pupils in the learning environment.
* Assist the teacher with lesson planning and planning of other learning activities, evaluating, and adjusting lessons/work plans as appropriate and in accordance with pupil responses/needs whilst helping pupils to access learning activities through specialist support.
* Will transfer work and resources back to the teacher and feed-back any issues.
* As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging.
* Will undertake routine marking of pupils work and accurately record achievement/progress, administer, and assess routine tests and invigilate exams/tests.
* Support the teacher in establishing, adapting, and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil’s needs to ensure physical, social, emotional, and intellectual development, considering diversity e.g. language, culture, ability, race, and religion.
* Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings.
* Will always supervise and support pupils consistently including those with special needs, recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
* Assist and provide suggestions on the implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils’ personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility;
* For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school polices and good practice.
* May supervise whole classes in the teacher's short-term absence in accordance with short-term plans. The primary focus will be to maintain the planned range of activities in the learning environment, maintain good order and to keep pupils on task.
* Promote and reinforce the inclusion, acceptance, and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
* Set challenging and demanding expectations, employ strategies to recognise and reward achievement of self-reliance whilst promoting self-esteem. Encourage pupils to act independently, working co-operatively and interacting with others.
* Will prepare, create, and maintain a purposeful, orderly, and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance, and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
* Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive, and detailed feedback/reports to the teacher and pupils.
* In liaison with the class teacher, will establish constructive relationships and communicate with other agencies and professionals to support achievement and progress of pupils.
* Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
* Will gather/report information from/to parents/carers as directed, considering parental/carer concerns, dealing with them sensitively under the direction of the teacher.
* Will be responsible for maintain manual and computerised records and contributing to the reviews of systems/records as required.
* Will provide clerical/administrative support as directed by the teacher.
* Will implement local and national learning strategies and will support pupils to achieve learning goals e.g. literacy, numeracy, early years as directed by the teacher whilst making effective use of opportunities provided by other learning activities to support the development of relevant skills.
* Will support pupils in the use of ICT in learning activities as directed by the teacher, develop skills to deliver ICT packages to pupils and develop pupils' competence and independence in its use.
* Will participate in own performance development, identify, and address any training needs/other learning activities.
* Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities, taking responsibility for a group under the supervision of the teacher.
* Will take delegated responsibility in the supervision of Teaching Assistants, students on work experience, trainees, and voluntary helpers.
* To act as First Aider (once trained)
* Supervise and support pupils in the playground at breaktime/lunchtime i.e. encouraging pupils to play games, initiating, and joining in as necessary, ensuring pupils are always supervised and safe, promoting positive behaviour and play, listening to pupils’ worries and concerns and referring to the appropriate person if necessary.

**Environmental Demands and Working Conditions**

* Will have long periods of sitting or standing.

* Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.

* Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.

* The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
* This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
* Report all concerns to an appropriate person.

This job description will be reviewed annually.

**VARIATION IN ROLE**

Due to the structure of Eastburn as an Academy, it must be accepted that, as the Academy’s work develops and changes, there may be a need for adjustments to the role and responsibilities of the post.  The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive.  They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

**RECRUITMENT AND SELECTION POLICY STATEMENT**

The Academy’s Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. (DBS checks are compulsory)

**Disabled Applicants**

We are committed to a fair and equitable process and to ensure that no one is disadvantaged within the selection process. We need to be aware of any disability and any adjustments which need to be made in accordance with the Equality Act 2010 in relation to Disability Provision. This information will be treated as confidential and will only be used to enable selectors to make a fair assessment of your capabilities, considering any adjustments that may be required. NOTE: We have adopted a positive approach to the Equality Act 2010, and it is our policy to interview all people with disabilities as defined in the act, who meet essential criteria outlined in the personnel specification. Candidates are required to provide evidence of how they meet these criteria.

**PERSONNEL SPECIFICATION**

**Cover Supervisor**

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| --- | --- | --- |
| **Qualification and Training** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Level 2 Qualification in Maths and English | E | Application form and selection process |
| * Recognised DfE teaching qualification | D |
| * First Aid Training | D |  |
| **Experience** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Supervising or teaching whole classes in a primary school setting | E | Application and selection process |
| * Supporting pupils with a range of special educational needs | E |
| * Working and collaborating within a team | E |
| * Planning, delivering and assessing lessons in a primary school setting | D |
| **Knowledge, Skills & Abilities** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Ability to respond quickly and effectively to issues that arise. | E | Application and selection process |
| * Ability to use own initiative and act accordingly. | E |
| * Effective communication with adults and children | E |
| * Ability to follow instructions from senior team members. | E |
| * Ability to have a firm but fair approach to handling behaviour issues in line with the school’s policies. | E |
| * Good written and verbal communication skills | E |
| * Ability to build effective working relationships with colleagues. | E |
| * Knowledge and understanding of the restorative approach to promoting positive behaviour | D |
| * Ability to use relevant school-based software e.g. Smart Notebook; CPOMS | D |
| **Personal Qualities** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Resilience shown through good attendance and punctuality | E | Application form and selection process |
| * Uphold and promote the ethos and values of the school | E |
| * Enthusiasm and commitment to the aims and objectives of the school | E |
| * Always maintain confidentiality | E |
| * Ability to cooperate with others/work as a team | E |
| * Ambition (for self and others) | E |
| * Sense of humour | D |
| **Other Requirements** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Motivation to work with children and young people | E | Application form and selection process |
| * Share school’s commitment to safeguarding and promoting the welfare of our students and young people as set out in the DfE’s Keeping Children Safe in Education Guidance September 2023. | E |
| * Able to communicate effectively and build appropriate positive relationships and personal boundaries with all children, young people, families, and carers. | E |
| * Emotional intelligence/emotional resilience/ resilience in working with challenging behaviours/attitudes and the maintenance of good discipline. | E |
| * Commitment to the school’s policies and ethos | E |
| * Commitment to Continuing Professional Development. | E |
| * Must be able to take part in relevant INSET | E |
| * Abide by the Academy’s policies | E |
| * Willingness to be involved in the wider life of the school community | D |
| **Equal Opportunities** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy’s Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community | E | Selection process |
| * Commitment to equal opportunities policies relating to gender, race, and disability in an educational context | E |
| **Circumstances - Personal** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). | E | Selection process |
| * No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). | E |
| * Will not require holiday during term time. | E |
| **Safeguarding** | **Essential/Desirable**  **E/D** | **How Identified** |
| * Has appropriate motivation to work with children and young people, and can relate to them | E | Completion of an Enhanced DBS disclosure |
| * Ability to maintain appropriate relationships and personal boundaries with children and young people | E |
| * Displays commitment to the protection and safeguarding of children and young people | E |
| * Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary | E |

**Agreed by:**

Post Holder:

Print name…………………………...                 Signature………...………………

Head Teacher:

Print Name……………………………                 Signature………...………………

Date: …………………………………