



BOURNVILLE SCHOOL

COVER SUPERVISOR

Candidate Information Pack



PART OF THE FAIRFAX MULTI-ACADEMY TRUST





10 WAYS FAIRFAX MULTI-ACADEMY TRUST PROMOTE A GOOD WORK-LIFE BALANCE

The wellbeing of our staff is paramount to the success of Fairfax Multi-Academy Trust, and we very much strive to achieve a healthy work-life balance amongst our colleagues. Community spirit is at the heart of the Trust and school-to-school support is key to the wellbeing of all employees, regardless of post or career stage.

- ☐ No pressure to 'put on a show' in lessons. A culture of coaching and development is reinforced through no lesson grades.
- ☐ Comprehensive support package for NQTs, and a development package for NQTs + 1.
- ☐ No requirement to work late and emailing after 7pm is strongly discouraged.
- ☐ Centralised behaviour detentions including lates.
- ☐ Everyone has the highest expectations and there is a clear system of sanctions to support staff in managing behaviour.
- ☐ Open door policy to access Senior Leadership support, i.e. accessible and approachable SLT.
- ☐ Flexible working is supported wherever possible.
- ☐ Collaborative planning and co-creation of resources is encouraged, and staff are given regular dedicated faculty time and opportunities to network across Trust academies.
- ☐ A supportive Special Leave Policy.
- ☐ Effective administrative team to support teachers including Reprographics, ICT Support and data analysis completed centrally.

WELCOME - *CEO of the Trust and the Head of Academy*

Dear Candidate

Firstly, thank you for considering joining one of the Academies within the Fairfax Multi-Academy Trust (FMAT).

Fairfax Multi-Academy Trust was established in 2014 and is grounded in the values, established over 60 years ago, of the founding MAT School – Fairfax.



I joined Fairfax in 2007, and like you, had a choice about where to work. I came to Fairfax because I believed in its values: tradition; excellence; ambition; dedication; integrity. Gordon Philpott, the founding Head Teacher of Fairfax, was passionate about social mobility. He believed that all of his pupils, many of whom would be considered disadvantaged today, deserved nothing less than excellence. I knew there was no better school to join if I wanted to make a difference. It is the very same inspiration that continues to drive our teachers, leaders, governors and support staff across the Trust today. We are looking for individuals who share our drive and ambition to make a difference to the lives of our pupils.

I do hope you find this pack informative, and I look forward to hearing from the Head of Academy about your application. You will be joining an organisation that can offer you many opportunities to progress and make a difference!

Yours sincerely

A handwritten signature in black ink, appearing to read 'Chris Stevens', followed by a long horizontal line.

Mr. Chris Stevens
Interim CEO | Fairfax Multi-Academy Trust

WELCOME - *Head of Academy*

Dear Candidate,

Thank you for your interest in Bournville All Through School. Bournville is a traditional school with a rich history rooted in the community it serves and has an ambition to become one of the leading schools in the West Midlands, indeed the country.



We are an inclusive school where everyone works together to be the very best they can be. The school is a tolerant community that welcomes all and celebrates diversity.

Our ethos is simple. We expect a lot of our students – we expect them to work very hard to fulfil their potential and reach the highest standards through high quality teaching and caring support. We aim to keep them safe and happy so that they discover and learn new things, and achieve whilst at school. We do all we can to prepare them for the next steps in their education and future quality employment, equipping them to be able to lead a fulfilling and successful life. We aim to provide an outstanding platform for them to be the best they can be.

Our standards are high. We expect all students to wear our full uniform, attend well, behave appropriately and support each other. We expect them to give their best effort and believe that there is dignity in hard work. This is reflected in our school motto, "Everyone. Every Lesson. Every Day."

Our primary provision opened in September 2016 creating the first all through school in South Birmingham. As an all through school we are uniquely placed to offer many benefits to our students. Primary children will be able to access the sort of specialist teaching rarely available in a traditional primary school. They will benefit facilities such as IT, Music, Drama and Modern Foreign Languages. When it comes to transition they will have an established group of friends and be well known to us, their needs will be met and understood enabling them to move into the secondary phase feeling happy and appropriately supported.

