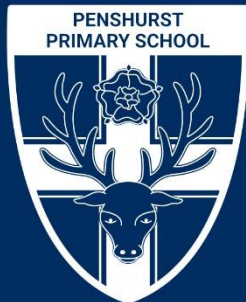


# Information for Candidates

## Job Vacancy: **Cover Supervisor** (with a focus on PE)



# THE HESSLE ACADEMY

Mr V Groak  
Headteacher

The Hessle Academy  
Tranby House  
Heads Lane  
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## Our Academy

The Hessle Academy is one of only 170 all-through schools in the country providing education and support for learners aged 3-19. The Academy comprises Hessle High School and Sixth Form College and Penshurst Primary School.

The Hessle Academy is a member of The Consortium Academy Trust, a fast-growing Multi-Academy Trust, formed in 2017. The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hessle and some parts of West Hull. Smaller groups of learners are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

The Hessle Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of learners, quality of teaching, behaviour and personal development of learners, leadership and management were all judged to be good. In recent years, outcomes for learners have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our learners are positive and respond well in all aspects of school life.

The school is a hub of learning with enthusiastic and engaged children who demonstrate a real passion for both work and play.

Penshurst Primary is a larger-than-average school with two/three teaching groups in each year and is heavily over-subscribed. In 2019, 145 applications were received for 70 places into the reception year. The school also offers a nursery which is equally popular with parents. The school occupies a traditional yet extremely attractive series of buildings which are at the heart of the local community set in extensive grounds.

Historically, Hessle High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region. The Hessle High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hessle as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full role in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The teaching staff are extremely dedicated to maximising the potential of the children in their care. Most have worked at the school for many years and have sent their own children to the Academy. The atmosphere is supportive and friendly, many visitors and staff often remark that 'it feels like an extended family'.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our learners. Annually, learners take part in over 300 teams, clubs, and events.

The Hessle Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that;

*"All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view".*



## **Multi Academy Trust**

In September 2017, The Hessle Academy Community Trust, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust, in October 2018 Holderness Academy and Sixth Form joined and most recently in September 2019, Winifred Holtby Academy.

The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

The Consortium Academy Trust (TCAT) currently comprises five secondary schools and three primary schools with a significant staff team.



## Values and Vision

*"Everyone can achieve the extraordinary"*

Our Vision for Our People:

# HESSLEVISION

All of our learners develop exceptional character.

In every phase, all of our learners achieve excellent outcomes.

All of our learners develop high levels of cultural and global awareness.

Our children, young people and adults will create positive and happy memories that last for a lifetime.

# HESSLEVALUES



### Respect

We respect ourselves; we respect each other; we respect our diverse community and our environment.



### Resilience

We are determined, we do not give up when things get tough. We persevere. We know that learning is often hard but we know that it will be worth it.



### Aspiration

We aim high; we have ambitious expectations of ourselves and others. We believe that we can make a difference to our local community.



### Responsibility

We take responsibility for our own actions; equally, we are not blamed when we make mistakes. We see mistakes as an opportunity to do it better next time.



### Integrity

We do the right thing. We are honest with each other and ourselves. We are comfortable in ourselves and proud of our values.



### Kindness

We treat each other with kindness, courtesy and have good manners.

These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.

## **New Staff and Early Career Teachers**

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at the Hessle Academy.

Early career teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our 'buddy' programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

## **Staff Development and Wellbeing**

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from learners to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff training sessions are led by the staff themselves through teaching and learning groups. Under our ethos of continual improvement, even our most experienced teachers are keen to learn and do so in mutually supportive learning environments, where newly qualified teachers and others in the early stages of their career are just as likely to lead pedagogical discussions and training. During the Covid pandemic and lockdowns, the teaching staff adjusted their practice to incorporate blended learning and live teaching; this monumental change and upskilling was planned, delivered and evaluated by classroom teachers themselves, with minimal input from senior leaders.

