



**BURTON  
BOROUGH  
SCHOOL**

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# Candidate Information Pack

## Cover Supervisor

Post Available from: ASAP

Closing Date: 28<sup>th</sup> January 2022



# Welcome to Burton Borough School

Dear Candidate,

Thank you for your interest in this post at The Burton Borough School. We are an inclusive school that focusses on 'belonging' and 'thinking' and it is our firm belief that all students, no matter what their backgrounds, needs or abilities are able to succeed and reach their full potential given the right care support and guidance. We believe that all students have different gifts and we nurture these to bring out the best in each of them. Staff at Burton Borough have high expectations and the drive, commitment and passion to help young people succeed, preparing them well for the next stage of their education.



We want our students to be well-rounded and not only rely on rote so that they are able to compete with their peers not only nationally but internationally. However, in order to do this, we must model this behaviour ourselves by being lifelong learners, engaging in research, keeping abreast of new initiatives and staying at the forefront of education. We must work together in sharing best practice, reach out and help each other to develop our pedagogy to make us even stronger practitioners to help our students achieve what they are capable of. We have a fantastic CPD programme and run both the NPQML and NPQSL at Burton Borough in collaboration with Star Institute.

Mental health and wellbeing is at the top of our agenda for both students and staff and we were the first school in March 2019 to be recognised for the work that we do by Public Health England and signed the Prevention Concordat for Better Mental Health to show our commitment towards this. We were also the first school in the West Midlands to be awarded the Gold Award from the Carnegie Centre of Excellent Mental Health and an Ethical Leadership Pathfinder school.

There is a strong community feel at Burton Borough and the established smaller communities within the school ensure that our students reach their full potential. It is important to us that staff know each student and their families personally so that any potential issues are picked up quickly. In addition, we have vertical tutor groups with members from all years, which again contributes to a smaller community feel. Everybody supports one another and understands that when we work together, we instil a belief that we will achieve the best outcomes.

On top of all of this, a new modern £8 million building opened in June 2015 with the latest facilities to aid us with our teaching and learning. Due to our success, we have been asked to expand and a further £1.2 million has been invested in a new hall and extra classrooms which was completed in July 2019. Even with the increased student numbers from September 2019, we are heavily over-subscribed once again.

From the moment you walk through the doors at Burton Borough you will feel the vibrant, caring and supportive atmosphere. I look forward to meeting you if you decide that you want to join us on our exciting journey.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Krissi Carter', written over a large, faint, stylized graphic of a smiling face.

Krissi Carter  
Principal



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# About the School

Burton Borough is a vibrant and exciting school to work in and our successes were recognised by our recent Ofsted inspection in March 2018:

- “Behaviour is good. Pupils are respectful, polite and well mannered. Relationships between pupils and staff are highly positive”
- “Pupils look smart in their new uniform, are punctual and well prepared for lessons. As a result, learning time is hardly ever wasted”
- “The prevailing culture of mutual respect prepared pupils well for life in modern Britain. Pupils work well and socialise well together, valuing and respecting others’ views”
- “The new principal is highly ambitious for the pupils. Leaders have a clear and accurate understanding of how to make the necessary improvements to pupils’ progress”
- “Safeguarding is effective”

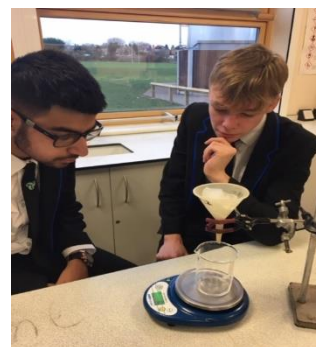
As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. To achieve this, we ensure that we continually adapt our practice and engage with research. This is an exciting time to join the school if you are someone who embraces change and enjoys trying out new things. You will also be someone who views working in education as the most important job in the world, and will therefore be prepared to “go the extra mile”.

## Your Professional Learning

We are very proud of our professional development opportunities in the school. All teachers, whether you are an NQT or Senior Leader, are expected to improve their craft in the classroom and to share their expertise with their colleagues. This will include the successful applicant to this post.

Our CPD provides personalised learning opportunities to support staff to meet their appraisal objectives and to help them move on to the next stage in their teaching career, whether that is securing the foundations during their NQT year or working with staff who aspire to leadership.

All staff are engaged in their own research projects that they will be sharing with the rest of their colleagues and publishing their findings in a journal. We believe the best CPD is CPD that is bespoke and tailored to your interests and needs. Research projects this year vary from subject specific research, wellbeing and mental health and leadership and management to name a few.



## Job Description

### Job Purpose

To work as part of a large team of teachers and support staff involved in the delivery of differentiated learning, and educational programmes designed by teachers.

To act as a cover supervisor for classes where there are short-term absences of timetabled classroom teachers and for specific learning activities involving classes and small groups

### Major Tasks

- Ensuring that students are supervised whilst undertaking prepared or self-directed learning activities
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Administer and assess routine tests and invigilate exams/tests
- Dealing with any immediate problems/emergencies according to the school's policies/procedures
- Collecting completed work after lessons and return to appropriate teachers
- Reporting as appropriate using the school's agreed referral procedures, on the completion of tasks, behaviour for learning of students during the class and on any problems arising
- To attend and participate in relevant staff meetings and professional development as requested.
- Understand, comply with and contribute to the development of the school's policies and support service procedures including the all safeguarding and child protection, equal opportunities, health and safety, confidentiality and data protection
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Develop methods of promoting and reinforcing students' self-esteem and independence within the classroom and school environment.
- Highlight the need for additional support in consultation with appropriate professional staff
- Together with teaching staff be involved in monitoring of student progress and maintaining related records
- In consultation with teaching staff, participate in the evaluation of the support programmes for students, contributing to reviews of children's progress, including formal reviews of statements.
- Provide regular feedback and assessment on children's progress to class teachers, form tutors and other professionals as required
- To assist in the evaluation of the impact of covered lessons on pupils and throughout the school.
- Develop positive and effective relationships with students to foster a positive learning ethos in all lessons
- Alongside teaching staff, develop effective relationships and links between home and school.
- To deputise for the Senior Cover Supervisor during periods of absence which includes:
  - To receive, record and monitor all telephone notifications from staff who are absent for work
  - To enter sickness absence onto the PSE database and BromCom MIS
  - To receive, record and monitor all requests for cover for planned absences by teaching staff in accordance with the school's procedure for requesting absence
  - To plan effective cover for all absent teaching staff on a daily basis. This may be done through utilisation of our own cover supervising team or through the employment of agency or casual staff
  - When requested by the Business Manager download absence patterns on staff within school

- To Be aware of the agency staff budget and in conjunction with the Business Manager analyse the use of cover, agency and casual staff
- Support the use of ICT and to ensure the appropriate and safe use of equipment and resources.
- When not required as a Cover Supervisor to:
  - support in classrooms where needed including exam invigilation and the development of classroom display
  - Provide clerical/admin support, e.g., photocopying, typing, filing, collecting money etc. as part of the Central Resources Team or the Finance team accordingly

### **Contacts & Relationships**

- With students – daily
- With students' parents/carers – as required linked to incidents, complaints etc.
- With visitors, or other external bodies – as required
- With staff within school - daily
- With professionals such as casual teaching staff, agencies and other professionals.

### **Creativity**

- The post holder may be expected to use their own initiative in setting a task for the class while reading and understanding the cover work that has been left to deliver.
- Provide objective and accurate feedback and report as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- When deputising Senior Cover Supervisor during periods of absence, planning of work rotas on a daily basis for the cover supervisors team and external cover staff

### **Decisions**

- The post holder will be expected to decide when to refer any issues under the Behaviour Management System

### **Management & Supervision**

- The post holder will be expected to manage and supervise a classroom of students
- To lead, organise and direct support staff within the classroom if present in the cover lesson.
- Liaise and guide other cover supervisors or agency staff

### **Supervision Received**

- Post holder will be directed according to the needs of school by the Senior Cover Supervisor.
- Performance Management will be via the Senior Cover Supervisor

### **Complexity**

- The role is intended to support teachers and supervise classes, maintaining good behaviour during periods of pre-prepared or self-directed learning activities

### **Resources**

- Together with teaching staff to be involved in monitoring of student progress and maintain related records, which includes confidential and personally sensitive information

### **Impact**

- The role provides support to teachers and works closely with students, supervising them during staff absences and monitoring and evaluating students.



- Ensure that all students make excellent progress and attainment within the cover lesson set

#### **Physical Demands**

- The school is on one site with 4 main buildings sited alongside the sports field. The post holder will be required to work across the whole site

#### **Working Environment**

- In the main this post works in the environmental equivalent to working in an office in terms of heat, ventilation and lighting. There may be occasional exposure to conditions such as would be found outside; for example travelling for meetings and site visits.

#### **Emotional Context**

- The emotional strain or distress this role is expected to face would be limited however there may be times when the post has contact with information that may be upsetting. However, this would be incidental and it would not be a formal part of the job to deal with this information.
- To be aware of personal stress levels and alert senior staff if issues arise

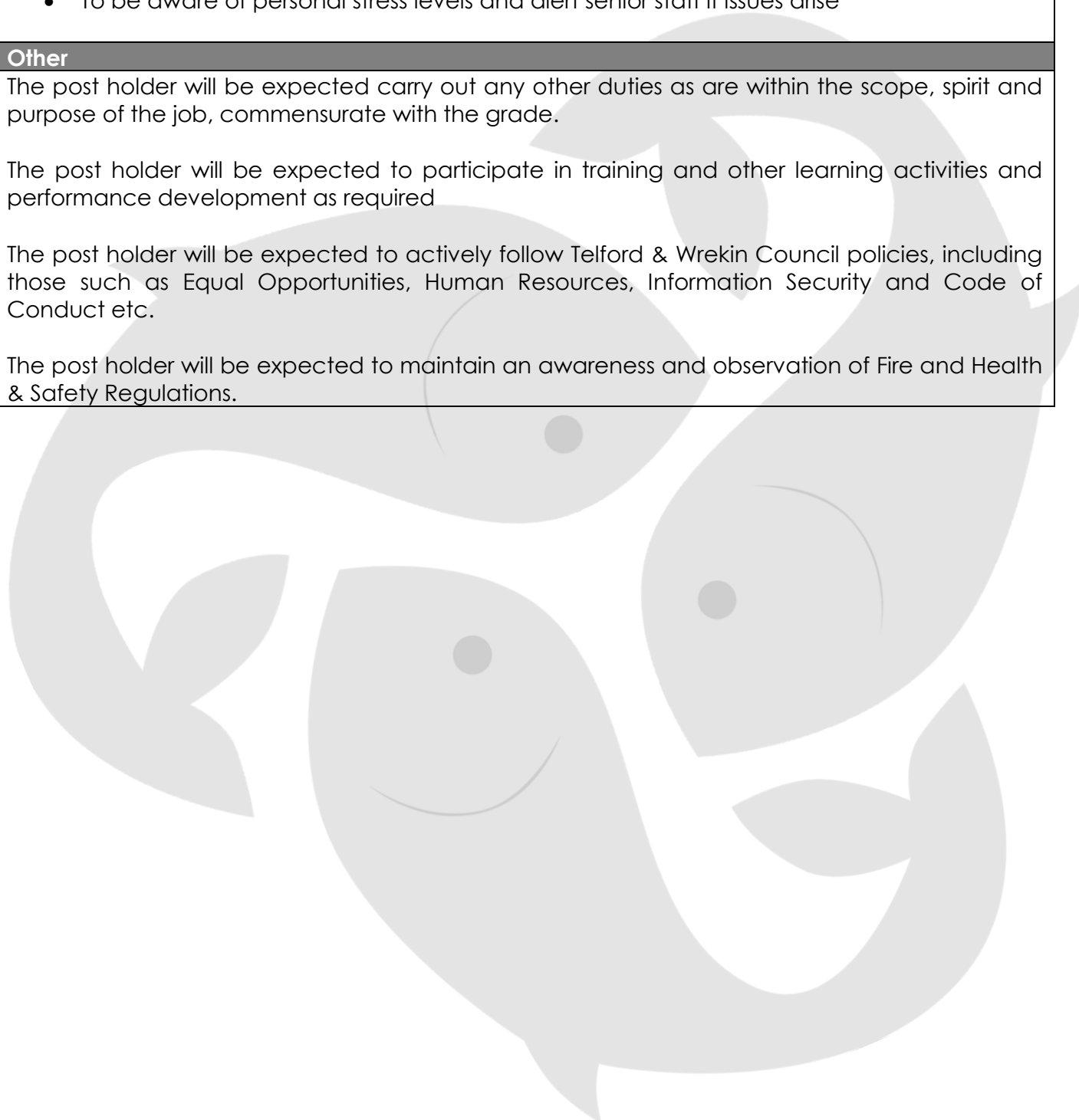
#### **Other**

The post holder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.

The post holder will be expected to participate in training and other learning activities and performance development as required

The post holder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.

The post holder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.



## Person Specification

Criteria	Standard
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Very good numeracy/literacy skills</li> <li>• NVQ 3 for Teaching Assistants or equivalent qualification or experience</li> <li>• Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bilingual, sign language, dyslexia, ICT, maths, English, CACHE etc.</li> <li>• Willingness to undertake further training such as HLTA</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• General clerical/administrative/financial work.</li> <li>• Experience working with children</li> <li>• Experience of working with children of secondary school age is desirable</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Can use ICT effectively to support learning</li> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>• Ability to work constructively as part of a team.</li> <li>• Ability to relate well to children and to adults.</li> <li>• Good organising, planning and prioritising skills.</li> <li>• Methodical with a good attention to detail</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Good numerical skills to undertake a variety of tasks, e.g. maintaining accounts for schools activities, producing financial reports</li> <li>• Good literacy skills to undertake a variety of tasks, e.g. minute taking, differentiating or annotating work</li> <li>• Very good ICT skills, e.g. production of reports, correspondence, inputting / updating information</li> <li>• Able to relate well to children and adults</li> <li>• Some need to use analytical, judgmental, creative and developmental skills</li> <li>• Able to work accurately and with attention to detail</li> <li>• Alertness and concentration, e.g. producing financial information, minute taking and drafting correspondence</li> <li>• Able to work constructively as part of a team and to understand school roles and responsibilities and own position within these</li> <li>• Able to self-evaluate learning needs and actively seek learning opportunities</li> </ul>
<b>Personal style &amp; behaviours</b>	<ul style="list-style-type: none"> <li>• Customer focused</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener</li> <li>• Takes responsibility and accountability</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations</li> <li>• Caring, supporting, ability to work independently, use initiative</li> </ul>



	<ul style="list-style-type: none"> <li>• Is committed to the provision and improvement of quality service provision</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive</li> <li>• Has the ability to learn from experiences and challenges</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>
<b>Fluency Duty</b>	<p>This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.</p> <p>The role will need to understand with ease virtually everything heard or read, can summarise information from different spoken and written sources and can express themselves spontaneously and very fluently and precisely, differentiating finer shades of meaning even in the most complex situations"</p>

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	x
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>

# Safeguarding



Burton Borough School fully recognises its responsibility to safeguard and promote the welfare of student and young people. We are committed to ensuring that its students have opportunity to thrive within a safe learning and working environment. Our school expects all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, Governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with our students
2. Raising awareness of child protection issues and equipping students with the skills they need to keep them safe
3. Implementing procedures for identifying and reporting cases, suspected cases, of abuse
4. Supporting students who have been abused in accordance with their agreed protection plan
5. Establishing a safe environment in which students can learn and develop.

The staff at Burton Borough School are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. Our 'Professional Code of Conduct' establishes expectations in relation to conduct towards students and all staff are issued with the strict guidelines on what are considered to be safer working practices which must be observed at all times. If any member of staff has a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were as a result at risk, then they would be expected and supported to raise the concern under the school's adopted 'whistleblowing policy and procedure'.

Our school also operates within other policies relating to safeguarding, child protection and the welfare of students.

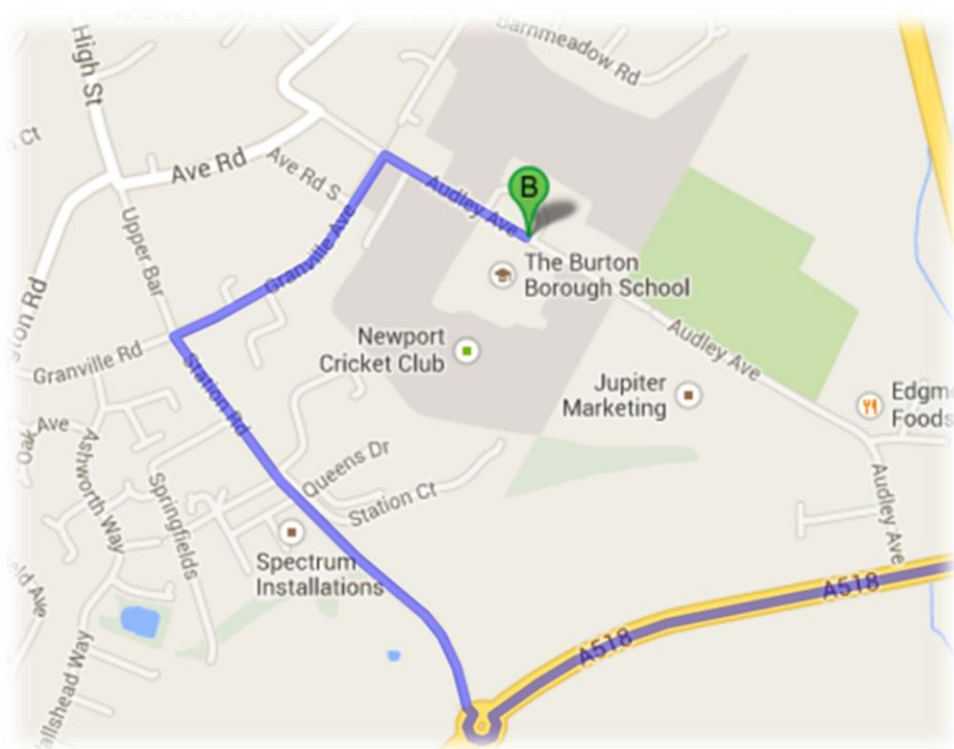
To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.



# Local Information

Newport, Shropshire, is a beautiful market town in the borough of Telford and Wrekin. It is located on the Shropshire/Staffordshire border, equidistant from Shrewsbury, Stafford and Wolverhampton. We are the only comprehensive school in Newport with two single sex, selective grammar schools nearby. Despite this, our students are of high ability when compared to school nationally.

## How to find us



**From the North:** At Junction 14 (M6), take the B5026 to Eccleshall, then take the A519 following the signs for Newport

**From the South:** At Junction 12 (M6), take the A5 exit to Telford/M54, exit at Junction 3 (A41) following the signs for Newport

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FRAMEWORK FOR  
ETHICAL LEADERSHIP  
IN EDUCATION  
PATHFINDER

