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Appointment of

TA/Cover Supervisor

APT&C Grade 5 (£20,590 - £20,959)

37 hours per week

193 days - term time only

Dear Applicant

Thank you for taking an interest in this position at our school. The information provided is intended to help you decide if we are a school you would like to join. I would also encourage you to look at our website ([www.gshs.org.uk](http://www.gshs.org.uk)) which contains information that will give you a flavour of our achievements and ethos.

George Stephenson High School is an 11-18 Trust School of 1204 students, 112 of whom are in the Sixth Form. We also have 36 guest pupils in the Sixth Form from our collaborative partner school. We have 134 staff, 80 of whom are teachers, 54 are associate/support staff. Our school has a really positive ethos, with very strong pastoral and academic guidance and a real emphasis on learning in everything we do. I genuinely believe the support, care and welfare of our students is second to none. This school is and will always be a fully inclusive school which puts the students at the very centre of all that it does. We want it to be a school that is always a happy, safe and enjoyable place to be. Further to that we want the school to be at the very heart of the local community and to become the school of choice of all who live here.

At George Stephenson High School, we believe we offer the best education possible for all of our young people, as well as a warm and friendly atmosphere. We value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people. We strive to achieve this through providing excellent teaching, fostering the very best relationships, having a personalized and enriched curriculum, having the highest aspirations for all of our students and developing strong partnerships. We also want the school to be at the very heart of the local community and to be the school of choice of all who live here. We are a popular, inclusive and oversubscribed school that is central to our community.

The level of communication with and support from parents is excellent. We have a regular and well-attended Parents Forum and a wide range of evening Parental Engagement events are held. Attendance at Parents Evenings was over 80% last year – this figure has increased every year for the last five years. Over 500 parents filled in the survey we administer on these evenings and the results were very positive indeed. 97% feel their child is happy here, 98% feel they are both safe and make good progress, 99% feel they are well taught here, 98% feel the school is well led and managed and over 95% would recommend our school to another parent. We are delighted that so many parents are choosing our school and are so positive about it and we believe that this shows a great deal of support from our local community.

Our most recent Ofsted inspection was in November 2019 and we are delighted to report that they judged our school to be Good overall, and indeed Good in every single category. We believe that this is a real testament to our students and staff and to how hard we have all worked and how committed we are to providing the best possible educational experience for all of our students. Staff, students, parents, carers and governors all play their part and this report is a reflection of the effort, enthusiasm and determination that they display every day. In the report, Ofsted say that **“staff have high expectations for pupils and each other. This is a key ingredient of the school community. During lesson visits, pupils were attentive and respectful. There are strong relationships between teachers and pupils. As a result, pupils have achieved better examination results in a wide range of subjects since the previous inspection”.** The care, guidance and support that we provide for our young people was again praised, with Ofsted saying that **“staff are well trained to look after and care for pupils. They understand the school’s safeguarding procedures. They are aware of the need to share any concerns with appropriate people. They do so in a timely manner. Pupils know there is always somebody to talk to when they need help. Pupils know how to keep themselves safe.”**

They said lots of positive things about the relationships in our school, saying that good relationships and mutual respect exist between students and staff and that our young people are keen to learn and behave well. They also said that the behaviour of students is good, that they manage their conduct well, both inside and outside of the classroom and that they know what is expected of them. As we have always said, our students are a credit to us all and we continue to be immensely proud of them. Inspectors also stated that the care and guidance we offer our students is strong and that we prepare students well for life after school. As a result, the percentage of students going onto successful careers or further education is well above the national average. Personal development, behaviour and welfare were all identified as real strengths of the school. Indeed Care, Guidance and Support at George Stephenson High School have been graded as good or outstanding in our last four Ofsted inspections. This is a result of our pastoral guidance systems in school, the aim of which is to support the learning and development of each individual student through the encouragement of regular attendance, punctuality, good study habits, good behaviour and a positive attitude, and by the monitoring of progress, regular target setting and celebration of achievement.