Staff Wellbeing is a crucial consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules. Throughout the pandemic, we have placed our trust in our staff to provide the very best education for our learners and they have delivered an exceptional programme of study, consistently looking to find improvements. The success of this was reflected in a Parent Survey conducted by our Trust which commended both the online provision, parental communication and student feedback.

Staff wellbeing surveys are carried out regularly and there is an effective staff wellbeing group which looks for ways in which we can adjust our operation to improve wellbeing without compromising standards. Staff retention is very high and the school typically attracts high quality fields whenever a vacancy arises.

Our staff work hard; they are fully committed to providing the best education for our young people and recognise the well-known phrase;

*"It won't be easy, but it will be worth it."*

## **Leadership Team**

The Senior Leadership Team is an experienced, ambitious and committed team. All members believe firmly in the school's vision and values and all share a determination to secure continuous improvement and achieve the best for learners. The Senior Leadership Team comprises:

### **Headteacher**

Hessle High:

#### **Deputy Headteacher**

#### **4 x Assistant Headteachers**

(Inclusion and Safeguarding, Standards, Student Welfare, Director of Sixth Form)

Penshurst Primary:

#### **Head of School**

#### **2 x Assistant Headteachers**

(Pupil Development and Behaviour, Quality of Education)

The Operations Manager is the senior member of the support team.

The leaders of the English, Mathematics, Science and Humanities Faculties form part of the school's Extended Leadership Team.

Each member of the Senior Leadership Team (SLT) acts as a line manager for a Head of Department, Head of Faculty or Head of Year. This ensures that leaders at all levels are fully supported and challenged and that their leadership potential is developed.

## **The Vacancy**

Applications are invited for the post of Cover Supervisor to join our team, in this popular and successful school to start ASAP.

We are looking for an individual who will play a vital role in supporting teaching and learning in the delivery of lessons in the absence of a teacher. The successful candidate will help our continued drive to improve standards. They will be a highly motivated team player with excellent communication skills and the ability to use their own initiative.

The central focus of the Cover Supervisor's role is taking responsibility for the learning, behaviour and progress of classes during the absence of the designated teacher. At the heart of the role is creating the conditions for effective pupil learning, through positive classroom management, delivery, relationships with learners and organisation, and through care for learners including responsibility for their behaviour and safety. Ensuring that learners can learn from activities planned by teachers for lessons. The ability to cover lessons in the primary phase would be advantageous.

Full details and expectations of this post can be found in the job description and person specification below.

## How to Apply

Complete our application form and return to:

Electronic applications:

Paper applications:

hr@hessleacademy.com

Human Resources Department

The Hessle Academy

Tranby House, Heads Lane

Hessle, East Riding of Yorkshire, HU13 0JQ

In support of your application you may choose to include a personal statement to mention any special contribution you could bring to the department/school.

The closing date is 9.00 am on Monday 24 January 2022.

*Please note that we reserve the right to close this post early or extend the deadline.*

Should you have any queries, please contact:

Sarah Greenley, Operations Manager

Telephone: 01482 648604

Email: hr@hessleacademy.com

We wish you every success with your application.



## Job Description

|                        |                                    |
|------------------------|------------------------------------|
| <b>Job title:</b>      | Cover Supervisor                   |
| <b>Accountable to:</b> | Leadership Development Post Holder |
| <b>Scale Point:</b>    | SCP06 £19698 FTE                   |

### Main purposes of the post

To supervise classes and promote the ethos of learning during the absence of subject teachers and provide support to subject teams.

