



Cover Supervisor

Closing Date: Thursday 13 July 2023 at 12 noon

Interviews Date: Week commencing 17 July 2023

Responsible to:	Deployed by Academic Administration and Logistics Manager, Line Managed for Quality and Learning and Teaching by the Assistant Headteacher.
Responsible for:	Delivering a high quality cover service
Salary:	Band E+, Actual Salary £18,892 to £20,904 (FTE Salary £24,702 to £27,334)
Working hours:	32.5 hours per week, Monday – Friday, term time only at 192 days per year

Inspire Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, and Thomas Rotherham College.

Oakwood High School is an over-subscribed 11-16 High School with a strong emphasis on respect for all; we are a 'well led', 'good' school where 'pupils enjoy attending' and 'the vast majority of parents would recommend'.

We are looking to recruit an experienced and highly skilled Cover Supervisor who

- Is able to provide cover supervision of students to ensure continued learning and access to learning resources across the curriculum in the absence of teaching staff.
- Is truly committed to supporting pupils to progress and achieve and have high aspirations for the pupils' success.
- Will contribute to ongoing planning with imaginative and dynamic ideas to enhance pupils' learning and create independence.

Excellent interpersonal skills are required for this post as our successful candidates need to demonstrate that they can build good rapport with staff and students alike. This post has come about due to the current post holders both securing positions as teachers. It is ideal for graduates with

an interest in developing a career in teaching as the experience you can gain from this is first-hand.

We Offer

- A supportive and successful school where staff work in a way that encourages a positive work environment that is solution focused and proactive for all.
- And a positive working environment, we care about our pupils, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.
- A Leadership School for ITT Provision and recognised by Sheffield Hallam University as "a school of excellent practice" for NQTs.
- CPD routes through a Core Leadership Development Curriculum with the Learners First Schools Partnership.
- All pupils and staff are provided with a chrome book.



As a Trust we are truly community based and committed to developing a set of shared values through every aspect of our work. These values are the development of respect, responsibility, resourcefulness, resilience, reflection, risk taking and relationships.

Closing date for receipt of applications is **Thursday, 13 July 2023 at 12 noon. Interviews will be held week beginning 17 July 2023.** Applicants are required to apply via our online application form which is available on our website at <https://www.inspiretrust.uk/vacancies/oakwood-vacancies/>

This position is permanent starting in September 2023.

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments; all applicants must complete an application form in full.



Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer and operates a no smoking policy in all its workplaces. We undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Employees will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers, right to work in the UK, an Enhanced DBS check and a further check against the appropriate barred list.



Inspire Trust is committed to... Educational Social Responsibility We are committed to a value led educational provision.

Inspire Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School
- Inspired to achieve - Oakwood High School
- A tradition of achievement - a future of opportunity - Thomas Rotherham College

Underpinning this ethos, Inspire Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, and trustees, these are.

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***



Job Description and Person Specification

Main Purpose of Job

To provide cover supervision of pupils to ensure continued learning and access to learning resources in the absence of teaching staff. You will be assigned cross school cover by the Academic Administration and Logistics Manager in line with school priorities and needs.

When not in assigned cover roles, you will be deployed into advanced support by the SENDCO and Additional Intervention Manager.

The post includes one whole school duty per week and one after school meeting.

All postholders at Oakwood High School are required to work at their designated level to support the implementation of all school policies and procedures to achieve the key targets of the school. These targets are reviewed annual and adapted to meet the needs of our pupils.

The post holder will be a key member of the team in the Academy and will work positively and proactively.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Trust is committed to providing a safe, secure, and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership, and they provide us with an Employee Assistance Programme to support all staff on a range of issues. Our Staff Wellbeing survey in February 2020 shows that we are in the top 10% of educational providers in the country in respect of how our staff view their wellbeing experience at work (all ratings are out of 5). We will continue to work with our staff body to improve and ensure that we remain a really good place to work, in line with this ethos the Trust became an Accredited Living Wage employer as of September 2022.



