

TIBSHELF COMMUNITY SCHOOL



RECRUITMENT PACK

OUR GUIDE FOR
PROSPECTIVE EMPLOYEES

"AIM HIGH"



www.tibshelf.derbyshire.sch.uk - 01773 872391

Content

Information about the school

School Improvement Plan

Staff Wellbeing

The Application Process

Job Profile

Person Profile

Information about the school

Tibshelf Community School opened on a brand new £17m purpose built site in November 2013. We were inspected by Ofsted (September 2021) and were judged to be a 'Good' school in all categories.

We are a popular, over-subscribed, 830 strong 11-16 school serving a rural area of North East Derbyshire. We draw students from a geographically dispersed catchment area of nine villages. The official PAN is 150 students per year group but numbers are well above this in all year groups. The proportion of students from minority ethnic groups is very low and significantly below national averages. 30% of the intake are 'disadvantaged' and are supported through Pupil Premium funding; 30% of students are SEND, with 5% having an EHCP, including a number of pupils with ASD. The school's deprivation index is very close to the national average, but it is in the top third within Derbyshire LA and contains a number of wards with extremely high levels of deprivation. Prior attainment data suggests that students are close to national average.

Student Achievement

Ofsted September 2021 said:

"There are high expectations of every pupil at Tibshelf Community School. Teachers and leaders are ambitious of what pupils can achieve academically and how they can develop personally. Pupils have very strong relationships with staff at the school. There is a feeling of family and community which is evident and pupils say they are happy and feel safe"

Key Stage 4 Examination Results

	2020% *	2021% **	2022%	2023%	2024%
English and Mathematics 'Standard Pass'	67.8	76.7	73.8	62.4	62.2
English and Mathematics 'Strong Pass'	50.6	60.2	51.2	39	39.2
EBacc 'Standard Pass'	27.6	36.9	32.9	16.5	21.6
Attainment 8	49.56	52.7	49.15	44.53	43.24

* These results were based on Centre Assessed Grades

** These results were based on Teacher Assessed Grades

Ethos

Ofsted also commented that 'the values of tolerance and respect were a core part of the school's ethos' and we seek to promote these at every opportunity. We believe that children learn best when they are happy, secure and well-motivated. Student safety and well-being is central to all that we do. We offer all our students a wide range of opportunities both within and outside the taught curriculum and we are fully committed to doing this within a framework of support and inclusion. Students feel safe and secure and enjoy their education as evidenced through their high levels of attendance and participation. Our aim is to build on this and create a genuinely dynamic and innovative learning community based on high expectations and aspirations.

Governing Principle

“Working together to make our school even better”

Mission

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21st century.

We Aim High Through Our Unrelenting Focus On

1. The Learner is at the heart of everything we do
2. Learning is exciting, engaging and inspirational
3. Working together as a professional community to ensure best outcomes for all

Looking Ahead

I am highly ambitious for the school and its community. I sincerely believe that we can make our school even better. We are absolutely committed to attracting the very best staff to Tibshelf and fully supporting their ongoing professional development, with improving the quality of teaching and learning, our core purpose.

If you are excited at the prospect of playing a key role in this, we look forward to hearing from you.



Lucie Wainwright
Headteacher

Our School Improvement Plan

Alta Pete: Aim for the Highest

Governing Principle:

"Working Together To Make Our School Even Better"

Mission:

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21st century.

We aim high through our unrelenting focus on:

The Learner is at the heart of everything we do

We aim high through our 'I can' culture building a climate of resilience to create independent 21st century learners
We aim high by having excellent practices for facilitating mental health and well-being
We aim high through developing an innovative KS3 curriculum that stretches, challenges and prepares independent learners for the increased demands of KS4
We aim high through developing a relevant KS4 curriculum that is accessible for all and develops independent learners as lifelong learners
We aim high to ensure that all learners achieve their potential and that all gaps are closed
We aim high through having the highest expectations of ourselves, each other, our school and the community

Learning is exciting, engaging and inspirational

- 2.1 We aim high through creating exciting, engaging and inclusive learning spaces
- 2.2 We aim high through challenge in our teaching to enable learners to be aspirational and make significant progress
- 2.3 We aim high through every lesson being challenging, exciting and engaging for all students
- 2.4 We aim high through ensuring that all our parents know what learning looks like at Tibshelf
- 2.5 We aim high through excellent professional development to ensure that all staff are experts in subject knowledge
- 2.6 We aim high by collaboratively working to deliver learning that enables students to be independent, reflective and resilient