The school is organised into year groups which are split into a number of separate tutor groups. Each year group has a full time non-teaching Guidance Manager who stays with the year group from Year 7 to Year 11 and so gets to know every student very well. Guidance Managers are generally the primary point of contact for parents wishing to discuss progress or problems with the school. They support the work of the form tutors and deal with difficulties referred to them by the tutors or subject staff, as well as recognising and rewarding all positive aspects of students’ life in school. Each year group is also supported by a teaching Achievement Support Coordinator who acts as a mentor to students of all abilities.  The tutor groups, under the leadership of the Guidance Manager, remain together with the same form tutor through years 7 to 11, meeting for registration periods daily, and in some subjects are taught as a class group in the younger years. A strong sense of coherence and team working is developed over these years. The form tutor has day to day responsibility for our students’ welfare whilst they are in the school and have a very important role to play in helping them to settle into their new school. They also closely monitor and track their academic progress, support them to reach their targets and help detect and solve any problems which may arise.

The Cover Supervisor role involves the postholder being deployed in school to supervise classes, to oversee the completion of work set by teachers and to manage the behaviour of students. They will be expected to look after classes only for short term absences of the normal teacher. Short term absences may be known in advance e.g. where a teacher is attending a course or they may be unexpected e.g. due to illness. Working as a Cover Supervisor can be extremely rewarding but also very demanding, and training will be given. There is a high level of responsibility and, although there is always a teacher close at hand if needed, there is a large amount of autonomy.

The postholder will be part of the Learning Support Team, consisting of 14 well-qualified members of staff, including a SENCO, Learning Support Centre Manager, Cover Supervisors, HLTA’s and TA’s who work together closely with colleagues across the school to provide students here with a positive, enjoyable learning experience

This is an interesting and demanding post, but one which will give the right candidate an opportunity to be part of a committed and dedicated team of teachers and support staff, whose prime aims are the continuing improvement and development of the school and the support and encouragement of its students. If you are someone who loves learning and is committed to working with students who need your encouragement to succeed, and would like to work with colleagues who are friendly, committed and very hard working, then we would be delighted to receive your application.

We have made real progress recently and are proud of what we have achieved so far. However, we know that we have the capacity to improve still further and our work continues to focus on improving practice in the classroom. We are a forward looking school, committed to giving our students the best possible educational experience. Although increasingly successful, we are not a complacent school. There are many aspects that we can improve further and our challenge is to do this without compromising our existing strengths. George Stephenson High School is a great place to work, with fantastic staff and talented students. I took on the Headship of this wonderful school in September 2022 and am truly very excited about the future. I hope you are enthused by the enclosed information and choose to apply.

Please submit a letter of application (no more than two sides of A4) and a completed application form for the attention of Mrs Angela Cowen (Headteacher’s PA) by noon Tuesday 30th April 2024. Interview date is to be confirmed.

May I take this opportunity to thank you for your interest in our school.

PETER DOUTHWAITE

Headteacher

**Cover Supervisor**

**GRADE/SALARY:** APT&C Grade 5 (£19,155 - £19,505)

**WORKING HOURS**: 37 hours per week 8.30am to 4.30pm (4.00pm on a Friday)

Part time hours will be considered

**RESPONSIBLE TO:** Headteacher or designated member of staff

**Main Duties of the Post**

To work under the instructions of the Headteacher or designated member of staff, usually in the classroom. To supervise the learning of whole classes during the short term absence of the class teacher as they undertake the work set; to invigilate tests and examinations and to accompany staff and pupils on educational visits. To undertake work/care/support programmes: to enable access to learning for students and to assist teaching staff in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area. When not required for cover, to undertake Teaching Assistant duties inside and outside the classroom.

