



Candidate Information

Cover Supervisor
Harris Church of England Academy

About the Multi Academy Trust (MAT)



The MAT

The Diocese of Coventry MAT Academies are:

- Transformational
- Aspirational
- Sustainable
- Motivational
- Purposeful

They are recognised for their distinctive and inclusive Christian ethos and for the impact this has on raising educational standards. An effective Church Academy will demonstrate its Christian distinctiveness by providing an aspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

Our Vision

To build a better future for all within our Academies who in turn will positively impact their communities.

Our aspirational and measurable outcomes are:

- Every lesson to be good or better
- Every child expected to make progress at least, and for many, above national expectations
- Every Academy to be well led and governed
- All teachers motivated to self-improve and aspire to excellence
- All academies to be judged good or better at Section 48 inspections

About the Role

The trust is looking to appoint an inspirational and highly effective member of staff who is committed to supporting Harris Church of England Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

About the Academy

The academy opened in January 2014 under the leadership of Headteacher, Michael Stoppard. In this role, you will have the opportunity to work with the MAT and other Church School partners to transform the educational experiences of the children of Rugby.

Applications

Thank you for your interest in this post. Candidates are welcome to visit the school. Please contact Ms C Bult, Headteacher's PA on 01788 812549 to make arrangements. Candidates will only be contacted if they are shortlisted for interview.

Completed applications and supporting documents should be sent via email to recruitment@harriscofeacademy.co.uk or posted to Mrs H Barnes, Harris Church of England Academy, Harris Drive, Overslade Lane, Rugby, CV22 6EA

Our Diocese

The Diocesan Board of Education seeks to serve and equip the Church School family in a variety of ways. The Diocesan Director of Education, Canon Linda Wainscot, is supported by a team of highly qualified, experienced and well-regarded professionals who aim to:

- 'be there' for our church school family and act as a central reference point supporting pastorally and professionally;
- Facilitate creative and flexible networking between schools;
- Promote excellence and distinctiveness within the family of church schools/academies and beyond;
- Share best practice collectively;
- Provide professional development for staff at all stages of their careers and for governors;
- Support the development of flexible partnerships;
- Promote the establishment of new church schools;
- Support the process of Academy conversions;
- Work in partnership with schools and other agencies to effect school improvement;
- Represent church schools to the wider church, to diocesan groups, in the press and in the public and community debate
- Ensure equality of opportunity including managing Admission Appeals;
- Protect the status of church schools and promote the importance and the continuation of the voluntary sector

Linda Wainscot, DDE

'I believe that schools are at the heart of the Church's mission to the nation and play a very important role in the life of their own parishes and communities.

The Diocese is proud of its Church of England Schools which educate about 17,000 children and young people. The headteachers, staff and governors strive to promote the highest quality in everything they do, living and working in the values of Jesus Christ every day. Our schools are a significant part of the Church family of the Diocese. Seeking to build communities of care and understanding, they witness to God's love for each person and reflect God's desire for the world to be a better place for us all to live in.'

Bishop Christopher

Students have a clear understanding of how the outstanding distinctiveness and effectiveness of the school as a Church of England school impacts on their development. Students and staff greatly value the Christian ethos of the school and are committed to its development and flourishing. Students have a mature understanding of the value of daily collective worship and the Student Worship Teams further demonstrate this by their dynamic leadership of worship in other local schools. A creative variety of approaches are used including lively contemporary songs, humour, drama, colourful puppets and resourceful leaders who are spontaneous in responding to questions and answers from the younger children. Effective planning for collective worship ensures all members of the school community can respond in appropriate ways. Students are actively engaged in form worship. They are rightly proud that the school is 'truly a worshipping community' and they are good advocates themselves in ensuring that what this means is understood throughout Rugby and in the wider diocese. **SIAS 2011**

Our Academies



St Laurence's Church of
England Academy
Old Church Road
Coventry
CV6 7ED



Studley St Mary's Church of
England Academy
New Road
Studley
B80 7ND



Stretton Church of
England Academy
Stretton Avenue
Willenhall
Coventry
CV3 3AE



St John's Church of England
Academy
Winsford Avenue
Coventry
CV5 9HZ



St Bartholomew's Church
of England Academy
Bredon Avenue
Coventry
CV3 2LP



St Oswald's Church of
England Academy
Addison Road
Rugby
CV22 7DJ



Harris Church of England
Academy
Harris Drive
Rugby
CV22 6EA



St Michael's Church of
England Academy
Hazel Grove
Bedworth
CV12 9DA

Queen's Church of
England Academy
Bentley Road
Nuneaton
Warwickshire
CV11 5LR



Leamington Hastings
Church of England
Academy
Birdingbury Road
Leamington Hastings
Rugby, CV23 8EA



St James Church of
England Academy
Barbridge Road
Bulkington
Bedworth



St Nicholas Church of
England Academy
Windermere Avenue
Nuneaton
CV11 6HJ



Central MAT Office
The Diocese of Coventry Multi Academy Trust
The Benn Education Centre
Claremont Road
Rugby, CV21 3LU

Cover Supervisor

Job Description

CORE PURPOSE

Provide cover supervision for the whole class when the responsible teacher is absent. Cover supervision occurs when pupils are undertaking self-directed learning, where the work has been set and pupils can work independently and keep on task. No active teaching occurs during cover supervision. (Cover for short-term absences may be provided by someone who is not a qualified teacher, ie a "cover supervisor". Such absences may be unplanned, e.g. short-term sick leave or other emergency leave of absence or be planned, e.g. attendance at INSET or other professional development activity or a medical appointment.)

PRINCIPLE RESPONSIBILITIES

Support for Students

- 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, encourage them to interact and

work co-operatively with others and engage all in activities

- Monitor and provide for the care, safety and welfare of pupils
- Support students in small groups and 1:1
- Support homework club

Support to Teaching Staff

- Provide cover supervision when the teacher responsible for the class is absent on short-term absence (which may be planned or unplanned). Cover supervision involves:
 - Supervising a whole class to undertake set work/activities and can include introducing and closing the class
 - Maintaining good order and managing behaviour constructively
 - Promotion of self-control and independence
 - Keeping pupils on task as necessary
 - Responding appropriately to questions raised by pupils
 - Collecting any completed work and returning it to the appropriate teacher
 - Dealing with immediate problems and emergencies in

accordance with the school's policies

- Reporting back on progress and behaviour of pupils during the class and any issues arising

Examples of activities:

- Pencil and paper set work, revision, questions or tests
- Practicing spellings or other factual recall activities
- Taking registration while the children undertake reinforcement activities
- Supervising set work, following introduction and explanation by a teacher, with or without the possibility of the teacher returning later in the lesson
- Supervising group activities such as board games, mathematical games, memory or co-ordination skills games, use of construction materials, practice and/or revision sessions.
- Undertake routine marking of pupils work (e.g. tests, multiple choice questions, spelling)

- Undertake administration tasks as appropriate
- Support SEND students

Pastoral System

- Liaise with Heads of House to ensure the implementation of the academy's Pastoral System and Worship practices;

Staffing

- Participate in the academy's staff development programme by participating in arrangements for further training and professional development as appropriate;
- Continue personal development in the relevant areas including subject knowledge and teaching methods;
- Engage actively in the Performance Management Review process;
- Work as a member of a designated team and to contribute positively to effective working relations within the academy.

Quality Assurance

- To help to implement academy quality procedures and to adhere to those;
- Participate in, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral

functions of the academy.

Communications

- Communicate effectively with stakeholders as appropriate;
- Follow agreed policies for communications in the academy;
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved;
- Communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.

Management of Resources

- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and the students.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust the all staff will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies

and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.

- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in

partnership with other schools and promoting innovative initiatives.

- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. All staff play a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks.

The Headteacher will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment and adopted by the governing body are full implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and

contributing to the assessment of children.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	Hold a recognised and relevant qualification at NVQ Level3 (or equivalent)		✓	✓		
2	Minimum GCSE (or equivalent) English and Maths at grades A-C	✓		✓		
3	A higher qualification in any discipline e.g A Level or beyond	✓		✓		
4	A higher level qualification in a relevant subject e.g. childcare, youth work.		✓	✓		
Professional Experience and Knowledge						
1	Competent use of ICT	✓		✓		
2	Experience working with young people. This may be work of a voluntary or paid nature.		✓	✓		
3	Experience within an education environment.		✓	✓		
4	Enthusiasm, self motivation	✓			✓	
5	Use of initiative	✓			✓	
6	The ability to engage and influence when working with young people	✓			✓	
7	Able to solve problems		✓		✓	
8	Understand schools policies and the education system.		✓		✓	
Skills and Abilities						
1	Excellent classroom management skills	✓				
2	Be able to develop professional working relationships with all students	✓		✓	✓	
3	Evidence of a commitment to the protection and safeguarding of young people	✓		✓	✓	✓
4	Evidence of the ability to handle difficult situations sensitively	✓		✓	✓	
5	High level written communication and interpersonal skills	✓		✓	✓	
Personal Qualities						
1	Have a flexible approach to work	✓		✓	✓	
2	Committed to a distinctive Church school ethos based on Christian values	✓		✓		