



COVER SUPERVISOR

START DATE: AS SOON AS POSSIBLE



SCHOOLS ACHIEVING SUCCESS TOGETHER



SHERBORNE AREA SCHOOLS' TRUST

March 2023

Dear Applicant,

Thank you for expressing an interest in the post of Cover Supervisor at Shaftesbury School.

This is a key time in the development of Shaftesbury School; we are looking for a casual Cover Supervisor to join our cover team as soon as possible.

In our most recent inspection, we were delighted that we were judged by Ofsted as being "Good". Our SIAMS inspection also highlighted that we have areas of excellence across the school community and we are a place where children thrive.

It is a privilege to be the Headteacher at Shaftesbury School. The school we are building together is based upon our three core values of aspiration, action and achievement and are underpinned by the Christian foundation centred on Galatians 5:22-23, which is communicated and lived out through the Fruit of the Spirit. This is a school where every member of the community is encouraged 'to be the best they can be'. These core values, along with the staff having the highest expectations of every student, guide my desire to ensure that we are able to inspire confident learners, who will leave Shaftesbury School with a really good level of knowledge, skills and experience to flourish in an ever-changing world.

We are pleased to be part of the Sherborne Area Schools' Trust (SAST). There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years. We believe in preserving schools in their local community. This means that there will be considerable local expertise to support the school and staff with the chance to make a contribution to wider developments.

Shaftesbury School is a great place to work and is a beautiful town itself; most students come from Shaftesbury and the surrounding area. The school is set on the edge of the town, close to the A303 and within easy commuting distance of the south coast of England, Bath, Salisbury, Yeovil and beyond.

We are looking for someone with high expectations, who is able to motivate and organise, and also laugh and enjoy the challenges of this role. We are looking for someone who will go the extra mile and can make substantial and sustained contribution to the school support team and beyond. In return, you will join a School and Trust that is full of activity, opportunity and optimism.

We look forward to reading your application and we will contact all applicants following shortlisting.

There is further information about the school on our website www.shaftesburyschool.co.uk and the trust at www.sast.org.uk

You are very welcome to visit us in advance of an application or please contact the school office for any further information. On behalf of the staff, children, and governors we look forward to meeting you.

Very Best Wishes,

Donna London-Hill
Headteacher



THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Friday 28th April 2023**

The interviews will be held as soon as possible after the closing date.

Salary: Grade 6, Point 6: £11.39 per hour
Contract: Casual

We wish to appoint a Cover Supervisor who is enthusiastic, committed and enjoys working with young people to commence as soon as possible. You will cover classes in the short-term absence of teachers who will provide work for you to supervise.

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned either by post, marked 'Confidential' to HR Recruitment Team, Shaftesbury School, Salisbury School, Shaftesbury, Dorset, SP7 8ER or by email to:

recruitment@sast.org.uk

Should you wish to arrange a visit to view the School, please do not hesitate to contact the school office at office@shaftesburyschool.co.uk and they will be happy to arrange this for you.

SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Shaftesbury School, part of the Sherborne Area Schools Trust, has an absolute commitment to safeguarding and promoting the welfare of children. The Trust and School follows the national and Somerset policies and procedures for child protection and security and the interview will include questions about safeguarding children. Current and/or previous employers will be contacted for references as part of the verification process pre-appointment checks if the applicant is short listed. The successful applicant will be required to undertake an enhanced disclosure check with the Disclosure and Barring Service.

Sherborne Area Schools' Trust (SAST) recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.

This role is UK- based and your right to work will need to be established as part of the appointment process.

JOB DESCRIPTION

Job Title: Cover Supervisor

Main job purpose

- This is primarily a role based in a classroom or other learning environment.
- The primary purpose of the Cover Supervisor is to supervise and support pupils who are engaged in learning activities during the short-term or unforeseen absence of their usual class or subject teacher. Such work will have been set in accordance with the school policy.
- Cover supervisors will have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds.
- S/he will not be deployed routinely as one of the strategies schools choose to release teachers for guaranteed planning, preparation and assessment (PPA) time.
- They may however carry out work specified in the regulations made under section 133 of the Education Act 2002, under the direction and supervision of a qualified teacher.
- There is scope for progression to grade 7, subject to assessment, depending on the level of responsibility and experience.

This post differs from that of the Senior Teaching Assistant and other Teaching Assistants in the following ways:

- This postholder will be deployed on a daily or short term basis to cover the short term absence of a teacher or HLTA or Senior TA. Deployment may therefore change on a daily basis.
- The level of involvement and planning in the learning activities they are expected to deliver. The lesser extent to which they are required to contribute to planning.

Main responsibilities and duties

- Cover supervision is likely to include the following core elements:
- To take sole charge of a group or class of pupils in the short term or unforeseen absence of their usual teacher.
- Registering attendance in accordance with school policy.
- Responding to any questions from pupils about process and procedures and the work that they are engaged in. Supporting pupil use of associated resources.
- Managing the behaviour of pupils whilst they are undertaking this work to ensure a constructive learning environment.
- Dealing with any immediate problems or emergencies according to the school's policies or procedures.
- Collecting completed work and resources after the lesson and returning it to an appropriate teacher with comments on any learning issues arising and progress made.
- Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the lesson(s) and any issues arising.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
- For progression to Grade 7 the Cover Supervisor will be required to apply a degree of originality and creativity to the delivery of learning activities. This would include supporting and carrying out straightforward assessments in the classroom, such as marking.
- To support cover manager with cover allocation and reprographics.

