

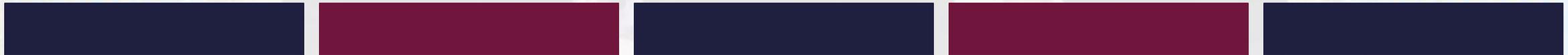
LONGSANDS ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

COVER SUPERVISOR

CANDIDATE PACK



Open Letter from our Principal

Dear Candidate,

I am delighted that you are interested in applying for a role at Longsands Academy, part of the Astrea Academy Trust since 1st September 2018.

Longsands Academy is a successful, fully-inclusive secondary school at the heart of its community. We pride ourselves on providing an engaging and supportive environment in which our students feel empowered to reach and embrace their full potential with confidence. Our staff are committed to nurturing the abilities of every child with a curriculum which promotes academic excellence and is delivered by subject specialists. The opportunities we provide allow all students to showcase their talents, whether through the traditional school day or as a result of the wealth of extra-curricular activities on offer. Our students are encouraged to take responsibility for their learning both in and out of lessons. We are extremely proud of the achievements of our students that are a result of the high expectations, students' hard work and commitment and the supportive relationships that exist between staff, students and their parents/carers.

The pursuit of academic excellence is at the heart of the Academy. Through high expectations of behaviour, a commitment to great standards of teaching delivering a knowledge-rich curriculum, and positive working relationships with all members of the academy community, all students, regardless of their background or personal circumstances, are encouraged to achieve their academic aspirations. We believe that schools must teach powerful knowledge that takes students beyond their everyday experiences. We believe in a traditional, subject-based approach to teaching in order to create a scholarly culture that is disciplined and joyful. We want to ensure that we open doors for every students' future and develop in them a life-long love of learning.

We are committed to developing our staff to be the very best that they can be by striving to ensure that all of our colleagues can access high-quality Continuing Professional Development (CPD). Our CPD programme is both department-based and in collaboration with academies within the Astrea family and external partners. Wide-ranging opportunities for professional development are available for staff at all stages of their career, including ECTs, experienced classroom teachers, middle and senior leaders and support staff.

Please visit our website for further details on our vibrant and diverse [school](#).

I look forward to receiving your application.

Dr Catherine Cusick

Principal, Longsands Academy



Job Description

JOB TITLE:
Cover Supervisor

REPORTING TO:
Assistant Principal

SALARY RANGE:
£27,803 - £29,777 per annum full time equivalent salary
SCP 15 – 19

ACTUAL SALARY IF PRO RATA:
£20,946 - £22,433 per annum

CONTRACT TYPE:
Permanent

WORKING PATTERN:
32.5 hours per week – Monday to Friday
Term-time only – 39 weeks per year



Role Description

Purpose

The Cover Supervisor is required to supervise whole classes of students and ensure that work which has been set is completed in the absence of the teacher. The Cover Supervisor will provide cover for short term absence of teaching staff so that an effective and tailored Academy policy in respect of cover is delivered.

Main Duties and Responsibilities

- Supervise work that has been set in accordance with the Academy policy so that teaching and learning continues
- Liaise with the Senior Leadership Team on a daily basis to determine where the cover is required
- Manage the behaviour of students whilst they are undertaking pre-set work to ensure a suitable environment exists for teaching and learning
- Ensure a purposeful and constructive environment in which students can complete the work that has been set
- Respond to any questions from students about processes and procedures
- Encourage students to complete the work set and to complete records for absent colleagues regarding this work
- Deal with any immediate behaviour problems including dealing with incidents in accordance with Academy policies and procedures
- Implement strategies to recognise and reward student achievements
- Collect any completed work after the lesson and return it to the appropriate colleague
- Report as appropriate, on the behaviour of students during lessons and on any other relevant issues which may have arisen
- Where appropriate, mark students work before returning it to the absent colleague
- Collate a bank of supervision work for subjects in liaison with curriculum leaders and to assist with planning learning activities
- Where appropriate, prepare the classroom for lessons and clear afterwards
- Undertake administrative duties including administering course work, photocopying and producing worksheets for agreed activities
- Assist students in using resources e.g. ICT

- Participate in school visits, assisting with activities as required
- Support the pastoral team, students, departments and administrators at times when not required for study supervision
- Assist with the supervision of students outside of lesson times, including break and lunch times. These duties shall be undertaken within the post holders contracted hours
- Make day to day decisions in respect of the responsibilities of this post
- Act as Invigilator if needed during external examinations held in the Academy
- All employees are required to meet the expected level of performance necessary for undertaking their role, whilst demonstrating positive behaviours in line with Astrea Academy Trust Values
- Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all employees to share this commitment
- All employees are required to comply with all Astrea Academy Trust statutory and school policies and act in accordance with them as necessary
- All employees are required to demonstrate a continued commitment to professional development and undertake all relevant mandatory training associated with their role

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.



Person Specification

Skills and capabilities

- Relevant experience in a similar role
- Previous working experience in a school (Key Stage 3 & 4)
- Ability to communicate well with staff and students
- Excellent written and verbal communication skills
- Knowledge of the curriculum
- Ability to plan and deliver effective lessons
- Confident in carrying out tasks and problem solving
- Resilience
- Work well as part of a team, however, can also work independently to meet targets
- Have high expectations of themselves and of students.

Qualifications

- GCSE Maths and English Grade C/4 or above education or equivalent
- Level 3 Teaching Assistant Apprenticeship or equivalent.

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks.



About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+people, and men.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