### General Duties and Responsibilities:

- To instruct learners in relation to the work left by the subject teacher
- To ensure learners are provided with the necessary resources to facilitate learning
- To deliver, as far as reasonably possible, a structured lesson using the lesson plan as directed by the class teacher for whom you are covering
- To register and record student attendance in lessons
- To answer learners' queries in relation to the instructions left by the subject teacher
- To liaise with Head of Departments in relation to the work set by subject teachers as appropriate
- To supervise the class for the duration of the lesson
- To ensure classes enter and leave classrooms in an orderly manner
- To ensure the classroom is left tidy and ready for the next lesson after dismissing the class
- To cover for form tutors, including recording attendance, checking equipment, uniform, etc.
- To assist in establishing and maintaining good order within the school, including undertaking duties as necessary
- To deal with, record and report incidents of inappropriate behaviour, in accordance with the school's behaviour policy and procedures
- To attend staff training/meetings to ensure a continued awareness of whole school policies and procedures
- To attend external Cover Supervisor network meetings when appropriate and to attend internal sharing good practice sessions
- Invigilate internal and external examinations when required
- Accompany visits and field trips as required
- To work with the teacher in lesson planning, evaluating and adjusting lessons/ work plans as appropriate
- To monitor and evaluate pupil responses to learning activities
- To provide objective and accurate feedback and reports as required to the teacher on pupil achievement, progress and any other matters
- Liaise sensitively and effectively with parents/carers as agreed with the teacher
- Support the use of ICT in learning activities and develop pupil's competence and independence in its use
- To provide general clerical administrative support – administer course work to produce worksheets for agreed activities
- Complete AM, Break, Lunch and PM supervisory duties as required by the Senior Leadership Team.

### Expectations

The Hessle Academy has high expectations of all its employees to ensure that they provide a professional service to our young people and the community of Hessle and beyond.

Appraisal Targets will be aspirational and set on an annual basis in discussion with the Line Manager.

### As a member of staff of The Consortium Academy Trust

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to Restorative Practices
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of learners
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Trust Schools
- Contribute to systems of evaluation and performance of the organisation positively.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition, you may be expected to take part in any other reasonable duties which may be required.

## Personal Specification

| Category                       | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Desirable                                                                                                                                                                                                                                                                                                                                                         | Evidence                                                                     |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Qualifications and Training    | <ul style="list-style-type: none"> <li>• 5 GCSEs at grade 5 or above or equivalent, including Maths and English</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Educated to degree level</li> <li>• ICT capability level 2 or above</li> </ul>                                                                                                                                                                                                                                           | Application form<br>Interview<br>References<br>Qualification<br>Certificates |
| Experience                     | <ul style="list-style-type: none"> <li>• Desire to work within an educational setting</li> <li>• Ability to work on own initiative within school and departmental protocols/procedures</li> <li>• Ability to work independently</li> <li>• Ability to deal with difficult situations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Experience of working in a school or statutory or voluntary agency dealing with children</li> <li>• Experience of primary phase</li> </ul>                                                                                                                                                                               | Application form<br>Interview<br>References                                  |
| Skills, knowledge and aptitude | <ul style="list-style-type: none"> <li>• Effective communication with children and parents/carers</li> <li>• High level of organisational and self- management skills</li> <li>• Ability to effectively evaluate own performance</li> <li>• Good inter-personal skills including mediation and conflict resolution</li> <li>• Listening skills</li> <li>• Demonstrate awareness of risks</li> <li>• Literacy and numeracy skills</li> <li>• IT skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• SIMS Suite of Educational Software</li> <li>• Good use of Google Suite</li> <li>• Good understanding of Safeguarding procedures</li> <li>• Understanding of procedures and legislation relating to confidentiality</li> <li>• Knowledge of the education system</li> <li>• Ability to manage time effectively</li> </ul> | Application form<br>Interview<br>References                                  |
| Personal Attributes            | <ul style="list-style-type: none"> <li>• To be able to work as part of a team and build positive relationships, supportive of others</li> <li>• An ability to take initiative and seek advice where appropriate</li> <li>• Energy, ambition and enthusiasm</li> <li>• Self-motivated</li> <li>• Ability to establish good working relationships with all relevant stakeholders, good interpersonal skills</li> <li>• Good organisational skills</li> <li>• Good health and attendance record</li> <li>• Sense of humour</li> <li>• High levels of personal and professional integrity and honesty</li> <li>• Confidentiality, discretion, sensitivity</li> <li>• Evidence of commitment to personal CPD</li> <li>• As required by The Children Act, have a commitment to safeguarding and promoting the welfare of children and young people</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                   | Application form<br>Interview<br>References                                  |