Working together as a professional community to ensure best outcomes for all

We aim high by being cutting edge with new initiatives and legislation
We aim high through professionalism at all levels with a 'no excuses' culture
We aim high through using expert staff to develop others and actively promote an 'open door' culture
We aim high through collaborative working to highlight potential CPD
We aim high by ensuring that we have 'excellent' strategic and operational resourcing by having all staff (including Governors) in the right jobs with the right skills and specialist knowledge supported by outstanding CPD
We aim high through a rigorous Performance Management system linked to accountability and school improvement
We aim high by developing consistently excellent leadership at all levels across the school
We aim high through high quality of services and products
We aim high through safe and secure working environments
We aim high through recognising the health and wellbeing of our staff to enable effectiveness, high levels of productivity and innovation

Staff Health and Wellbeing

We recognise the importance of ensuring that all staff at Tibshelf Community School enjoy a healthy work-life

balance in order to ensure they can not only provide the best teaching and learning outcomes to our students, but that the school can promote a culture of progress and wellbeing at all levels.

We work hard offering a variety of initiatives, services and events to provide a well-rounded sense of wellbeing. A happy working life and career at Tibshelf Community School is supported by some of our key wellbeing initiatives including:

- Whole Staff Induction programme
- personalised performance management/appraisal system
- Mentors for ECTs
- Exemplary CPD programme
- Leadership Development Opportunities
- Celebration Events
- Sports & social events
- Dedicated department bases for teaching faculties
- On-site parking
- Laptops with secure home-school access for all teaching staff
- Extended access to school during our wider opening hours
- Access to the canteen and dining facilities

In addition to the above, all staff members have access to complimentary medical and wellbeing support services available 24 hours a day/7 days a week including (but not exhaustive):

- Nurse support service
- Emotional support and counselling
- Workplace assessments
- Occupational health referrals for access to Physiotherapy and workplace adjustments

The Application Process

Closing date:	Sunday 12th January 2025
Proposed interview date:	Week commencing 13th January 2025
Start Date:	ASAP

You can apply online via Derbyshire County Council, TES or alternatively you can download an application form from our school website and email it to recruitment@tibshelf.derbyshire.sch.uk.

If you are short-listed, you will be emailed with the arrangements for the interview. Unfortunately, if you have not been contacted prior to the interview day, your application has not been successful on this occasion.

Tibshelf Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All staff and volunteers are required to undertake a criminal record check via the DBS before they can be appointed.

**Unfortunately, due to Safer Recruitment regulations, we are not able to accept a CV.
Please note if you are shortlisted for interview, there may be online checks.**

Job Profile

Job Title:	Cover Supervisor Manager	
Section:	School Business Team	
Job Family:	Support for Teaching and Learning	Job Grade: 7

Purpose of this role:

To supervise prepared lessons in the absence of a class Teacher or Teaching Assistant, ensuring that the student's learning and progress is maintained.

Key relationships:

You will report directly to the Assistant Headteacher.

Key result areas include:

In the absence of a teacher and/or teaching assistant provide supervision of, and be solely responsible for, a class of students during lesson time.

Establish constructive relationships and communicate with other relevant professionals, in liaison with the curriculum leader to support students' learning and progress.

Coordinating with the Heads of Faculty to establish a comprehensive bank of resources for cover supervisors to use.

Support curriculum and other areas within school as directed by the Assistant Headteacher and carry out Teaching Assistant duties when not undertaking cover.

Keeping the Assistant Headteacher informed of all the initiatives and developments undertaken, and any issues regarding the smooth and efficient functioning of his/her role.

Participating in the annual staff review process (Performance Management) and taking an active part in appraising his / her own work against agreed priorities.

Undertaking all necessary CPD and other training associated with the duties of the post, including attendance at appropriate meetings within school.

Working flexibly within the school's faculty-based teams and support the undertaking of exam invigilation and / or accompanying educational visits as required.

Establishing productive working relationships with students, acting as a positive role model and setting high expectations in terms of work, attitudes, and behaviour.