Knowledge & skills

Essential:

- Know and be able to apply consistently a range of school policies, particularly those regarding health and safety, equal opportunities, behaviour management, child protection and special educational needs (SEN).
- Have the necessary skills to manage safely, the classroom activities, the physical learning space and the resources for which s/he is responsible.
- Understand and be able to use a range of strategies to deal with classroom behaviour as a
- Whole and also individual behavioural needs. This is a challenging requirement in some schools.

Desirable:

- Recent successful experience as a Teaching Assistant or similar position within an educational environment.
- Willingness to undertake further relevant study or training eg NVQ 3 for support staff- this qualification is in the process of being developed by TTA.
- Flexibility and initiative.

Supervision and management

- To work to a designated member of teaching or support staff according to the school's normal policy and practice for covering absent teachers.
- To supervise pupils and their learning within the context of the learning environment, in accordance with the learning activity/work set.
- To supervise the work of other adults normally present in the learning environment.

Problem solving and creativity

- Use of a variety of interpersonal skills and strategies to establish supportive and positive relationships with pupils.
- Know and use the school's referral system as appropriate in the event of problems with an individual pupil, or class or other adult.
- Flexibility in carrying out duties will be required.

Key contacts and relationships

- Attempt to establish relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their progress during the period of supervision.
- Model and promote the positive values, attitudes and behaviour expected from the pupils with whom they work.
- Know when to seek help and advice.

Decision making

- There will often be a need to make immediate decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils.
- Cover supervisors will be employed to take classes when the teacher is not present to supervise pupils engaged in work set by a teacher, to maintain discipline and Health & Safety.

Resources

Books, stationery, writing equipment. ICT and AVA equipment.

Working Environment

- Normal school environment.
- Frequent use of ICT and AVA equipment. Lifting of books and equipment.

- Some school sites are extensive and postholders may be required to work throughout the site on more than one floor.
- In special schools meeting the needs of pupils may be more demanding both physically and emotionally.
- Size, phase and type of school will vary.
- Includes work with individual pupils as well as groups and whole classes.
- School environment with a variety of learning environments including classrooms and specialist areas.
- Occasional disruption to planned tasks and order of tasks by pupils and colleagues. Occasional requirement to work outside the normal school environment eg visits.
- Within a Special School environment staff may be required to deal with extremes of behaviour and/or a range of needs which may be physically and/or emotionally demanding.

Progression in Post (if applicable):

To progress to the higher-level Cover Supervisor post, postholders will need to be undertaking the following additional duties:

- Interpreting lesson plans that have been set in accordance with school policy.
- Delivering learning activities that have been planned in accordance with the school policy and responding to questions raised by students.
- Using specialist knowledge to deliver advanced subject programmes.



ABOUT SHAFTESBURY SCHOOL

Shaftesbury School is 11-18 school which also has an international boarding house facilities serving students from around the globe. Shaftesbury School is successful in gaining good results for its students at both GCSE and A-level. The Sixth Form students have an excellent record of success in gaining university entrance. We are a proud school which attracts students from around the local Dorset area.



Shaftesbury School has been a place of learning for over 300 years. The school and town have seen many changes over the years but what has not changed is our commitment to education and our core values 'aspiration, action and achievement' for all pupils.

The school is also one of 32 state boarding schools in the country and this provides a unique atmosphere to our community and one that we are extremely proud of. We value the diversity and internationalism that our boarders bring and recognise how valuable their contributions can be. We are a local school, with an international outlook.

Shaftesbury School is a wonderful place to work and has a special atmosphere and feel. It became an academy in June 2014 to sustain the quality of our outstanding provision. We joined Sherborne Area Schools' Trust (SAST) in July 2020 and are now part of a family of 17 schools in the local area.

Shaftesbury is a beautiful rural country town that has easy road and close rail links to London, Bath, Bristol, Exeter and the glorious Dorset coast. North Dorset and the south-west of England combines the space and beauty of the Dorset countryside with a variety of famous sites, events and activities for all.



78% of all A Level Grades were A*-C

32% of all A Level Grades were A* or A

25% of students went on to Russell Group university

82% of students gained a place at their first choice University

42% of all L3 BTEC grades were Distinction*/Distinction

Details of courses offered and how to apply:
www.shaftesburyschool.co.uk/sixth-form/

Bespoke programmes of study, including Pre-Sixth Level 2, BTEC Level 3 and A Levels, with a varied enrichment programme of qualification and non-qualification courses.



SHERBORNE AREA SCHOOLS' TRUST (SAST) INFORMATION



SAST is a multi-academy trust, formed in June 2017, of seven schools serving the West and North Dorset area as well as students from South Somerset. Currently, there are 17 schools with more than 5,000 students and over 850 members of staff. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 4 secondary schools including a state boarding school and Sixth Form and a large 11-18 secondary school with a Sixth Form of over 400 students. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-academy trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years.

What we value – our ethos:

Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

Pursuit of Excellence

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

Equality and Distinctiveness

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

Organisation - How we work:

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every School to continue to provide an excellent education for all our students while protecting the school's role at the heart of its community, along with our unique qualities and strengths.

