




Title: Cover Supervisor

Application deadline: 30th August 2024

Interview: 6th September 2024

Candidate Information Pack



@KPHS_Rochdale

kingsway_park_high_school



Dear Applicant

We would like to extend a warm welcome to you in applying for the post of Cover Supervisor at Kingsway Park High School.

As part of the Altus Education Partnership, the mission and values that underpin the direction for our school are clear and form a key area of alignment that will be needed for the role. I would encourage you to review these alongside our statement of intent.

“We Co-operate, We Pioneer, We Belong” on our website, as they will tell you all that you need to know as to whether this school is the right place for you. This is so important that we are a right fit for you as much as you are for us.

Kingsway Park High School is proud to be a vibrant, inclusive and diverse comprehensive school. We provide an individualised curriculum offer for all students regardless of their starting point, gender, ethnicity, faith or need. We seek to nurture and develop the whole child not just ensuring each students academic potential, but also preparing them as a socially responsible citizen who can flourish in society and give back to their local community. We seek to remove those barriers of inequity that prevent equality of opportunity so that all students can aspire and be inspired to realise their dreams. We also respect and recognise that success feels and looks different for each and every one of our students.

This school has soul and a true “family feel.” The staff here work relentlessly in the pursuit of excellence for this community and the students we serve.

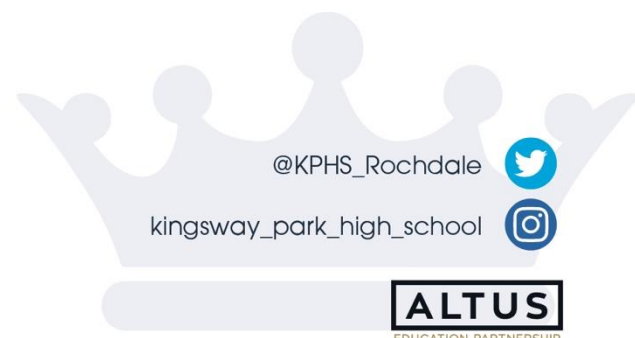
Our challenge is to continue to develop the school’s culture and unique offer while improving aspirations, learning and achievement. This is not something that is possible for any one individual but requires a team of passionate, dedicated and committed staff, supported by a strong and principled senior leadership team. It is only through this collective responsibility and partnership working, that we can achieve a world-class learning experience for all.

If you are excited by what you have read and feel that you can support in elevating Kingsway Park High School, during its next stage of its journey, we look forward to receiving your application.

Yours sincerely



Mr Simon Ward – Headteacher





Making your Application

I hope that when you read this Application Pack you are inspired to apply for the post.

Application

Please complete the Altus Education Partnership Application Form and send it by email to:

recruitment@altusep.com

Deadline

The deadline for the post is **Friday 30th August 2024 by 12:00pm**

Interviews are expected to take place **Friday 6th September 2024**

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion.

Start Date: As soon as possible

For an Application Pack

1. Visit www.kingswaypark.org or www.altusep.com
2. Email HR on recruitment@altusep.com

Reward Package & Additional Benefits

We offer a comprehensive package, including membership of our outstanding Teachers' Pension Scheme and our 'Employee Benefits Programme' which provides a range of options including:

- Our Cycle to Work Salary Sacrifice Scheme
- Free access to Employee Assistance Programme, offering guidance, support and counselling on a range of subjects

Altus EDUCATION Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.

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kingsway_park_high_school



ALTUS
EDUCATION PARTNERSHIP



Background Information

Kingsway Park High School

Kingsway Park High School was established in 2010 and joined the Altus Education Partnership in February 2022. We are now a very popular oversubscribed school (1350 students in years 7-11 and 190 staff) located in central Rochdale. We are very proud of the high-quality facilities, resources, and environment that we provide for both staff and students.

