

Rotherfield Primary School

Rotherfield Street, London, N1 3EE

Tel: 020 7226 6620

Email: admin@rotherfield.islington.sch.uk

www.rotherfieldprimaryschool.co.uk

Executive Headteacher: Abi Misselbrook-Lovejoy

Head of School: Joanna Jones



Rotherfield
Primary School

Rotherfield Primary School

Cover Supervisor

RTH/538

Closing Date: Midnight on Thursday 5th October 2017



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Dear Applicant,

I am delighted that you are interested in joining the team here at Rotherfield.

This pack provides some more detailed information and will hopefully give you a good insight into the school's ethos. Rotherfield is a happy, dynamic school with high expectations of its pupils. It serves a diverse, inner London community and works with a wide range of partners.

Exciting times are ahead for those who join our team. There are significant challenges around raising the attainment of pupils, developing achievement of some under performing groups in school, and ensuring that we build a community of learners (both staff and children) who aspire to achieve the very best for our community. We are a good school working on constant improvement. You will find a friendly and committed staff who really believe in our children and their ability to positively affect children's lives.

I joined the school as Executive Head in February 2017, having supported the leadership team informally since September 2016. This is a really exciting time for the development and improvement of the school. In this role, you will be able to develop your skill set ready to take your next career step.

The role of Cover Supervisor is a key role in our school. You will be part of a newly created support staff structure, covering classes in the absence of teachers and supporting children to access learning through small groups, or working in class with them and their teachers. You will need to be confident working with small groups and whole classes of pupils, and really believe that our children can achieve highly. You will be well supported by the Assistant Head, SEND and Pastoral, in this role.

I would love you to visit us and get a sense of what Rotherfield is all about. Please call the office and make an appointment. I am also happy to discuss applications over the telephone.

Yours sincerely,

Abi Misselbrook-Lovejoy

Executive Headteacher

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Information about the school

You can find more information about our school from:

<http://www.rotherfieldprimaryschool.co.uk/>

Rotherfield is a vibrant, two form entry school, with Nursery, serving a diverse community in Islington. Rotherfield is situated just off Essex Road in Islington, with good transport links.

Rotherfield is a four storey Victorian building. In the corner of our playground we have kitchen garden beds and fruit trees making our fabulous 'edible garden'. Produce from the garden is used in our curriculum kitchen which was funded and runs in partnership with Jamie Oliver's Better Food Foundation. The school has recently refurbished its EYFS playground and also gets to use some greenspace land opposite the school as an extra playground and outside learning space.

We were rated good at our last inspection and are working hard to maintain that status and continuously improve. Rotherfield is at an exciting phase in its development. We are in a Soft Federation with another Islington School (Newington Green). Our Executive Head works across both schools, and we work closely in partnership with 17 other Islington Schools through a collaborative network called Futurezone.

<http://futurezone.org.uk/>

The very best way to find out if Rotherfield is right for you is to come and visit us! This will give you a real sense of what it would be like to work here. Our Executive Headteacher or Head of School are always delighted to show candidates around and talk informally about posts available.

Why do staff work here?



Emma

I joined Rotherfield during a time of change during which the Head Teacher retired and the Deputy Head became Head Teacher. It was a huge life change for myself also. I had worked for 5 years in Buckinghamshire and decided I wanted to move to London to challenge myself professionally. I started by teaching Year 2 at Rotherfield and loved the experience of working in KS1 and the invaluable learning curve of taking the children through their SATS. I have been given so many opportunities for professional development during my time at Rotherfield. I became the NQT mentor which allowed me the opportunity to support and guide new teachers through their first year of teaching. I also took on the role of Science coordinator, being allowed to develop Science Week into the amazing, interactive week that it currently still is at Rotherfield. I was asked to lead KS1 and then EYFS in more recent years and finally I have been covering the SENCO role and being able to contribute to school life by being part of the management team. I have really been encouraged to develop not only as a teacher but as a member of management as well during my time at Rotherfield and given opportunities and support in order to do this successfully.

