

Cover Supervisor (Fixed term) Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

December 2019

Executive Headteacher's welcome

Thank you for your interest in this opportunity to join Seaton Valley Federation of Schools as **Cover Supervisor**, on a fixed term contract until 31 December 2020. This candidate information pack will tell you much more about our schools and the role.

This is a great opportunity to join our small team of Cover Supervisors who support our schools, working with students aged from 9 to 18.

Each school is smaller than average and they share a friendly atmosphere with good standards of behaviour. We are looking for someone to join the team who shares our ethos and values and will become fully involved in school life.

Astley Community High School and Whytrig Middle School, which are co-located in Elsdon Avenue in Seaton Delaval, form the Seaton Valley Federation of Schools together with Seaton Sluice Middle School. The three schools share a single governing body.

We are about to embark on an exciting new chapter. Northumberland County Council has recently announced plans for a multi-million pound investment to create a brand new building at Elsdon Avenue, providing much improved facilities for our students.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the post then please contact **Graham Scott, Head of School** on **0191 2371505 Extension 207**.



John Barnes

Executive Headteacher – Seaton Valley Federation of Schools

Our ethos and values

We have three main themes to our ethos:

- 1. To be a school that knows each child really well both academically and pastorally as a complete young person.**
- 2. Everyone within the school is treated with respect and we expect that respect to be mutual.**
- 3. We expect and strive for everyone associated with the school to be as good as they possibly can in all areas of school life. We do not accept not trying and we are never ashamed of doing well and being proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of the United Kingdom and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of the United Kingdom.

About our schools

| School | Age range | Total number of pupils | Number in sixth form |
|------------------------------|-----------|------------------------|----------------------|
| Astley Community High School | 13-18 | 564 | 146 |
| Seaton Sluice Middle School | 9-13 | 333 | N/A |
| Whytrig Middle School | 9-13 | 231 | N/A |

About our performance

| School | Overall effectiveness | Last Ofsted inspection |
|------------------------------|-----------------------|------------------------|
| Astley Community High School | Good | November 2019 |
| Whytrig Middle School | Requires Improvement | June 2018 |
| Seaton Sluice Middle School | Good | January 2018 |

“Pupils say that they are very proud of their school. Staff and school leaders care deeply about the pupils and have high expectations of them. This is an inclusive school. Relationships in classrooms are excellent. Teachers say that they love working here because they really can teach.

Pupils feel safe here. They say that their health, including mental health needs, are a priority. Pupils say that they make friends quickly when they join the school.

Pupils are polite and courteous and very welcoming to visitors. They are proud of their school and keen to talk about their successes. Pupils have high expectations of themselves.

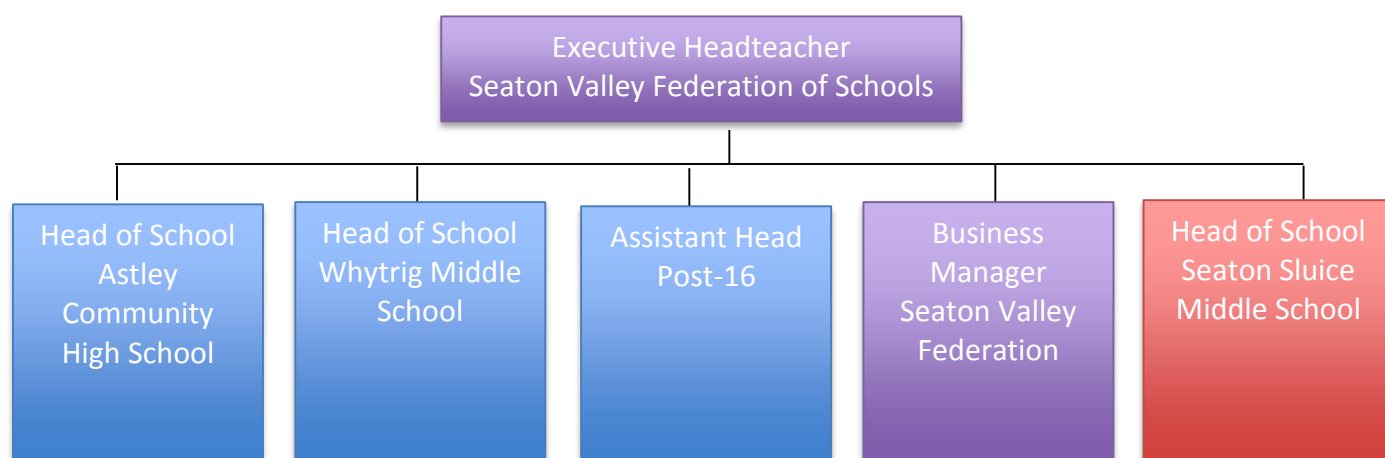
The designated safeguarding lead is meticulous and thorough in his record-keeping. He knows pupils exceptionally well. He works effectively with a wide range of external agencies. This ensures that pupils receive the help and support they need.”