Promoting the inclusion of all students within the classroom and ensuring that their health, safety, and welfare is maintained at all times.

Being responsible for the maintenance of the schools expected standards of student learning and progress, and the quality of lesson delivery.

Working flexibly within the school using own judgement and interpretation to make decisions.

Participating in staff induction.

Liaising with teachers and other relevant professionals regarding the work set for a class. Collect completed work at the end of the lesson and return it to the Head of Faculty / or teacher.

Responding to any questions from students about process and procedures.

Managing the behaviour of students to promote and maintain order and a calm working environment for students, including implementation of the school's behaviour policy.

Reporting back as appropriate on the behaviour of students during lesson, and any issues arising, using the school's agreed referral procedures.

Undertaking first aid training and provide first aid support as required.

Dealing with any immediate problems or emergencies in accordance with the school's policies and procedures.

Providing comfort and immediate care in case of minor incidents and report serious incidents to the appropriate person for action, in accordance with the school's guidance, policies and procedures.

Providing in-class support, including basic skills, for an identified student or groups of students in consultation with teaching staff.

Where appropriate, monitor and keep observational records of the students' development and provide feedback on the progress of students when applicable.

As directed by the Assistant Headteacher, work with curriculum leaders, when not undertaking cover, by providing curriculum area support as required, this would include:

- Planning, preparing and assembling resources, equipment and materials for use in lessons as requested by the staff within the curriculum area and managing the return of those items.
- Assisting with the preparation and making of teaching aids and items for demonstration, for use in the teaching areas.
- Undertaking data related tasks to support whole school systems, for example examination/data entries.
- Supporting the curriculum area in ensuring effective liaison and communication with parents.

Being a member of the duty staff as directed.

Contributing to the requirements of the School Improvement Plan.

Being proactive in the communication process to ensure smooth running of the school, ensuring confidentiality at all times.

Providing an efficient, friendly, proficient, and professional service at all times offering an extensive specialised service to the required standards offering sensitivity and confidentiality.

Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the post.

General Responsibilities:

Job holders at this level carry out a range of tasks using knowledge of processes and procedures, with awareness of other activities as they relate to the job.

They manage their own work. They are responsible for specialised areas of work and manage these from start to finish. Communication and interaction is efficient and effective and ensures that objectives are met.

Confidentiality and Disrepute

You are required to maintain an appropriate standard of confidentiality at all times regarding any information you come into contact with pertaining to students, staff, volunteers or governors.

You are required to not partake in any action which deems to bring the school or any of its stakeholders into disrepute.

People Management

Cover supervisor.

Equality and Diversity

Act in accordance with the School's and Local Authority's Equality and Human Rights Policy.

Health and Safety

Ensure own compliance with School's Health and Safety Policy/Procedures and that of any resources you have responsibility for.

Risk Management

Contribute to risk awareness through carrying out of duties and raise issues where appropriate.

Safeguarding

Adhere to the school's safeguarding policy.

Job Title:	Cover Supervisor Manager	
Section:	School Business Team	
Job Family:	Support for Teaching and Learning	Job Grade: 7

	Essential	Desirable	Evidence
Experience	Working independently Delivering outcomes Driving improvement Dealing with a range of Stakeholders Some experience of developing resources, display, ICT or administration	Working in a school environment Minimum of two years' experience of working with children in an educational setting	Application form Certificates of achievement Probing at interview
Skills and knowledge	Organisation skills including prioritisation and planning own and others Communication skills both written and oral Listening skills Accuracy and attention to detail Ability to build relationships and influence Awareness and understanding of statutory policies and procedures affecting schools	Proven track record of contributing to school improvement Behaviour management strategies. Knowledge and understanding of the National Curriculum, including the literacy and numeracy strategies. First aid procedures.	Application form Probing at interview Testing at interview
Personal Effectiveness	To work effectively with all stakeholders Supervise pupils effectively both in and out of school in line with the school's behaviour policy.		Application form Probing at interview
Qualifications	Good general standard of education A willingness to undertake CPD relevant to the role. Professional development Numeracy and literacy to GCSE level (minimum C grade or equivalent)	NVQ Level 3 relevant to education or childcare.	Certificates of achievement Testing at interview