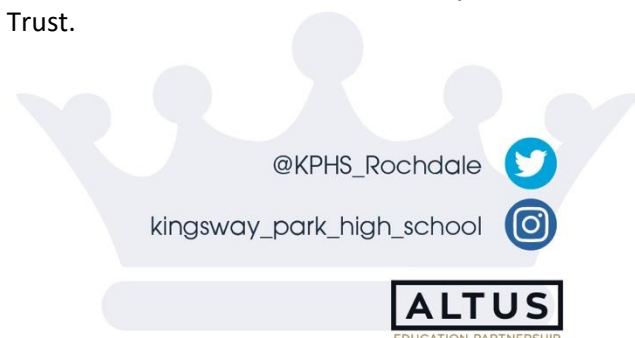
At Kingsway Park High School we strive to transform students' lives. Through our relationships, we endeavour to instil both resilience and an intrinsic motivation to become confident, creative, and highly skilled students, capable of meeting tomorrow's challenges head on. We strive to establish a culture rooted in achievement and progress that encourages our students to grow academically, personally, and socially, equipping them with the values of equality, fairness and openness. We pride ourselves on our relentless drive to achieve outstanding, high-quality teaching that provides a safe, supportive, and encouraging environment for all our students to be able to realise their academic potential in pursuit of educational excellence.

Altus Education Partnership

The Altus Education Partnership is a Multi Academy Trust and was established in April 2017 by the Governing Body of Rochdale Sixth Form College, an outstanding A-Level provider founded in 2010. The college was awarded Outstanding status by Ofsted in 2013 and has developed a national reputation for excellence, having been used in Ofsted case studies for sharing best practice. The development of the Trust stemmed from a commitment to raising aspirations and improving the life chances of young people throughout the borough of Rochdale. In 2019 the Trust was successful in its application to open a new free school, the Edgar Wood Academy, which serves the local community in Middleton and Heywood.

We are committed to supporting all children in their academies to progress to a successful career, life, and employment path of their choice.

All our academies will share a collective identity as providers of the highest quality teaching with high expectations of learners, coupled with effective assessment and intervention. Young people in our academies will engage with opportunities to develop their own skills and aptitudes to support their progression, while making valuable contributions to their communities. Leaders and teachers will take a collaborative approach, sharing best practice at a local, regional and national level, to continuously improve the performance and outcomes of all academies in the Trust.





Altus Education Partnership Values

The values of the Altus Education Partnership will be embedded and visible throughout all the academies. Each will have its own unique identity built around the core Trust values. These are:

- Unrelenting commitment to improve the quality of our provision and enhance the lives of our students.
- Openness in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- Accountability through the rigorous, transparent and forensic analysis of all aspects of our performance.
- Commitment to the principles of inclusion and equality.
- Dedication to the borough of Rochdale and its surrounds.
- Collective responsibility for one another and the results of all our students – ‘if one fails, we all fail’.

The Ambition is that by the time students leave they will:

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.
- Be able to celebrate their success and that of others.
- Have developed the confidence to overcome barriers to success.
- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere.
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability.
- Above all, staff at Altus Education Partnership are committed to their students and demonstrate this through their daily conduct and interaction.





Role Description:

Job Title:	Cover Supervisor
Reports to:	Assistant Headteacher
Remuneration:	All appointments will be made on the nationally agreed support staff pay spine based on qualification and experience. The post will be paid on support staff salary scale points, 22-25: (£31,364 - £33,945). Actual salary for term time is £23,803.28 - £25,762.10
Contract:	Permanent – 37 hrs per week – Term Time only (39 weeks) These hours will be between 8.00am – 4.30pm
Start Date:	As soon as possible

Overall Purpose of the Post

We are seeking to appoint a Cover Supervisor to support our team to facilitate the smooth and effective delivery of the curriculum across all school subject areas. The role of a Cover Supervisor demands flexibility and initiative. Your focus will be on supporting progress by providing classroom supervision for students whose regular teacher is absent. You will be expected to deliver pre-planned learning activities and establish productive working relationships with students to maintain the same high standards as their teacher.

Our Cover Supervisor position presents an excellent opportunity for candidates who are potentially looking to gain experience to progress into teaching, or for those who aspire to work within the area of SEND and or Social and Emotional Mental Health. When cover lessons are not needed this will be a perfect opportunity for you to develop your skills working with children with SEND and or behavioural difficulties as you will be redeployed to help the pastoral and or SEND team.

