



Cover Supervisor

Application Pack

Head Teachers Welcome

Dear Applicant,

Thank you for your interest in this post. I hope that you will find our information useful and that you will decide to apply for the post. Hodge Hill College is a dynamic and innovative place to work. It has undergone massive improvements in the last six years during which time our exam results have increased significantly year-on-year and our campus has been transformed. We are a happy, confident school with a track record of innovation. In October 2021, OFSTED endorsed our view that we are a good school. We believe that our potential is far greater and continue to strive to reach this goal.

GCSE results have increased significantly, with a strong performance in all curriculum areas leading to high A8 and P8 scores. If your application were to be successful, you would be joining a creative, professional environment and a team with a strong sense of purpose and commitment to ensure all our pupils achieve. As a new colleague, you can look forward to a strong support network to help you progress in your career.

We want to recruit dedicated, dynamic, committed people, who will help us further improve outcomes for all our pupils. So, if this brief snapshot of the school appeals, and if you think you have what it takes to work with us, we look forward to receiving your completed application form.

If you have not received an invitation to interview within two weeks of the advertised closing date, please assume that an appointment has been made.

Yours faithfully,

Hannah Herrmann

Headteacher



Grade 3 – Cover Supervisor

Safeguarding Statement

Hodge Hill College 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 requested to apply for Enhanced Disclosure from the Disclosure and Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.

Post Title:	Cover Supervisor
Responsible to:	Assistant Head Teacher
Responsible for:	-
Working Time:	32.5 hours per week, term time only
Contract	Permanent
Salary	Grade 3 - Actual - £20,641 - £25,537 approx Grade 3 - (£26,409 – 32,654)

Main Duties:

The following list is typical of the level of duties which the post holder will be expected to perform.

It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Core tasks and responsibilities (from Teachers' Standards 2012)	
Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> Establish a safe and stimulating environment for pupils, rooted in mutual respect. Support goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> Supervising work that has been set in accordance with school policies. Managing the behaviour of pupils whilst they undertake this work, ensuring a constructive classroom environment. Responding to questions and requests for help from pupils. Collecting completed work and returning it to the appropriate number of staff. Reporting back on progress to Departmental and Pastoral Teams as necessary. Encourage pupils to take a responsible and conscientious attitude to their own work and study.
Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive approaches to engage and support them.

Core tasks and responsibilities (from Teachers' Standards 2012)

<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. • Manage classes effectively, using approaches which are • appropriate to pupils' needs in order to involve and motivate • them. • Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. • To deal with any immediate problems or emergencies, in the absence of the teacher, according to the school's policies and procedures. • To be responsible for the organisation, classroom setting out, clearing away and care of resources to create a purposeful and attractive learning environment.
<p>Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school. • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. • In periods when cover may not be required, cover supervisors will undertake other tasks such as examination invigilation, administrative tasks and general support.
<p>Personal and professional conduct</p>	<ul style="list-style-type: none"> • A cover supervisor is expected to demonstrate consistently high standards of personal and professional conduct. Supervisors must maintain high standards of ethics and behaviour, within and outside school.
<p>Generic responsibilities</p>	<ul style="list-style-type: none"> • To work consistently to uphold the school's mission statement. • To follow all school policies. • To act as additional First Aider for the school and to assist in the swift and orderly evacuation of the school (as per the Critical Incident Policy) • Ensuring supervision of pupils when on duty. • To work in a cooperative and polite manner with staff and all other Stakeholders. • To undertake planned supervision of pupils' out of school hours learning activities and supervise pupils on visits and trips. • To supervise other Support Assistants as required and assist in the training and development of staff as appropriate. • To promote and implement the school's equal opportunities policies in all aspects of employment and service delivery. • Attend and participate in such Staff Meetings / other working groups as are appropriate to the role. • Attend and participate in training and staff development programmes as per the school's Staff Development Policy • To work with students in a courteous, positive, caring and responsible manner at all times. • To follow child protection measures and in so doing ensure that pupil safety and wellbeing is never compromised. • To take an active part in the school's commitment to the • development of staff and the appraisal procedure. • To work with visitors to school in a way that upholds the school's • reputation. • To seek to improve the quality of the service the school provides. • To present oneself in a professional way that is consistent with the values and expectations of the school. • To carry out, in good grace, any other duty deemed reasonable by the Headteacher.