Main Duties of the Post (including Leadership, Accountabilities and Operational Activities)

A=Accountability (which means being responsible for something to somebody)

L= Leadership (guide, direct and influence the outcomes of)

O=Operational (day-to-day management and control of these activities)

	Role Specific Duties and Responsibilities	A	L	O
1	Support for the Curriculum			
1.1	To provide day to day cover supervision for the whole school, to ensure pupils can continue to learn and access learning resources in the absence of teaching staff.	✓		
1.2	To work under the direction of the SENDCO and Additional Intervention Manager to provide other support for the learning and teaching processes when not in a cover supervision session. This work will include; in class support, intervention, bespoke support for individuals/small groups of pupils with additional needs, other supervision of pupils (lunch and break duties), organisational support for teaching and learning activities and collaboration as directed by the line management.			✓
1.3	Use ICT effectively to support cover activities, learning resources and develop pupils' competence and independence in its use.	✓		
1.4	Use the resources necessary to lead cover activities, taking account of pupils' interests, language and cultural backgrounds.	✓		✓

2	Support for Pupils	A	L	O
2.1	Use established systems for delivery of cover work set.			✓
2.2	Establish productive working relationships with pupils, acting as a role model and setting high expectations.			✓
2.3	Implement the school behaviour and rewards systems.			✓
2.4	Promote the inclusion and acceptance of all pupils within the classroom. Encourage pupils to interact and work cooperatively with others.			✓
2.5	Support pupils consistently whilst recognising and responding to individual needs.			✓
2.6	Promote independence and employ strategies to recognise and reward achievement.			✓
2.7	Provide instruction and information to pupils to retain focus and keep pupils on task.			✓
2.8	Provide objective and accurate feedback and reports (under agreed MRE procedures), as required, to the Teacher and Assistant Headteacher, on pupils, ensuring the availability of appropriate evidence.			✓



2.9	Monitor and evaluate pupils' behaviour and use the agreed reporting processes (Sanctions and Rewards) as appropriate.			✓
2.10	Work within the established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.			✓

3	General
3.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
3.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
3.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
3.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
3.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust
3.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
3.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects
3.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
3.9	Organise and support Academy and Trust events as requested.
3.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
3.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder you will support, mentor and act as a role model for all staff.

Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community. We build upon our strengths – together!



Person Specification

Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment.

Personal Skills Characteristics		Essential	Method of Assessment
1	Qualifications / Training / Experience		
1.1	GCSE A*-C in Mathematics, English and Science or equivalent.	✓	AF/CQ
1.2	Educated to degree level in a relevant subject.	Desirable	AF/CQ
1.3	ICT skills including Microsoft packages at a level appropriate to the post and that would suggest appropriate administrative capabilities.	✓	AF/CQ
1.4	Evidence of experience and suitability to work in classroom settings, manage pupils and support the learning process.	✓	AF/CQ
2	Skills and Aptitudes		
2.1	Understanding of classroom roles and responsibilities and your own position within these.	✓	AF, I, R
2.2	Ability to relate well to children and adults and an understanding of learning and development.	✓	AF, I, R
2.3	The ability to work within recognised procedures and then respond to unexpected problems and situations.	✓	AF, I, R
2.4	Excellent Organisational, interpersonal and communication Skills and must be highly literate and have excellent administrative skills	✓	AF, CQ, R, I
2.5	Ability to work with pupils, parents, staff and trust members at all levels in an appropriate manner.	✓	AF, CQ, R, I
2.6	Ability to deal with confidential and sensitive information with tact and discretion applying data protection and data sensitivity principles at all times.	✓	AF, CQ, R, I
2.7	Working knowledge of relevant policies/codes of practice/legislation.	✓	AF, I
2.8	Be able to evidence administrative skills to a high standard.	✓	AF, I
3	Mandatory Requirements		
3.1	A DBS check at an enhance level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
3.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974 (all spent convictions to be declared on the application form).	✓	AF, R



3.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF, R
4	Physical Requirements		
4.1	Health and physical capacity for the role.	✓	I, R
4.2	A good attendance record in current employment, (not including absences resulting from disability).	✓	I, R

Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

5	Effective Behaviours	Method of Assessment
6.1	Seeing the Big Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.	A/I/R
6.2	Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.	A/I/R
6.3	Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively.	A/I/R
6.4	Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.	A/I/R
6.5	Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language,	A/I/R



	being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.	
6.6	Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.	A/I/R
6.7	Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.	A/I/R
6.8	Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.	A/I/R
6.9	Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.	A/I/R

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Key to abbreviations: **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be Informed), **DBS** Disclosure and Barring Service Check.