**Support for Students:**

* In the absence of the teacher, to be responsible for the supervision of students whose work has been set in accordance with school policy.
* Answering pupil’s queries about processes and procedures relating to the lesson and the work set.
* To support the learning of students by explaining, reading and clarifying work and encouraging the successful completion of tasks.
* Registering and recording pupils’ attendance in lessons.
* Supervise entry and departure of students in accordance with school policy.
* In the absence of the teacher, to be responsible for the supervision of students whose work has been set in accordance with school policy.
* To collect completed work after the lesson and return it to the appropriate teacher.
* Support students in accessing learning activities, as directed by the teacher.
* To be responsible for creating and maintaining a purposeful, orderly and productive working environment.
* Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
* Establish constructive relationships with students and interact with them according to individual needs.
* Promote the inclusion and acceptance of all students.
* Encourage students to interact with others and engage in activities.
* Set challenging and demanding expectations and promote self-esteem and independence.
* Provide feedback to students in relation to progress and achievement under the guidance of the teacher.
* Receive and supervise students excluded from, or otherwise not working to, a normal timetable.
* Establishing productive working relationships with students, acting as a role model and setting high expectations.
* Providing feedback to students in relation to progress, achievement, behaviour, attendance, etc. provide information and advice to enable students to make choices about their own learning/behaviour/attendance.
* Support provision for pupils with special needs.
* Challenge and motivate students, promote and reinforce self-esteem.

**Support for Teachers:**

* Supervising the work of whole classes set by their class/subject teacher in accordance with school policy.
* Provide after school curriculum support to allocated departments (tasks will vary from display work to resources for lessons).
* When not covering lessons, to undertake Teaching Assistant duties in and outside the classroom, particularly supporting the Student Support Base learning zones.
* Organising and managing appropriate learning environment and resources.
* Within an agreed system of supervision, planning challenging teaching and learning objectives to evaluate and adjust lessons/work plans, as appropriate.
* Monitoring and evaluating student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
* Monitor and evaluate students’ responses and progress against action plans through observation and planned recording.
* Provide objective and accurate feedback and reports, as required, to other staff on students’ achievement, progress and other matters: ensuring the availability of appropriate evidence.
* Be responsible for keeping and updating records, as agreed with other staff, contributing to reviews of systems/records, as requested.

**Support for the Curriculum:**

* Managing the behaviour of pupils to ensure a constructive learning environment.
* Assisting with other activities relating to then supervision of pupils (general supervision during break periods and with the support and delivery of learning – personal assistance to teachers, supporting teachers in the classroom.
* Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
* Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use.

**Support for the School:**

* Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
* To supervise students on visits, trips and out of school activities as required.
* To undertake planned supervision of students’ out of school learning activities.
* To undertake duties at break and lunchtime by arrangement.
* Contribute to the overall ethos/work/aims of the school.
* Appreciate and support the role of other professionals.
* Attend relevant meetings, as required.
* Participate in training and other learning activities and performance development, as required
* Assist with the supervision of students out of lesson times (clubs, extra-curricular activities, etc).
* To safeguard and promote the welfare of young people.

**General**

To undertake any other duties appropriate to the grade of the post as requested by line manager or Headteacher.

**Additional Requirements**

1. Enhanced DBS check from the Disclosure and Barring Service
2. Two references from current and previous employers (or education establishment if applicant not in employment)
3. Children’s Barred persons list Check

**This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced Disclosure from the Disclosure & Barring Service.**

Employees will be expected to comply with any reasonable request from Line Manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

# PERSON SPECIFICATION

**Cover Supervisor**

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| **Person Specification** | | | |
| **Area** | **Criteria - Requirement - E = Essential - D= Desirable**  **Assessment by Application =A Interview process = I** | **R** | **A** |
| **Skills**  **Knowledge**  **Aptitudes** | * Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation * Working knowledge of national curriculum and other relevant learning programmes * Understanding of principles of child development and learning processes and, in particular, barriers to learning * Ability to plan effective actions for pupils at risk for underachieving * Full understanding of the range of support services and providers * Ability to self-evaluate learning needs and actively seek learning opportunities * Ability to relate well to children and adults * Work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these * First Aid (training provided) | E  E  E  E  E  D  E  E | A I  A I  A I  A I  A I  A I  A I  A I |
| **Qualifications and Training** | * Very good numeracy/literacy skills * NVQ 3 for Teaching Assistants or equivalent qualification or experience * GCSE (A-C or equivalent) in English, Maths and Science | E  E  E | A  A  A |
| **Experience** | * Experience of working with children of relevant age * Experience of working with pupils with additional needs | E  E | A I  A I |