We look forward to welcoming you into our family.

Yours sincerely

A handwritten signature in black ink that reads "J Cottle".

Mrs J Cottle
Head of Academy

CONTEXT - *Our shared mission and values*

Our mission and values are clear, consistent and simple to understand. We aim to develop articulate, resilient and ambitious students, regardless of background, with the knowledge, skills and attitudes to excel in modern Britain.

Excellence

We strive for the highest quality to ensure excellent outcomes.

Dedication

We believe there is dignity in hard work and effort.

Ambition

We want the very best for all our students.

Integrity

We believe in openness and transparency.

Tradition

We believe in old fashioned manners, courtesy and respect.

CONTEXT - *Our academy*

Bournville is a school with a proud history and distinct tradition. Before Bournville became a comprehensive school in the 1970s it was previously two sibling grammar schools: Bournville Girls Grammar School and Bournville Grammar-Technical School For Boys, previously known as Bournville Boys Technical School. The technical school for boys, the city's first technical school, opened in October 1955. The pioneering technical school later combined with the girls' grammar school on the same site. The boys' school was organised along 'Public School' lines with four houses—Belmont, Griffin, Manor and Woodlands.

There have been a number of changes at Bournville in the intervening years; we became an all through school in September 2016 and said goodbye to our last cohort of sixth form students in July 2017. However, we stay true to our traditions and roots at Bournville –our students wear their blazers and ties with pride. Our three houses, Boulton, Tolkien and Cadbury were named by our pupils who are keen to acknowledge the contributions of their Birmingham forefathers whose literary, engineering and philanthropic legacies are still much in evidence today.

We have a proud musical and sporting history and we are unashamedly ambitious for all our students. Every child that passes through the Bournville gates is a 'Griffinian', following in the footsteps of thousands of 'Old Griffinians' who have walked our schools corridors and succeeded in our classrooms. The Griffin is the symbol of our school and a unifying force in binding us all along our shared mission and values.

As evidence in our recent Ofsted report, Bournville School is rapidly improving and our reputation within the local community is growing. The challenges we face as an academy this year are ensuring that our most able pupils make the progress they are capable of and continuing to narrow the gap for pupil premium students along with improving the attendance of our pupil premium youngsters.



JOB – Cover Supervisor

Job Description & Person Specification



JOB DESCRIPTION COVER SUPERVISOR

POST HOLDER:

RESPONSIBLE TO: Assistant Head/Designated member of the Leadership Team

LINE MANAGEMENT OF: N/A

WORKING HOURS: 37 hours per week
(no TOIL)
Term time only

WORKING PATTERN: Monday to Thursday: 0800 - 1600hrs
Friday: 0800 - 1530hrs

SALARY: FMAT Scale 6

HOLIDAY ENTITLEMENT: A paid entitlement of 25 days' annual leave and 8 statutory bank holidays

JOB PURPOSE

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 behaviours and assisting pupils in relevant activities in line with the Trust's policies and procedures.

This job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the Head of Academy than those contained in this document and may be required to have specific job-related knowledge and skills. The allocation of duties is provisional and is subject to regular review.

MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THE POST

1. To supervise classes in the absence of their teacher, including:
 - a) Register and record student attendance in lessons.
 - b) Provide students with the necessary resources for their learning.
 - c) Ensure orderly entry and exit of classrooms.
 - d) Manage resources effectively and ensure classrooms are left tidy and ready for the next lesson.
 - e) Follow the academy's Behaviour Framework policies and procedures.
 - f) Liaise with subject teachers about cover work.
2. Communicate, distribute and supervise work that has been set by the teacher in accordance with academy policy.

3. Support the maintenance of an activity bank, contributing general activities as appropriate, and draw upon this in the event that pupils complete the pre-set work more quickly than expected in order to ensure that pupils are engaged in constructive activity.
4. Manage the behaviour of pupils whilst they are undertaking this work to ensure that a calm and purposeful atmosphere exists in the classroom enabling learning to take place.
5. Effectively manage instances of poor behaviour and any other immediate issues or emergencies that arise in accordance with academy policy.
6. Collect any completed work after the lesson and return it to the appropriate teacher.
7. Report back to the teacher as appropriate using the academy's agreed referral procedures on the behaviour of pupils during the class and any issues arising.
8. Provide general clerical/administrative support, e.g. input and retrieval of data into computerised and manual systems, taking registers etc. as required.
9. Accompany staff and pupils on educational visits, trips and out of school activities as required and take responsibility for a group under the direction of the teacher/organiser.
10. Recognise own strengths and areas of expertise and use these to advise and support others.
11. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
12. As required and under the guidance of teaching/senior staff, undertake a range of other activities to support pupils learning that may include: contributing to lesson planning, evaluating and adjusting lessons, developing of IEP's, implementing agreed learning strategies etc.
13. Attendance at appropriate staff meetings and parents' evenings.
14. Support the academy's supervisory duty pattern as required and undertake break time and lunchtime supervision duties.
15. Any other duties as commensurate within the grade in order to ensure the smooth running of the school

GENERAL

1. Promote and safeguard the welfare of students you come into contact with.
2. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
3. Be aware of and adhere to all Trust and Academy level policies and procedures and comply with their contents; raising any concerns in a timely manner.
4. Be aware of, support and ensure equal opportunities for all.
5. Contribute to the overall ethos/work/aims of the Trust.
6. Appreciate and support the role of other professionals.
7. Attend and participate in relevant meetings as required.
8. Participate in training, other learning activities and performance development as required.
9. Engage actively in the performance review process.
10. Perform any other such duties as the Head of Academy may from time to time determine.

I have read and accept this job description.

Signature: _____

Print Name: _____

Date: _____

PERSON SPECIFICATION COVER SUPERVISOR

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Fairfax Multi-Academy Trust (FMAT) is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

Experience/knowledge/qualifications	Essential	Desirable
Educated to GCSE level A* -C or equivalent in English and Maths	✓	
Educated to A Level or NVQ Level 4	✓	
Knowledge of the Secondary school curriculum	✓	
Excellent knowledge of IT systems and fully proficient in the use of MS Word, Excel, PowerPoint, Outlook and e-mail	✓	
Proven track record of working successfully with young people	✓	
Experience of working with students in a formal setting without immediate supervision	✓	
Experience of dealing with parents/carers, professionals and students	✓	
Proficient user of IT systems such as MS Word, Excel, PowerPoint, Outlook and e-mail	✓	
Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting	✓	
Recent experience in an administrative role	✓	
Proficient in presenting and analysing data for a variety of audiences	✓	
Experience in using database applications	✓	
Experience of working in a school setting		✓
Understanding of strategies or teaching and learning		✓
Understanding of the national curriculum		✓

Experience in using SIMS		✓
Level 2 Certificate in Supporting Teaching & Learning in Schools		✓
Level 3 Certificate in Cover Supervisions of Pupils in School		✓
Personal qualities and attitudes	Essential	Desirable
Ability to establish good relationships with young people	✓	
Ability to contribute to assessment and monitoring of pupil progress	✓	
Ability to prioritise and deal with conflicting demands	✓	
A positive and proactive approach to problem solving	✓	
Ability to maintain confidentiality	✓	
Self-motivated with the ability to work autonomously with minimum supervision, or as part of a team if necessary	✓	
Be highly adaptable and flexible	✓	
Good communication and interpersonal skills	✓	
Good verbal, listening, literacy and written communication skills	✓	
Ability to follow set procedures	✓	
Have an openness to learning and change	✓	
Be sympathetic to the needs of others	✓	
Excellent attendance, punctuality and professional conduct	✓	
Willing to undertake appropriate training and development with a positive attitude and commitment to continuous professional development	✓	
A commitment to the ethos, vision and values of the Trust	✓	
Ability to travel to meetings if required	✓	