Since my first visit to Rotherfield, I have always got the feel of a friendly, welcoming environment. I now do regular tours of the school for prospective new parents and it is wonderful to hear so many parents reiterate the same thing. At Rotherfield we work as a team. There has always been an ethos where all staff irrelevant of position, are valued equally. I know that I can walk into our staff room and sit down and talk to any member of staff. Equally I know that any member of staff could and would come to me and feel comfortable discussing issues or asking for advice.

The children are enthusiastic and really appreciate all the staff do for them at Rotherfield. The parents are also supportive and grateful and show this through their support of school events.

Since I joined Rotherfield, I have always felt like I was making a difference and I will always strive to ensure I continue to do so.



Lucy



I joined Rotherfield nearly 4 years ago as a Year 2 teacher and I have hugely enjoyed my time here. Throughout that time I have worked with a variety of excellent support staff and the relationships between staff are friendly and positive, making it a happy place to work.

Having previously worked in Barnet, which is very well respected for its borough support, I was unsure what to expect from Islington. But it has been a fantastic borough to work in. We have regular network meetings where staff from the same year groups gather to discuss and share good practise, as well as supportive visits from borough experts which I know has helped me develop as a teacher.

The children I have taught have always been excited and enthusiastic to learn and through my teaching I feel like I'm having a positive impact on their lives. Children come from a huge range of cultures and backgrounds which makes it an interesting and dynamic environment to teach in.

In my time at Rotherfield I have led the school in 'Art and Environment' as well as now leading 'cooking' which is very high profile at the school. 3 Teaching assistants are trained to cook with small groups of children in the afternoons so that all children who leave Rotherfield have a strong understanding of how to live healthily as well as preparing their own food safely. My role as Art and environment co-ordinator has allowed me to lead some exciting projects that have made the school environment a stimulating and engaging place for children, parents and staff alike. Examples are the recent regeneration of the library, a large playground mural and the stairwell art project where huge panels of wood were painted and designed by children to serve as a permanent display.

Recent changes in timetable have had a really positive impact on learning and I know that other changes are planned to ensure that children at Rotherfield are given an excellent education that equips them well for life.



Ciara

I came to Rotherfield as an NQT about 10 years ago and think so highly of the place that I have not wanted to leave!

The school's location in the dynamic borough of Islington means that it is an interesting and diverse area to live and work in.



In my time at Rotherfield, I have been able to develop professionally through leading a range of subjects including Music, PE and Maths; ultimately becoming part of the Senior Leadership Team, firstly as an Assistant Head and now in my current role as Interim Deputy Head.

The school has a very special community feel, and has become a home away from home for me. There is great parental involvement through the Friends of Rotherfield; a friendly and hard-working staff and a supportive governing body who really care about the school.

Most of all, the children are wonderful and I consider it a privilege to work at Rotherfield Primary School.



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Rotherfield

Primary School

Home School Worker

Salary Grade Range: Scale 6

Actual Salary Range: £13,248 - £14,025 per annum

Contractual Status: Part Time 20 hours, TTO 45 weeks per year

The Headteacher and Governors at Rotherfield Primary School would like to appoint a Home School Worker from September 2017. 20 Hours per week (8.30-12.30), Term time only.

A Home School Support Worker supports the aims and objectives of the school and the engagement, learning and achievement of children and young people by working with pupils, and with parents, individually, in groups, and as a community.

