

Cover Supervisor
Full time, permanent post
Required as soon as possible





Matthew Mason
Headteacher

Dear Applicant

Thank you for requesting details of the post of Cover Supervisor. I very much hope that after reading the enclosed information, you wish to apply.

We are situated on the northern outskirts of the town of Stafford and draw nearly two-thirds of our students from the surrounding suburban area and the remainder from a rural area extending towards the Shropshire border. Students come from all sections of society and cover the entire ability range making the school a true comprehensive.

The successful candidate will join a school committed to continuous improvement and to providing a vibrant educational experience. We welcome change and view new initiatives as opportunities to further our aims. We share good practice systematically and use a highly structured CPD programme to continually develop staff.

We are looking for forward thinking, inspirational individuals prepared to play a full and active role in our further development. Should you wish to join our team, I very much look forward to receiving your application.

The school is committed to ensuring all staff and students have access to equal opportunities.

Please be aware that all appointments will be subject to an enhanced DBS clearance and as part of our stringent safeguarding procedures the interview process will include an assessment of a candidate's suitability to work with children.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Matthew Mason', written over a faint, larger version of the same signature.

Matthew Mason
Headteacher

Welcome to Sir Graham Balfour School which OFSTED in May 2019 found to be a 'Good' school.
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Our vision is summed up in our mission statement of "**Learning, Working and Succeeding Together**". We believe that **the best possible care we can give to our students will enable them to leave school with the very best GCSE and A level grades possible**. This sits behind every objective in the School Improvement Plan. The "together" of our mission statement is at the heart of our approach. We will work together with parents and students in a collaborative and cooperative way as we aim for academic and personal excellence for each and every child in our care. We aim for our students to communicate clearly with others; to be compassionate and caring; to make responsible choices; to be ambitious; to demonstrate perseverance and resilience in the harder moments; to show pride in the successes they achieve and to be proud of themselves during their time at Sir Graham Balfour School.

We passionately believe that the circumstances of birth or upbringing should not be the key determining factors to success in life and we are **relentless in our ambition for all children to achieve as well as possible at Sir Graham Balfour School**, regardless of their sexual orientation, socio-economic, ethnic or gender status.



Our Values

We know that staff and parents will not always be there, at the point where critical decisions need to be made. This is why we are committed to **values based learning**; *rules* prescribe a set of appropriate/inappropriate behaviours which are specific to given contexts, whereas *values* provide a set of aspirational guidelines within which children must choose the right behaviour or action for the vast array of contexts they will be faced with in life. These are the values which we believe will help our students to become excellent citizens of Stafford and beyond:

- Commitment to excellence
- Responsibility for ourselves and others
- Care for the local and wider Community
- Respect, Kindness and Compassion for ourselves and others
- Ambition for ourselves and others
- Perseverance and resilience
- Pride in working hard and the success it brings

Our values drive and shape every aspect of school life, taking the place of school rules. They seek to reinforce the development of the whole person, in addition to the academic. They are values which will, if routinely exemplified and embedded, give our young people all the skills and characteristics necessary to become outstanding citizens of the future.



Commitment to Safeguarding



Sir Graham Balfour School recognises its legal duty under s175 Education Act 2002 and the 1989 and 2004 Children Acts. We take seriously our responsibilities to protect and safeguard the interests of all students. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.



Our Safeguarding Policy aims to provide a framework which ensures that all our practice in regard to safeguarding children is consistent with the stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.



The Policy has regard to the statutory guidance 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' 2023 (KCSIE). The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) policies and procedures and their training strategy and reflects what the SSCB considers to be safe and professional practice. Child protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.



Our Safeguarding Policy also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching, including temporary and supply), governors and volunteers to ensure that statutory and other duties are met. All staff and volunteers need to have read and be familiar with our Safeguarding Policy.

Commitment to Safeguarding

The INSIGHT MAT Board and the Local Governing Body of each academy within it are committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The appointment of all employees will be made on merit and in accordance with the provisions of Employment Law, Keeping Children Safe in Education and the MAT's Equality policy. We confirm our commitment to equality of opportunity in all areas of our work. All individuals will be treated in a fair and equal manner and in accordance with the law regardless of gender, marital status, race, religion, colour, age, disability or sexual orientation

Please note:

- All applicants will be submitted for an enhanced DBS check.
- Applications will only be accepted if submitted on the enclosed formal application form.
- Two references will be required, one of which **must** be from your most recent employer. In the case of teachers, one reference **must** come from your most recent headteacher.
- Once a written reference has been received, we will contact the referee by telephone to confirm the provenance of that reference.
- If shortlisted, online searches will be carried out, in order to help identify any incidents or issues that have happened and are publicly available online, which the school might want to explore with the applicant at interview.
- If shortlisted, we will request a portrait photo of you to attach to your file and to help confirm your identity.
- If appointed, the successful applicant will be informed that the appointment is subject to satisfactory completion of the following checks: the right to work in the UK, qualifications requirements, satisfactory DBS Enhanced Disclosure, the Criminal Record Self-Declaration Form, teacher prohibition and barred list checks, pre-employment medical screening and satisfactory references (if not already received).