The post holder will be subject to appraisal objectives which will be agreed and reviewed annually. The post holder is expected to carry out such other duties as may reasonably be assigned by the Headteacher.

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

- Be committed and part of the 'school wide 'team by ensuring you are available at changeover duties

Within the grade and job description of each level the exact focus of the role will be decided at school level and will take into account the needs of the school as well as the experience and development needs of the member of staff

Signed: (Line Manager) Date:

Signed: (Job Holder) Date:

It is the school's usual practice to review support staff job descriptions every 12 months as part of the Performance Management Process. This timeframe is for guidance only.

All offers of appointment are subject to:

1. A satisfactory enhanced Disclosure and Barring Service Check
(For those who will be engaging in regulated activity, with barred list information)
2. Two Satisfactory References. One of which should be your line manager in your present or most recent employment, or if you are at school, college or university leaver, your Headteacher or Tutor.
3. Verification of identity
4. Verification of right to work in the UK
5. Verification of mental and physical fitness to carry out work responsibilities
6. Any additional checks needed for time spent living or working overseas
7. Qualification checks as outline on your application form
8. A check that you are not subject to a prohibition order issued by the secretary of state
(For teachers only)



Grade 3 – Cover Supervision

Specification	Essential	Desirable
EXPERIENCE	<ul style="list-style-type: none"> • Experience of working with children in a structured setting (e.g., school or club) 	<ul style="list-style-type: none"> • One year's experience of working to support children's learning, gained in a relevant environment.
QUALIFICATIONS/ TRAINING	<ul style="list-style-type: none"> • GCSE (or equivalent) including Maths and English • Qualified to degree level or teaching assistant level 3 qualification 	<ul style="list-style-type: none"> • QTS equivalent
KNOWLEDGE/ SKILLS	<ul style="list-style-type: none"> • Understanding of how to deliver/plan effective lessons • Accurate and fluent written communication skills • Ability to orally communicate effectively with a range of audiences • Ability to motivate and engage pupils • Effective time management skills which allow pupils to complete set activities at an appropriate pace • Ability to deploy behaviour management strategies effectively • Knowledge of behaviour strategies • Proficient use of computerised systems including Microsoft Word, Excel • Ability to prioritise your workload • Use of other equipment technology – iPad, use of interactive whiteboards photocopier. • Have experience of, or demonstrate the ability to manage a team including the monitoring, evaluation and prioritisation of others work. • Well- developed interpersonal skills to be able to relate well to a wide range of people (students, staff, parents etc.). • Ability to demonstrate good interpersonal skills with staff, pupils and parents • Knowledge and understanding of behaviour and safeguarding • You must be able demonstrate your suitability to work with children and that this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline (as part of the safeguarding process) 	<ul style="list-style-type: none"> • Ability to plan effective actions for pupils at risk of underachieving. • Effective use of ICT to support learning. • Full working knowledge of relevant policies/codes of practice including school performance management policies. • A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery • In depth understanding of areas of learning, eg. literacy, numeracy, science, SEN
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Ability to work on your own • Ability to work in a demanding environment • Able to plan own workload and respond flexibly to changing circumstances • Set high standards for self and others • Demonstrate emotional resilience • Ability to reflect on practice. • Be able to deal tactfully with people who may be anxious or irate • Ability to work as a member of a team and to provide advice to others • Good attendance record • Ability to relate to students in a pleasant and sympathetic manner and to recognise potential child safeguarding issues • Understanding of school child safeguarding procedures <p>No contra-indications for working with children (as part of the safeguarding process).</p>	