Ofsted (Astley Community High School), November 2019

You can read the full Ofsted inspection reports for each school at:

<https://reports.ofsted.gov.uk>

About our structure



About the Cover Supervision Team

Over the next few pages you will find the advert, job description and person specification for the post of Cover Supervisor, but we know that you will want to know more about the Team.

Our team of Cover Supervisors work closely together to support our students. This post will primarily be based at Astley Community High School and Whytrig Middle School, although you will be required to support at Seaton Sluice Middle School.

Our Cover Supervisor's are the first port of call to cover the short-term absence of teaching staff and play a vital role in ensuring continuity of learning for all students. It is important that the person appointed is able to relate to all students, in all subject areas in a positive way. Cover Supervisors also spend a small amount of time supervising students in our Inclusion Room.

The Cover Supervisors work with the Pastoral Team which is an area of strength in our schools. We have four Student Progress Leaders (SPL) across years 9 – 13 at Astley and four SPLs at Whytrig. We also have two Student Support Officers for years 9 – 13, and one for years 5 – 8, plus one Inclusion Room Manager.

In addition, we work closely with the SEND Department and their resource centre "The Bungalow", where the Cover Supervisors provide additional support when their timetable is light.



Graham Scott
Head of School – Astley Community High School



Seaton Valley Federation of Schools

Elsdon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

Cover Supervisor

32.5 hours per week, term-time plus one training day

Fixed Term to 31 December 2020

Band 4: £14,454 – £15,639 per annum pro rata of £19,554 - £21,166

We are seeking an enthusiastic and highly reliable Cover Supervisor to work across our Schools in Seaton Valley Federation. Cover Supervisors make a vital contribution to keeping our schools running effectively and are a key part of our Student Support team.

The role will be mainly based across our two schools sharing our single site in Seaton Delaval, Astley Community High School and Whytrig Middle School, although you may be required to work at Seaton Sluice Middle School now and again.

Working with our students aged from 9 to 18 years, you will work under the guidance of teaching staff to supervise classes when staff are absent, you will ensure that students are focused on the tasks set using the resources provided for you. You will also have specified time each week when you supervise in our inclusion room.

With a track record of supporting students to achieve their targets and knowledge of behaviour management strategies, you will have at least NVQ Level 2 in numeracy and literacy and NVQ Level 3 for Teaching Assistants or equivalent qualifications and be able to demonstrate the ability to hold the attention of a class of students with practical experience. You will also need to be able to form effective relationships with students, staff, parents and fellow professionals.

The initial working hours are Monday to Friday 8.30am to 3.30pm with a 30 minute lunch break each day, although this working pattern may change from time to time to meet the operational needs of the schools. You will work term-time plus one training day at the start of the school year.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. An enhanced criminal records check is required for this post.

Interested in applying? A completed application form and criminal records declaration form must be submitted **by midday on Monday 6 January 2020 by e-mail to svfjobs@svfp.org.uk** Please indicate clearly the title of the role you are applying for in the subject field.

Further information about all of our current vacancies is available at <http://www.svf.org.uk/vacancies>

**Northumberland County Council
JOB DESCRIPTION**

| | | | | |
|---|-------------------------|--|--|--------------------------------|
| Post Title: | Cover Supervisor | Director/Service/Sector : Children's Services | | Office Use |
| Band: 4 | | Workplace: | | JE ref: SG6 HRMS ref: |
| Responsible to: Line Manager managing Support Staff/ members of the school's management team | | Date: | Manager Level: | |
| Job Purpose: To work under the guidance of teaching/senior staff and within an agreed system of supervision, to supervise whole classes during the short term absence of the class teacher. The primary focus will be to maintain good order and to keep pupils on task. Staff involved in cover supervision will be expected to respond to pupils' questions and generally support pupils in learning activities in line with school's policies and procedures. | | | | |
| Resources | | Staff | None | |
| | | Finance | None | |
| | | Physical | School & Classroom Resources and data. | |
| | | Clients | Teachers, Groups of Children, Parents/Carers | |
| <u>Duties and key result areas:</u> | | | | |
| General | | | | |
| <div>1. Within an agreed framework of supervision, during the short term absence of the classroom teacher, supervise and support pupils undertaking work and support work to establish an appropriate learning environment.</div> <div>2. To undertake activities, as directed by the teacher, with whole classes, individuals or small groups of pupils.</div> <div>3. Manage pupil behaviour and deal promptly with conflicts and incidents in line with school policy</div> <div>4. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed, predetermined, learning objectives.</div> <div>5. Provide the class teacher with accurate and objective feed back on pupil progress and other matters.</div> <div>6. Undertake the maintenance of pupils' records and accurately record achievement.</div> <div>7. Gather information from parents and carers as directed.</div> <div>8. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.</div> <div>9. Administer routine tests and invigilate exams.</div> <div>10. Undertake the routine marking of pupils' work e.g. routine spelling tests, routine maths tests etc.</div> | | | | |
| Support for Pupils | | | | |
| <div>1. Use specialist skills, training, or experience to support pupils learning.</div> <div>2. Establish good relationships with pupils, acting as a role model and responding to the needs of each individual child.</div> <div>3. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.</div> <div>4. Encourage children to engage in, and participate in learning activities lead by the class teacher.</div> | | | | |

5. To have challenging expectations that encourages children to act independently and build self esteem.
6. Provide feedback to pupils in relation to progress and achievement

Support for the Curriculum

1. Implement agreed teaching programmes, adjusting activities according to pupil responses and needs.
2. Help pupils to understand instructions
3. Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
4. Support use of ICT in learning and develop pupils' competence and independence in its use.
5. Help pupils access learning activities through specialist support.
6. Determine the need for, prepare and maintain equipment and resources required to meet learning activities and assist pupils in their use.

Support for the School

1. Comply with all school policies relating to:
 - a. Health and Safety
 - b. Equal Opportunities
 - c. Child Protection
 - d. Confidentiality and data protection.
2. Work in such as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and members of the school's management.
5. Attend and participate in regular meetings
6. To undertake other duties and responsibilities as required commensurate with the grade of the post

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

| | |
|-------------------------|----------------------|
| Transport requirements: | None |
| Working patterns: | Normal work patterns |
| Working conditions: | Normally indoors |

Northumberland County Council
PERSON SPECIFICATION

| | | |
|---|--|--------------------|
| Post Title: Cover Supervisor | Director/Service/Sector: Children's Services | Ref: SG6 |
| Essential | Desirable | Assess by |
| Knowledge and Qualifications | | |
| <p>Very good numeracy and literacy skills;</p> <p>NVQ 3 for Teaching Assistants or equivalent qualifications and practical experience in a TA role.</p> <p>Participated in training related to various national strategies e.g. literacy and numeracy</p> <p>Experience of being able to hold the attention of a class of children.</p> | HSAW First Aid Qualification or equivalent | (a), (i), (t) . |
| Experience | | |
| <p>Working with children of the relevant age</p> <p>Implementation of relevant national strategies.</p> <p>Experience of using ICT in a classroom situation</p> | <p>Clerical duties</p> <p>Report Writing</p> <p>Working with children with additional needs</p> | (a), (i). |
| Skills and competencies | | |
| <p>The effective use of ICT to support learning – computer, video, photocopier</p> <p>Ability to use other types of learning technology:</p> <ul style="list-style-type: none"> • Photocopying • Whiteboards • CD ROM | NVQ 2 ICT Qualification or in-service training and 3 years experience of using ICT in a learning environment | (a), (r), (i). |

| | | |
|---|--|-----------|
| <ul style="list-style-type: none"> • Video <p>Understanding of codes of practice and recent relevant education;</p> <p>Good understanding of the principles of child development and the learning process</p> <p>Can actively self- evaluate learning needs and seek out learning opportunities</p> <p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p> <p>Appropriate First Aid knowledge</p> | | |
| Physical, mental and emotional demands | | |
| <p>Concentrated periods of mental attention and the ability to work to deadlines, whilst being exposed to conflicting demands.</p> <p>The job involves direct personal contact with people whose personal circumstances and behaviour could be in conflict with those of the school.</p> <p>Normal lifting activities will be required.</p> | | |
| Other | | |
| Willingness to participate in development and training opportunities | | (a), (i). |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- 25 days' annual leave for support staff who work full year, rising to 30 days after 5 years' local government service
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Active Northumberland's Seaton Valley Library and Northumberland County Council's Customer Services.

Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at www.visitnorthumberland.com for more information.

Our commitment to professional development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- North-east teaching schools and Durham County Council provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Opportunities to attend local and regional networks are encouraged.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Our commitment to equal opportunities

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination. Our Equality and Diversity in Employment Policy is available from:

<https://www.svf.org.uk/our-federation/policies>

Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

How to apply

Please read the job description/person specification for the post and the guidance notes carefully before completing an application form.

Your completed application form including the names and contact details of two referees and your criminal record declaration form must be **e-mailed** by **12 noon on Monday 6 January 2020** to: svfjobs@svlp.org.uk. **Please ensure the subject/title of your e-mail is Cover Supervisor.** In exceptional cases we will accept applications by post however please contact us to discuss this in advance. Please note that we do not accept CVs.

Contact us

Address: Seaton Valley Federation of Schools, c/o Elsdon Avenue, Seaton Delaval
NE25 0BP Telephone: 0191 2371505
Website: <http://www.svf.org.uk>