Employee Benefits



INSIGHT MAT is a member of the Schools Advisory Service (Health & Wellbeing Services) enabling staff and their immediate family to access the following services:

Available Services:

- Wellbeing Telephone Support
- Cancer & Chronic Illness Support
- Bereavement Support
- Menopause Support
- Manspace
- The Relaxation Room
- SAS Gym
- Counselling
- Physiotherapy
- Complementary Services
- Integrated GP Service
- Financial Wellbeing
- Weight Management
- Wellbeing Governor E-module
- Leadership Clinic



INSIGHT MAT is part of the Government Childcare Voucher and Tax Free Childcare schemes enabling staff to make tax efficient childcare payments to their nurseries. We are also part of the tax free Cyclescheme.

Vacancy Details



Cover Supervisor

Full Time, Permanent Contract - 37.00 hours per week

SGB Grade 5, Term Time Only (scale point 6 – 9 £23,893 - £25,119)

£20,644 - £21,703 (pro rata salary)

Required as soon as possible

We are seeking to appoint a Cover Supervisor who will join our highly professional and dedicated teaching team under the management of the Assistant Headteacher (Personal Development & Welfare). The successful candidate will have a firm commitment to upholding the ethos and values of our school; have a professional approach to staff development; high expectations; and a determination to succeed. The appointed person will supervise whole classes during the short-term absence of the class teacher, under the guidance of teaching or senior staff; they will implement work programmes, manage routine student behaviour and assist students in relevant activities in line with the school's policies and procedures; they will support after-clubs and activities within the hours of their contract.

This is a well-regarded post in our school, where the appointed person will become a key member of our Learning and Teaching staff. We have a highly developed Achievement and Positive Behaviour Policy which all staff follow and all students understand. Behavioural and attitudinal issues are small in number but rapidly and rigorously dealt with.

At Sir Graham Balfour we offer:

- A friendly, highly committed, well-motivated staff, who embrace willingly a culture of professional development.
- An ever growing reputation in the local community which has resulted in the school being consistently oversubscribed in an area where student rolls are falling.
- A very positive climate for learning.
- A first rate learning environment. We are housed in buildings completed in 2002 and financed via a PFI initiative.
- Innovative 14-19 collaboration and an increasing roll at KS5.
- A commitment to inclusive practice.

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Visits to the school are strongly recommended and can be arranged by contacting Mrs Vicki McKeen (details below).

Further details including the application form are available from the school website: www.sirgrahambalfour.co.uk, www.jobsonline.stoke.gov.uk and www.wmjobs.co.uk websites. For an application pack, please access our website, www.sirgrahambalfour.co.uk or contact Mrs Vicki McKeen, Headteacher's PA, on vmckeen@sirgrahambalfour.staffs.sch.uk or telephone 01785 223490.

The closing date for applications is: 1.30pm on Friday 12th April 2024. Please return completed applications to vmckeen@sirgrahambalfour.staffs.sch.uk

Shortlisting for this post will take place on Friday 12th April and successful applicants will be contacted no later than 3.20pm on the same day. If you have not heard from us by this time, please assume you have not been successful on this occasion.

Interviews will take place week commencing Monday 15th April; will include a tour around the school (if applicable), discussion with the Assistant Headteacher, and interviews for the short-listed candidates.

Job Description



Statement of Purpose

Under an agreed system of supervision, to supervise whole classes during the short-term absence of the class teacher under the guidance of teaching/senior staff, including implementing work programmes, managing pupil behaviour and assisting pupils in relevant activities in line with the school's policies and procedures.

Support for Pupils

- Supervising work that has been set by teaching staff.
- Assist with the development and implementation of Individual Education Plans.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.

Support for Teacher

- Provide feedback to pupils in relation to progress and achievement.
- Dealing with any immediate problems or emergencies according to the school's policies and procedures.
- Collecting any completed work after the lesson and returning it to the appropriate teacher.
- Managing behaviour of pupils whilst they are undertaking this work to ensure a constructive environment, according to the school's Achievement and Positive Behaviour policy.
- Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising.
- Completing tracking sheets and information on pupil attendance and rewards.

Support for the Curriculum

- Support the use of ICT where appropriate.
- Make appropriate use of equipment and resources.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Assist with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Recognise own strengths and areas of expertise and use these to advice and support others.

Person Specification



<u>Essential Criteria</u>	<u>Measured By</u>
<i>Experience</i> <ul style="list-style-type: none"> Two years' experience of working to support children's learning gained in a relevant environment. 	AF/I
<i>Qualifications/Training</i> <ul style="list-style-type: none"> Very good numeracy/literacy skills equivalent to GCSE grade C and above NVQ 3 for Teaching Assistant (or recognised equivalent qualification). 	AF/I
<i>Knowledge/Skills</i> <ul style="list-style-type: none"> Full working knowledge of relevant policies/codes of practice. An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation. In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. Understanding of principles of child development and learning processes. Ability to plan effective actions for pupils at risk of underachieving. Effective use of ICT to support learning. Use of other equipment technology – video, photocopier. Well-developed interpersonal skills to be able to relate well to a wide range of people. Work constructively as part of a team whilst being able to demonstrate initiative. Good communication skills. 	AF/I/PE
<i>Behavioural Attributes</i> <ul style="list-style-type: none"> Customer focused. Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. Open, honest and an active listener. Takes responsibility and accountability. Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. Is committed to the provision and improvement of quality service provision. Is adaptable to change/embraces and welcomes change. Acts with pace and urgency being energetic, enthusiastic and decisive. Communicates effectively. Has the ability to learn from experiences and challenges. Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	AF/I