We are looking for someone who has the following skills/Knowledge:

- The ability to develop and maintain effective working relationships with other team members & contribute to the work of the team
- Effective oral and written communication skills across a range of audiences
- The ability to relate effectively to a diverse range of young people and adults
- The ability to develop relationships with parents and community groups
- An understanding of how children and young people develop and learn
- An understanding of child care, parenting skills, parental development and healthy parent-child relationships
- An understanding of the range of potential barriers to learning for pupils
- An understanding of child protection policies and procedures and a commitment to the principles of best practice
- The range of support services and facilities available to support parents and carers
- Health and safety policy in schools and the responsibility of the individual in ensuring its implementation
- Equalities and inclusion policies and how these are implemented in schools

In return we can offer you:

- A school committed to your professional learning/development
- A vibrant and creative place to work
- A school at the heart of its community

Rotherfield is a vibrant and welcoming school, within the London Borough of Islington. Visits to the school are actively encouraged please contact the school office to arrange a time on 0207 226 6620

Closing date for applications: Midnight on Monday 9th October 2017. We will be contacting candidates by phone and email on Tuesday 10th October 2017 to inform about outcome of shortlisting.

Selection dates: Interviews and Selection tasks at Rotherfield on Tuesday 17th October 2017

Please [click here](#) to apply online. If you need assistance please email schoolsrecruitment@islington.gov.uk quoting RTH/539

Rotherfield Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants. Also, this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

Rotherfield Primary School

JOB DESCRIPTION



POSITION	Cover Supervisor
SCHOOL	Rotherfield
RESPONSIBLE TO	Assistant Headteacher
GRADE	Scale 6

PURPOSE OF THE POST

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

To supervise whole classes during the short-term absence of teachers. Cover Supervisors will give instructions for the lesson as provided by a teacher and the primary focus of the role will be to maintain good order and to keep pupils on task. Cover Supervisors will respond to general questions and provide general feedback to teachers but will not be required to undertake 'specified work' (planning, preparation, delivery, assessment, recording and reporting of achievement, progress and development). Cover Supervisors will not therefore be subject to a 'system of supervision' other than the general supervision applicable to all staff and will act under the professional direction of teachers.

MAIN DUTIES

- Work as part of the staff team at the direction of the Headteacher/Assistant Headteacher/ Class Teacher to support teaching provision and pupils' learning.
- Under the guidance of the Class Teacher, to work with individuals and groups of pupils in class, including those pupils with additional educational needs, Special Educational Needs or ECHPs, to help them to achieve to the best of their ability.
- At the direction of the Class Teacher, to help to plan and organise learning activities. Help to develop and prepare resources, and plan and implement strategies for teaching and learning for individuals and groups of pupils, taking into account their specific needs, including Special Educational Needs.

- Support the teaching of the Curriculum and assist pupils to access the full curriculum. Be familiar with lesson plans, individual targets and learning objectives.
- Monitor the progress of identified pupils, keep written records consistent with school systems and provide the teacher with feedback on pupil progress in relation to provision.
- Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the school's Behaviour Management Policy. Contribute to programmes of support for identified pupils.
- Ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate and agreed, e.g. assisting with lifting.
- Communicate and liaise with other members of the school staff and act as co-coordinator/link person to other teaching assistants.
- Disseminate information to support staff in order to ensure the most effective provision for pupils' academic, emotional and social development and act as mentor to newly recruited Teaching Assistants where required.
- Under the direction of the Class Teacher, communicate and liaise with professionals from outside the school and implement their advice in provision for individuals or groups of pupils.
- Under the guidance of the SENCO, contribute to setting individual targets. Attend and contribute to meetings to review pupils' progress, and contribute to written reports.
- In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of pupils, e.g. by acting as key worker or implementing home-school liaison systems.
- Supervise pupils in the playground and plan and organise playtime activities.
- Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.
- Undertake any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee
- Undertake an area of responsibility e.g. act as co-ordinator for other teaching assistants, co-ordinate training programmes as directed by the headteacher (or representative).

PERSONAL RESPONSIBILITIES

- Be aware of key school plans, policies and procedures, especially the School Development Plan, Health and Safety Procedures and Child Protection Procedures.

