

Briefing Pack for Applicants Cover Supervisor



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

Contents

Section 1: Post Advertisement.....	1
Section 2: About Ecclesfield School.....	1
Section 3: Job Description.....	2
Section 4: Person Specification.....	8
Section 5: The Appointment Process.....	10
Section 6: Visitors to Ecclesfield School.....	12

May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.



Section 1: Post Advertisement

Position: Cover Supervisor – Temporary initially until July 2019

32.5 hours per week, Term Time (39 weeks per year)

Salary: Grade 4, £18,672 - £21,074

Actual Salary: £14,028 - £15,833

To start: September 2018

Minerva Learning Trust is a recently formed and expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the pupils within our academies. The Trust is passionate that all pupils should see their time at school as happy and fulfilling, with their potential developed to the utmost.

Ecclesfield School joined the Trust on 1 December 2017 and, as a sponsored academy, is looking forward to developing this partnership and making rapid improvements for our pupils and community.

The role of cover supervisor will include the supervision of whole classes under the guidance of teaching/senior staff, including implementation of work programmes, managing student behaviour and assisting students in relevant activities. Applicants should have good interpersonal skills, a confident and professional manner, very good literacy and numeracy skills, NVQ Level 3 or equivalent qualifications or experience. They should also have the ability and desire to work with young people. An initial training programme will be given to enable you to carry out your duties effectively.

Applications are invited from colleagues with drive and vision. Individuals may be looking to develop towards a teaching career or enjoy the flexibility of covering classes within school. You should have experience of supporting and managing groups of secondary aged children. If you have the ability to engage and instil a passion for learning in our students, we would be delighted to hear from you.

Full details are provided on application in the job description.

Closing date: Thursday 28th June, 12 noon.

Interviews: Tuesday 3rd July 2018.

Ecclesfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a DBS form in line with Section 115 of the Police Act 1997.

Further information about the post and an application form are available by contacting Jackie Holliday at Ecclesfield School via e-mail: jholliday@eccoschool.com

Section 2: About Ecclesfield School

OUR ETHOS

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in April 2014 and has recently joined a Multi Academy Trust. The school is currently experiencing a period of transformation and change. When the school was inspected in January 2017 the decision was made to place the school into 'Special Measures' and a following HMI visit in October 2017 re-affirmed the 'Special Measures' status. A new Headteacher was appointed in January 2018 and the school is fully committed to driving itself forward along its improvement journey.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 25% of our students are entitled to free school meals.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. We also have an integrated resource for hearing impaired students who enjoy excellent support whilst accessing mainstream education. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

In January 2018 a new Headteacher was appointed and a change to the leadership and management roles was instigated. The Senior Leadership Team is comprised of ten colleagues - the Headteacher, three Deputy Headteachers and four Assistant Headteachers. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly-effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system, either as mentors for a whole vertical tutor group or in the school's one-to-one mentoring programme. Under Vertical Mentoring, all teachers act as mentors or (in the case of members of the support staff) associate mentors, attached to vertical form groups. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. Prefects are also in place in Years 8-10, and these developments

are beginning to encourage students to take more responsibility, to share more effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

A restructure to the Governing Body has ensured a committed and supportive body of members, ready to scrutinize and challenge the work of the school. Led by a new Chair of Governors, the Governing Body works through a series of committees, each supported by a member of the Leadership Group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The local Governing Body feed into the Minerva Learning Trust who oversees all procedures within the school and is responsible for them in law.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a two-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology, RE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care, CIDA and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, History and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 170 homework clubs, lunch-time and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip and PGL water sports residential to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: www.ecclesfield-school.com

Section 3: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Cover Supervisor
GRADE/SALARY	4
HOURS/WEEKS	32.5 Hours per week, 39 weeks per year
LOCATION	Ecclesfield School
RESPONSIBLE FOR	Support Staff within the Business and Operations structure of the school
HOLIDAY AND SICKNESS COVER	Support for colleagues across the Trust
PURPOSE OF THE JOB	Supervision of whole classes during the short-term absence of the class teacher under the guidance of teaching/senior staff, including implementation of work programmes, managing pupil behaviour and assisting pupils in relevant activities
RELEVANT QUALIFICATIONS/ EXPERIENCE	Minimum GCSE or equivalent level 2 in literacy and numeracy Training and experience of relevant learning strategies Experience of working with and supervising young people

