

Applicant Pack

To be read in conjunction with our 'Join our staff' brochure



Outstanding Achievement for All

Job Advert



Eckington School is an 11-18 comprehensive secondary school in North-East Derbyshire with more than 1200 students on roll, including 150 in the school's Sixth Form. In April 2023, Eckington School joined Chorus Education Trust, also welcoming a new Headteacher.

As part of our values, we are committed to supporting inclusion and diversity at Chorus. We actively celebrate colleagues' different abilities, sexual orientation, ethnicity, faith, and gender. Everyone is welcome and supported in their development at all stages in their journey with us.

You can view the school website at: www.eckington.net

Lesson Supervisor

Salary: Grade 5, SCP 15 to 20, £27,803- £30,296 (pro-rata £23,913 - £26,057)

Permanent - 37 hours / 39 weeks

To start: As soon as possible

About this vacancy

We are looking to appoint highly motivated, skilled and creative Lesson Supervisor who will share our vision and ambitions for our young people. The successful applicant will need to have very good numeracy and literacy skills as well as excellent communication and inter-personal skills. Experience of working with young people in a school setting is desirable.

This post offers an outstanding opportunity to join our school and is ideal for an ambitious person who is looking to develop professionally. The role may suit anyone who may be considering a career as a teacher.

Our team of lesson supervisors work across the whole curriculum and they also provide support to students as needed. You will supervise the work that has been set by the teacher and manage the behaviour of pupils in the classroom to ensure a positive learning environment.

We are looking for:

- Someone who is an excellent role model, creative and motivational
- Someone who is able to inspire and challenge young people
- Someone who has experience of working with young people preferably in a classroom environment
- Someone with exciting ideas who can build on existing good practice
- Someone who will be engaged in all aspects of a thriving school

When not required to cover lessons for absent teachers, Lesson Supervisors act as in-class support.

Chorus Education Trust is proud to support flexible working arrangements.

To apply

The full application pack is available from www.chorustrust.org/vacancies and completed Chorus Trust application forms are to be sent to Sharon Foster at: sfoster@chorustrust.org

Please note that CVs and Sheffield City Council/Derbyshire County Council application forms will not be accepted.

Deadline for applications: **11.59pm on Sunday 14th April 2024**

Interviews to be held: **week beginning 22nd April 2024.**

The successful candidate will be required to complete a Disclosure & Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

The Trust will also conduct an online search of the successful candidate in line with Keeping Children Safe in Education advice.

At Chorus Trust we are committed to the safeguarding of all our pupils, please visit our website to access our Safeguarding & Child Protection policy www.chorustrust.org/policies.

| JOB DESCRIPTION | |
|---|--|
| Post Title | Lesson Supervisor |
| Profile | LD3 |
| Grade | 5 |
| Grade Spinal Point Range | 15-20 |
| Accountable SLT post | SLT Lead responsible for Cover Management |
| Line Manager of Postholder (if different) | |
| Staff to be supervised or line managed by post holder | n/a |
| Post holder will work with | SLT Lead for Cover, Cover Manager Other teaching and support staff |
| Holiday and sickness relief by/ for | By and for other Education Support staff |
| Purpose of job | Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, specifically delivery of pre-planned whole class cover for absent teachers. These activities can be for individuals/groups or whole classes and can include monitoring and assessment, recording and reporting on pupil achievement, progress and development. |
| Version revised: | March 2024 |
| The post holder must at all times carry out their responsibilities within the spirit of school and trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the School(s). | |
| Specific duties and responsibilities: To be responsible for covering lessons for short term absent teaching staff to the standards required by the school/Trust and appropriate external bodies. The postholder may also be required to provide support to students to help them overcome barriers to learning. Duties will include, but not be limited to: | |
| MAIN DUTIES AND RESPONSIBILITIES | |
| Support for the Curriculum: | |
| <ul style="list-style-type: none"> • Delivery of pre-planned whole class lesson cover for absent teachers • Deliver learning activities to pupils adjusting activities according to pupil responses/needs. | |

- Under direction of the teacher, when required implement local and national learning strategies e.g. literacy, numeracy, and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select relevant resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for Students:

- Use detailed knowledge and specialist (curricular/learning) skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Assist with the development and implementation Personal Learning Plans.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

Support for the Teacher:

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, when required, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports 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 discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Where appropriate supporting the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Where appropriate administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans etc.

Support for Trust/School (included in all roles)

- 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 and ensure all pupils have equal access to opportunities to learn and develop
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Take an active part in all key school events such as open evenings etc

- From time to time, to meet the needs of the school, you may be asked but not automatically expected to work hours additional to your normal working hours. The school will give you as much notice as possible and you will be paid/recompensed for such work. Examples where this might be required are for example; relevant key school events such as Open Evenings, exam results days, trips, clubs, training etc.
- Assist with the clerical duties of the administration team as required from time to time and as appropriate to your role
- Contribute to the overall ethos/work/aims of the Trust/school
- Participate in relevant training, other learning activities and performance management as required
- Ensure display boards and leaflet displays, etc are kept up to date and in good order as appropriate and required
- To undertake any other duties and responsibilities, commensurate with the level of the post, as may be determined after negotiation between management, the postholder and appropriate trade unions
- Team responsibilities - All education support staff are considered part of the overall support team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

Further Statement:

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Head of School/Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body or Board of Trustees and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

Person Specification

Job title: Lesson Supervisor

| REQUIREMENTS | Essential | Desirable | Assessment method A = application I = interview R = reference |
|--|-----------|-----------|--|
| Knowledge, experience and skills | | | |
| Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation | ✓ | | A/I |
| Working knowledge of national/Key Stage curriculum and other relevant learning programmes/strategies | ✓ | | I |
| Understanding of principles of child development and learning processes | ✓ | | I |
| Ability to self-evaluate learning needs and actively seek learning opportunities | ✓ | | I |
| Ability to relate well to children and adults | ✓ | | I |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | ✓ | | I |
| Can use ICT effectively to support learning | ✓ | | I |
| Use of other equipment technology – video, photocopier | ✓ | | I |
| Has sound speaking and listening skills to extend language in discussion | ✓ | | I |
| Can plan, implement and evaluate learning activities | ✓ | | I |
| Has experience of pupil assessment | ✓ | | I |
| Can manage the behaviour of pupils in an effective manner | ✓ | | A/I |

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| Has a caring positive attitude towards pupils' welfare | ✓ | | I |
| Has an awareness of pupils with special educational needs | ✓ | | I |
| Can maintain trust and confidentiality where appropriate | ✓ | | I |
| Can assist the school in forming a partnership with parents | ✓ | | A/I |
| Has sufficient practical and organisational skills to contribute to the preparation and management of educational resources | ✓ | | A/I |
| Can complete and maintain pupils records | ✓ | | I |
| Experience working with children of relevant age | ✓ | | A/I |
| Qualifications | | | |
| Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) | ✓ | | A |
| NVQ for Teaching Assistants or equivalent qualification of experience | ✓ | | A/I |
| Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, Maths, English, CACHE etc. | | ✓ | A |
| Other skills | | | |
| Can allocate some contractual time to after school staff meetings when appropriate | ✓ | | A/I |
| Can allocate some contractual time to the whole of, or part of, staff training days when appropriate | ✓ | | A/I |
| Can maintain personal presentation that sets high standards for the pupils | ✓ | | A/I |

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| Can work within the spirit of Trust Policies to do with Equal opportunities, Child Protection, Health & Safety, Finance, Smoking etc. | ✓ | | A/I |
| Can allocate some contractual time to supporting after school extra-curricular activities | ✓ | | I |
| Is willing to become involved in the wider life of school | | ✓ | I |
| Child protection | | | |
| Has an awareness of the latest Safeguarding procedures/practices and puts the safety of pupils first at all times | ✓ | | I |