- Take part in Performance Management in order to identify and agree development and training needs.
- Within your contracted hours, and as identified in Performance Management Processes, undertake specific training such as may be required to enable you to provide the school with effective support. Training may be provided centrally or in school.
- Within your contracted hours, attend staff meetings as required.
- Understand the specific learning and physical needs of the pupils you support, and know how to respond appropriately.
- Respect the confidentiality of pupil information and respond sensitively to pupils' needs.
- To take responsibility for safeguarding and promoting the welfare of children.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.
- Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.

COVER SUPERVISOR DUTIES

These duties to be carried out when fulfilling the role of a cover supervisor:

- Supervise pupils engaged in learning activities
- Act as a role model and set high expectations of conduct and behaviour
- Promote the inclusion and acceptance of all pupils within the classroom
- Keep pupils on task and respond to general queries
- Responding to any questions from pupils about process and procedures
- Provide objective and accurate feedback to the teacher on the conduct of the lesson
- Keep appropriate records as agreed with the teacher
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour

PERFORMANCE STANDARDS

- To ensure that the school's customer care standards are met and adhered to.
- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

Reporting to:

Signed ----- Date -----



PERSON SPECIFICATION

JOB TITLE Cover Supervisor

SCHOOL Rotherfield Primary School

GRADE Scale 6

REQUIREMENTS

EDUCATION AND EXPERIENCE

- E.1. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) (or by test).
- E.2. Experience of working with children (either paid or unpaid capacity) preferably in an education setting.
- E.3. Attend induction training (for level 1 a willingness to attend); NLS, NNS, ALS, ELS, FLS training as appropriate and training relevant to the post.
- E.4. Attend school training sessions.
- E.5. NVQ Level 3 (or working towards) or equivalent accredited qualification
- E.6. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.

SKILLS, KNOWLEDGE AND ABILITIES

- E.7. Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- E.8. Ability and willingness to work as part of a team
- E.9. Working knowledge of ICT to support learning
- E.10. Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.
- E.11. Ability to communicate effectively with a range of people.
- E.12. Ability to organise the classroom activities e.g. preparing and setting out resources (under direction).
- E.13. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L (under direction).
- E.14. Ability to deal with sensitive information in a confidential manner.
- E.15. Understanding of basic First Aid procedures.
- E.14. Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.

- E.16. A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.
- E.17. A commitment to deliver services within the framework of the school's equal opportunities policy.
- E.18. Understanding of and commitment to work within the scope of school policies and procedures.
- E.19. Knowledge & understanding of the school's health and safety policy.
- E.20. An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to their learning.
- E.21. Willingness to attend and participate in meetings to review pupils' progress.
- E.22. Ability to monitor and evaluate pupils' performance
- E.23. Ability to update and maintain accurate pupil records using the school's systems in place.
- E.24. Ability to deliver NLS units to groups of pupils e.g. ALS, ELS, FLS.
- E.25. Ability to undertake and take a lead responsibility e.g. to act as coordinator for other teaching assistants, to co ordinate training programmes, organise reading recovery programmes etc
- E.26. To induct new TA s
- E.27. Ability to deliver services to customers meeting the school's standard for customer care.
- E.29. A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service
- E.30. A commitment to deliver services with the framework of the school's equal opportunities policy.
- E.31. Ability to form and maintain appropriate relationships and personal boundaries with children and young people.



Rotherfield Primary School

How to Apply

POSITION: Cover Supervisor

GRADE: Scale 6

Application Deadline

Completed application forms must be received by Midnight on Thursday 5th 2017. Please note that late applications will not be accepted.

- Please [click here](#) to Apply online.

Please note that we only accept online application forms. CV's and hard copy applications will not be accepted.

Completing your application

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all of the criteria identified at application stage.

Visits

Visits to the school are welcome and encouraged. Please contact the school office on 0207 226 6620.

Selection process

The selection process may have a combination of tasks, activities, assessment tools and interview. However, further information will be provided to the candidates shortlisted for interview.

References

Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least one professional reference is required. The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection