

Ofsted
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Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

COVER SUPERVISOR

SEPTEMBER 2022

**Ilkley Grammar School
COVER SUPERVISOR**

Actual annual salary: £19,117,64

Salary Scale Point 12 (range 12-17)

**Pattern of hours – Monday – Friday 8.00am – 4.00pm (total 37 hours each week) + 30 minutes
unpaid lunchbreak each day and an early finish of 3.30pm one day**

Term time only plus 2 additional days

Thank you for requesting details for the post of Cover Supervisor. We are looking for a colleague to join our small team of cover supervisors at this successful, oversubscribed, comprehensive Academy.

The role involves the supervision of whole classes during the short-term absence of teachers. The cover supervisor will give instructions for the lesson as provided by a teacher and the primary focus of the role will be to establish and maintain a productive classroom environment and to keep students on task, ensuring students understanding of the curriculum. The cover teacher will respond to general questions and provide general feedback to teachers but will not be required to undertake lesson planning.

The successful applicant will be self-motivated, calm and authoritative. They will also have high expectations, the ability to motivate and challenge secondary school age children and an unwavering commitment to all staff, students and stakeholders.

This is an exciting time in the school's development. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. In addition, we have also opened a 12 place Specialist Resource Provision (SRP) for students with autism as part of our commitment to inclusive education and we are working with the Local Authority to cautiously grow over the coming years to meet students' needs across the Wharfe Valley and wider district. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2022 with Ilkley Grammar School ranked in the top three best state secondary comprehensive schools in the north of England and named overall 7th best state secondary school in the north of the country.

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2021 A-level and GCSE results were outstanding: over 50% of all A-level entries were at A/A* and over 70% at A*-B. At GCSE over 52% of all GCSE entries were achieved at 7+, a 10% rise on the previous year's results and over 23% above the 2021 national rate, with over a third of all entries achieved at the very top grades 9/8 – an increase of 8% from the previous year. As a result, progress of all students is well above average with a score of +.58 in 2019. Although performance tables were not published in 2020 or 2021, we are confident that we would have continued the upward trajectory of improvement we have successfully maintained over a number of years.

As the founding school of Moorlands Learning Trust, we also play our part in the wider development of the Trust, where IGS senior and middle leaders have the opportunity to shape and drive forward the Trust's strategy and growth, as well as supporting colleagues across the Trust. Over the coming years, MLT is looking to grow the number of its partner schools and IGS will continue to play a key role in supporting this, whilst also driving IGS further forward.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. We are sensitive about the importance of managing workload, and the school's commitment to evidence-informed practices and 'best bets' enables teachers and leaders to invest time and effort in practices proven to have the most impact on student learning. In addition, all staff have access to an Employee Assistance Programme, and we have an embedded programme of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, emotional intelligence, an unwavering commitment to Personal Best and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: 8am Tuesday 7th June 2022
Provisional interview is scheduled for w/c 13th June 2022

If you do not receive an invite to interview by Thursday 9th June, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

Generic Job Description

Cover Supervisor

Responsible to: Senior Cover Supervisor

PRIME OBJECTIVES OF THE POST: To supervise whole classes during the short-term absence of teachers. The primary focus will be to establish and maintain a productive classroom environment and to keep students on task. Cover Supervisors will need to respond to questions and generally assist students to undertake set activities, reporting back to the teacher/Curriculum Leader on broad issues such as behaviour.

Summary of core duties:

- To provide classroom cover for absent teachers and supervise work set in accordance with school policy to ensure that the learning objectives set by the teacher are achieved
- To register each class using the electronic registration system in accordance with the school's procedures
- To manage the behaviour of students in the classroom in accordance with the school's Personal Best Behaviour policy
- To promote positive behaviour and respectful relationships, using effective strategies in a timely manner and in accordance with school policy
- To support students to engage with the work provided, including providing support where necessary with literacy, numeracy and organisational skills
- To deal with any immediate problems or emergencies according to the school's policies and procedures
- To collect completed work after the lesson, as appropriate, and forward to the appropriate Curriculum Leader or teacher
- To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
- To assist in the creation and maintenance of curriculum resources, and creation of visual displays in order to ensure a relevant and engaging physical learning environment.
- To supervise after school detentions as appropriate
- To contribute to the overall values/work/aims of the school
- To provide administrative support to Curriculum Areas/Administrative Areas as required
- To participate in training and other learning activities to improve individual performance

Responsibilities

- 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
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- Establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- Be aware of and comply with the code of conduct, regulations and policies of the school;

- Demonstrate a commitment to self-initiated development within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.
- To ensure high standards of written English
- To meet deadlines and model the highest professional standards in all aspects of school work

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School 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.

ILKLEY GRAMMAR SCHOOL PERSONNEL SPECIFICATION COVER SUPERVISOR

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> GCSE grade C or equivalent in English, Maths.	E	Application Form and Selection Process
<input type="checkbox"/> ICT qualifications e.g. RSA, Excel, Publisher, PowerPoint, European Driving Licence etc or equivalent relevant experience	D	
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Some experience of secondary school-age children	D	Application Form
<input type="checkbox"/> Administrative experience	D	
<input type="checkbox"/> ICT experience	D	
<input type="checkbox"/> Experience of working in a school based classroom	D	
<input type="checkbox"/> Previous experience of working with SIMS	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	E	
<input type="checkbox"/> Experience of working in a high pressured environment	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Defusing difficult situations in a calm manner	E	
<input type="checkbox"/> Presenting yourself effectively	E	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application Form & Selection Process
<input type="checkbox"/> Evidence of relevant CPD	D	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions	E	Application Form & Selection Process
<input type="checkbox"/> Confidentiality and discretion	E	
<input type="checkbox"/> Ability to motivate, coach and encourage students to achieve more	E	
<input type="checkbox"/> Able to think logically and calmly when under pressure	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> High standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	D	
<input type="checkbox"/> Good numeracy skills	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair.	E	
<input type="checkbox"/> Able to take initiative and to work independently	E	
<input type="checkbox"/> Good interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver	E	
<input type="checkbox"/> Understand numerical & statistical data	D	

<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	
Personal and Professional Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Selection Process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and adaptability		
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Safeguarding	Essential/ Desirable E/D	
Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of Enhanced CRB 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	
Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	

Agreed by:

Post Holder:

Print name.....

Signature.....

Line Manager:

Print Name

.....

Signature.....

Date:

