



## **Recruitment Pack**

### **Cover Supervisor**

**Park Lane Academy**

**Required: ASAP**

**Actual Salary: £25,779 - £27,624**

**(Grade 6, Scale Point 18-22)**

**37 Hours per week, Term Time plus 5 days**

Dear Colleague,

Thank you for expressing an interest in this post.

**We are looking for:**

- A passionate, energetic and dedicated candidate with a strong sense of purpose who has the genuine ambition to help our students achieve their 'passports to success'.
- An excellent practitioner with the ability to motivate and inspire our students to strive for excellence.

**We can offer you:**

- A warm, happy school where we value our community ethos, and we firmly believe in promoting a school culture based on mutual respect.
- Happy, enthusiastic and well-behaved students who thrive in a safe and caring environment.
- Excellent professional development opportunities.

If you're impressed by our work, understand our vision, and want to be part of our academy, then we would welcome your application.

Best Wishes

Kash Rafiq

Executive Principal



Stuart Hillary

Principal





### About us:

- Park Lane Academy is an inclusive school and it's our aim to thrive as a smaller than average school (500 on roll) which means as a colleague you will really get to know our students and our wider community who all subscribe to our ethos of 'small school-big family'.
- We were inspected by Ofsted in October 2022 and we were described as an 'improving school' where leaders act with integrity and are focused on creating an inclusive school and a place where pupils talk positively about the changes that they are seeing.
- We have culture of strong behaviour expectations underpinned by our three core values of **Respect, Ambition, and Pride**.
- Our dedicated staff are committed to delivering a high-quality education to all our students, and you will benefit from our commitment to exceptional professional development, rooted in academic research.
- We are part of South Pennine Academies Multi-Academy Trust and opportunities for collaboration and peer networking are at the heart of our secondary strategy.

### Why join us?

1. **Culture:** We are a small school but have the culture of a big family - small school, big family!
2. **Relationships:** Positive relationships are at the core of what we do each and every day underpinned by our core values of Respect, Ambition and Pride, creating a positive environment for learning.
3. **High expectations:** The academy has structured routines and high expectations of both staff and students.
4. **Equality:** Staff work extremely hard as a team to meet the needs of ALL students.
5. **Moral purpose:** We pride ourselves on being non-selective and this reflects our moral purpose and commitment to our local community.
6. **Attendance:** Our students enjoy coming to school, attendance is above national average and outcomes have improved year on year.
7. **CPD:** We invest in all staff and offer bespoke CPD to provide opportunities for progression.
8. **Leadership:** Senior leaders are highly visible, supportive and have an open-door policy.



## Sponsorship

In the October of 2018, Park Lane Academy joined in partnership with South Pennine Academies to raise levels of attainment and aspirations of all students. As sponsor, South Pennine Academies is very well placed to create a unique institution characterised by high achievement and success. **The Trust has a national reputation for excellence and has a solid track record of partnership working with employers, universities and local schools.**

The benefits that South Pennine Academies brings are immense, adding their expertise and ideas as well as opening up life-enhancing opportunities to all in Park Lane Academy.

The key to the Academy's success will be the development of a shared vision, effective and transformational leadership and management, robust partnership arrangements, high quality and focused teaching which guarantees students learning and success. This all needs to be achieved amongst a strong and cohesive staff body.

Students will show good manners, work hard and be honest at all times. They will learn, share and succeed together.

## The Trust Vision

- To develop a group of closely partnered academies.
- To ensure all academies are world class centres of excellence for teaching, learning and progress.
- To ensure the trust plays a pivotal role in improving the life chances of students.
- To ensure that local solutions and partnerships meet local needs.
- To focus on school improvement with inclusion and diversity at the core.



## **Key Priorities**

### **High Performing Staff**

Targeted strategies are used to ensure teachers, support and business support staff have the capability and flexibility to deliver high quality educational opportunities and services. Highly effective professional development is essential for all staff. Working with Teaching Schools and local providers, ensures that staff needs are met, whilst maintaining a clear focus on local and national priorities. A highly productive, happy workforce is essential in sustained school improvement.

### **Successful students**

Every student, in every phase needs a personalised approach. We ensure opportunities in response to individual needs and empower individuals to contribute to their communities and continue to learn throughout their lives. A rich curriculum is essential, providing opportunities that lead to highly engaged students, who are articulate and communicate effectively. Students who feel their contributions are valued, students who become highly effective members of society.

### **Engaged community**

Nurturing and maintaining positive, valuable relationships between school staff, students, their families and the broader community leads to improved outcomes for students. Local community capacity is strengthened when it is built on trust, respect for others, common goals and high expectations for students' achievement. We are committed to engaging strategies to ensure our key priorities are not only met but exceeded wherever possible.

### **How will this support my development?**

As a teacher, you will have opportunities to work alongside SLEs from the Trust and gain expert support from the best in Education. We also hold Trust-wide CPD sessions and have a shared resource iCloud system, to enable you to work with your colleagues across the MAT and gain their opinions on your strategies and resources, sharing effective ideas.

South Pennine Academies School Effectiveness Team offers coaching to both middle and senior leaders and we engage in Ambition Schools Leadership Programmes for those aspiring to further their careers.

## THE SELECTION PROCESS

### How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post you should;

- Complete the application from our website fully, ensuring all details are accurate and all declarations are signed
- Please ensure you enclose two previous employers' professional referees, one being your current employer (with email addresses if possible). Do not enclose additional CVs
- Ensure you fully complete the personal statement section of the form, this should be no longer than the allocated space of two sides in the application form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of this academy
- Submit your application electronically by **midnight** on **11<sup>th</sup> July 2024** on **My New Term**.

**The Academy is committed to safeguarding and promoting the welfare of all students, and staff must share this commitment. Appointment is subject to a satisfactory enhanced disclosure and barring service check and the Academy's safer recruitment policy and procedures.**

# Cover Supervisor

## Job Description

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**Scale: Grade 6**

**Contract:**

Permanent Contract

37 hours per week, Monday to Friday

Term Time plus 5 days

### Purpose of the post

Supervise whole classes of students and ensure that work that has been set is completed in the absence of the teacher. Cover is provided for the short-term absence of teaching staff so that an effective and tailored Academy policy in respect of cover is delivered.

### Duties and responsibilities

- To supervise work that has been set in accordance with Academy policy so that teaching and learning continues.
- To liaise on a daily basis with the Cover Administrator and report to the Cover Administrator at the start and end of each day.
- To manage the behaviour of students whilst they are undertaking pre-set work to ensure a suitable environment exists for teaching and learning.
- To ensure a purposeful and constructive environment in which students can complete the work that has been set.
- To respond to any questions from students about process and procedure.
- To encourage students to complete the work set and to complete records for absent colleagues regarding this work.
- To deal with any immediate behavioural problems including dealing with incidents in accordance with academy policies and strategies.
- To implement strategies to recognise and reward student achievement.
- To collect any completed work after the lesson and to return it to the appropriate colleague.
- To report as appropriate on the behaviour of students during lessons and on any other relevant issues which may have arisen.
- Where appropriate to undertake the marking of students work before returning it to the absent colleague.
- To collate a bank of supervision work for subjects in liaison with curriculum leaders and to assist with planning learning activities.
- Where appropriate to prepare the classroom for lessons and to clear afterwards.
- To undertake administrative duties including administering course work, photocopying and producing worksheets for agreed activities.
- To assist students in using resources, e.g. ICT.
- To participate in school visits, assisting with activities as required.

## **Additional Responsibilities:**

- Supporting the pastoral and administration teams at times when not needed for study supervision.
- To assist with the supervision of students outside lesson times, including student eating/leisure at break times and lunch times. These duties shall be undertaken within the post holder's contractual hours (breaks and lunches to be taken flexibly).
- Able to make day-to-day decisions in respect of the responsibilities of this post.
- To act as invigilator if needed during external examinations held in the academy.
- Other duties commensurate with the grade of the post as directed by the Principal.
- To undertake relevant training and development as required from time to time by the Principal, and be involved in on-going development reviews of skills and competencies.
- To participate in the Academy's monitoring and evaluation procedures including the annual Performance Review programme.
- To work in accordance with all Academy/Trust policies and procedures.

## **Competencies**

- Challenge & Support – Strives for the best possible provision and challenges others in the student's best interest.
- Conceptual Thinking – Sees patterns/Uses concepts.
- Developing Potential – Creates development opportunities.
- Drive for Improvement – Sets and tackles challenging targets.
- Flexibility – Adapts procedures/Changes tack.
- Impact & Influence – Calculates an impact.
- Information Seeking – Gathers information.

## **Safeguarding**

- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Ability to raise the self-esteem and expectations of children and young people.
- Emotional resilience in working with challenging behaviours.
- Motivation to work with children and young people.

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

## **Arrangements for Appraisal of Performance**

To be appraised and line managed by the Assistant Principal.

## **Review Arrangements**

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Trust will expect to revise this job description from time to time and will consult with the postholder at the appropriate time.

## **Signed by:**

Postholder: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_



## PERSON SPECIFICATION GRADE: 6

### Cover Supervisor Person Specification

E = Essential D = Desirable

<b>1</b>	<b>Aptitudes:</b>	
1.1	To communicate effectively with all staff, students and parents	E
1.2	Strong organisational and administrative skills	E
1.3	To have the ability to think on your feet and make informed decisions under pressure	E
1.4	To have the ability to work well within a team	E
1.5	Ability to relate to young people between the ages of 11 to 16	E
1.6	To take initiative and work independently	E
1.7	To be enthusiastic, positive and committed to raising achievement	E
1.8	Ability to promote a positive ethos	E
1.9	Ability to prepare and prioritise to ensure completion of tasks to meet deadlines	E
2.0	Ability to evaluate and improve own performance and to know when to seek help and support	E
2.1	Ability to manage a classroom and apply the school's positive discipline policy	E
<b>2</b>	<b>Characteristics</b>	
2.1	Ability to develop and maintain effective working relationships with students at all levels of ability	E
2.2	Open, honest and approachable	E
2.3	Willingness to be flexible in order to meet the needs of the school	E
2.4	Self-motivated and hard working	E
2.5	Sense of humour and optimism	D
2.6	Professional approach	E

2.7	High levels of integrity	E
2.8	To have high expectations of young people at all levels	E
<b>3</b>	<b>Skills</b>	
3.1	Good ICT skills with the ability to use Word/Excel/Email/Powerpoint	E
3.2	An understanding of the potential for use of ICT for teaching and learning, including IWB and VLE	D
3.3	Knowledge of the SIMS system	D
<b>4</b>	<b>Qualifications and Experience</b>	
4.1	Minimum of 5 GCSE's including Maths and English at Grade C or above	E
4.2	Educate to Degree Level	D
4.3	NVQ Level 3	D
4.4	Previous experience of working in a school or with young people	E