Key Duties

- To act as a Cover Supervisor responsible for supervising pupils in the completion of work in a teaching environment.
- To ensure that pupils complete work set and that the classroom/environment is managed during the cover period.
- To liaise with subject teachers and develop skills in delivering high quality cover lessons.
- Implement the Behaviour for Learning Policy in the teaching environment.
- To record rewards and sanctions.





- To work collaboratively with subject teachers in the delivery of teaching and learning and to ensure that pupils' progress and experiences are recorded.
- To contribute to the planning for the delivery of teaching and learning for pupils
- To be familiar with the schemes and units of work used at both key stages in faculties.
- To supervise pupils in a range of settings and manage programmes of work.
- To invigilate examinations as and when required.
- Promote, support and facilitate inclusion by supporting participation of all students in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.

Working with Colleagues and Other Relevant Professionals

- Communicate effectively with other staff members and students, and with parents /carers under the direction of the class teacher.
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Understand their role in order to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Develop effective professional relationships with colleagues.
- Lead on small group intervention sessions such as lego therapy, art therapy, social stories.
- Support the role of parents /carers in students' learning and contribute to meetings.
- Participate in EWA daily duty rota.
- Promote the safety and wellbeing of students and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and the school's child protection policy.
- Look after children who are upset or have had accidents.
- Keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.





Support for the School

- 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 to help ensure everyone has equal access to the services of the college and feels valued, respecting their social, cultural linguistic, religious and ethnic background.
- Contribute to the school ethos, aims and development/improvement plan.
- Attend and participate in meetings as required.
- Undertake personal development through training and other learning activities including performance management as required.

Person Specification:

CATEGORIES	App Form/ Letter	Interview	Interview tasks	Refs	
ESSENTIAL CRITERIA					
5 A*- C GCSEs or equivalent including English and maths. Evidence of further or higher qualifications in numeracy / maths, literacy / English and/or science.	√				
Experience of working with children with SEND / Behaviour / Social Emotional / Mental Health issues	√	√			
Experience and passion for working with children aged 11-16. Ability to engage students, inspiring learning & promoting success	√	√	√	√	
Very good practitioner of 'in classroom support' as well as wider student mentoring and emotional support	√	√		√	
Ability to devise new resources to support learning of a variety of needs	√	√	√	√	
Knowledge of active learning and teaching styles and support mechanisms	√	√	√	√	





Evidence of dynamic and innovative practice	√	√	√	√	
Competence in the use of ICT	√	√		√	
Ability to contribute positively to teams, share ideas & develop resources cooperatively	√			√	
Ability to be adaptable & flexible	√	√		√	
Effective inter-personal & communication skills with the ability to motivate and encourage.	√	√	√	√	
Commitment to valuing the individual and boosting their self-belief and worth – <i>an unconditional positive regard for young people</i>	√	√		√	
Commitment to high standards & expectations – no accepting of second best in students and staff	√	√		√	
Commitment to professional learning & institutional improvement	√	√		√	
Experience of working with students with learning difficulties or disabilities.	√	√		√	
Determination to promote equality of opportunity		√		√	
Ability to offer enrichment & contribute to wider school life	√	√		√	
Commitment to professionalism, sharing, teamwork & collaboration	√	√		√	
Commitment to enjoying work!		√			
DESIRABLE CRITERIA					
Able to use interactive ICT systems for learning and teaching	√	√		√	
Experience of examination access arrangements	√				
Further relevant qualifications in working with children with SEND, counselling, mentoring, mental health etc	√	√			





Experience of working with school safeguarding, data and attendance platforms (Arbor and CPOMS)	✓	✓			
PERSONAL CHARACTERISTICS - ESSENTIAL					
An unwavering commitment to the Altus Education Partnership's vision, mission and values	✓	✓			
Willing to be accountable and to take personal responsibility for own actions	✓	✓			
Resilience and the ability to grow professionally and flexibly within a start-up and developing organisation	✓	✓			