SPECIFIC DUTIES AND RESPONSIBILITIES

The postholder must at all times carry out his/her duties and responsibilities within the spirit of the School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

MAIN DUTIES AND RESPONSIBILITIES

This is not a comprehensive list of all the tasks which may be required by the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Whilst the main focus of this role will be the provision of cover for absent teachers, the jobholder may be required to work across the school to support teachers in the development and delivery of learning for pupils.

CURRICULUM SUPPORT

To provide structured, purposeful and appropriate short term cover to support learning activities.

To deliver pre-prepared programmes of study provided by curriculum staff in the event of staff absence.

To understand the aims, content, teaching strategies and intended outcomes for lessons.

Recognise own strengths and areas of expertise and use these to advise and support others.

Identify students with Special Needs and work appropriately with Learning Support.

Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.

Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.

Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

Be responsible for keeping and updating records as agreed with the curriculum staff, contributing to systems/records as requested.

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.

Provide general support e.g. administer coursework, produce worksheets for agreed activities etc.

PUPIL SUPPORT

Establish productive working relationships with pupils, acting as a role model and setting high expectations.

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.

OTHER

With support, develop your skills to manage student behaviour and promote effective learning in line with the school's behaviour policy to promote a positive learning environment.

To work flexibly on a day-to-day basis and work on a support basis when not required for cover purposes.

To use administrative systems for registration, monitoring and assessment purposes.

To actively participate in the school's vertical mentoring system and cover registration as required.

To carry out duties as required.

To accompany field trips and visits as required.

GENERAL

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.

Individuals must be aware and comply with policies, procedures and practices relating to the safeguarding of children, security, confidentiality and data protection.

All staff are responsible for the implementation of the Health and Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The post holder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made where necessary.

School has approved a policy on Equal Opportunities in Employment and copies are freely available to all employees.

All duties and responsibilities to be carried out in accordance with School Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

Section 4: Person Specification

	ESSENTIAL	DESIRABLE
Experience		
Prior experience supporting or working with young people in an education or similar environment.		✓
Prior experience working as a cover supervisor/HLTA in a school environment.		✓
Prior experience of presenting information to an audience.		✓
Qualification and Training		
Minimum GCSE or equivalent in literacy and numeracy	✓	
Evidence of appropriate and recent professional development related to the nature of the post.	✓	
Knowledge		
Knowledge and understanding of education curriculum.		✓
Knowledge of Schools Information Management systems (e.g. SIMS).		✓
Basic awareness of safeguarding children/child protection legislation.	✓	
Skills and ability		
Ability to manage multiple tasks and manage time effectively.	✓	
Effective communication skills (including good written and verbal skills).	✓	
Ability to make quick decisions.	✓	
Ability to build good relationships with people of all ages.	✓	
ICT skills.	✓	
Ability to supervise a large group of students.	✓	
Specific requirements		
Demonstrate a positive team approach to work.	✓	
Committed to continuous self-improvement.	✓	
Flexible approach to work to meet the requirements of the post.	✓	

AF = Application Form I = Interview A = Assessment

Section 5: The Appointment Process

These notes are intended to guide you when making an application for a post at Ecclesfield School.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand, do make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in, and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps, e.g. for child raising, voluntary work, to allow full account to be taken of your experience.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses including e-mail contacts and telephone/fax. numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statements to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date of **Thursday 28 July 2018 12 pm**. Referees are contacted prior to the interview stage for teaching and some support staff posts.

8. The Interview

Interviews will take place on **Interviews will be held on Tuesday 3rd July 2018.** Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and pupils and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Authority's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application the completed form and covering letter should be forwarded by 12 pm on **Thursday 28th July 2018** to jholliday@eccoschool.com

Section 6: Visitors to Ecclesfield School

Approaching from the north

By car (via M1)

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapelton.

By Train

Chapelton station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapelton.

Approaching from Sheffield

By Car

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 metres until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 metres travel.

By Train

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapelton.