



Cover Supervisor



Dear Candidate,

Thank you for your enquiry regarding the position of **Cover Supervisor** at Oasis Academy Enfield. We are part of Oasis Community Learning which runs over 50 academies across the UK.

I hope you find the information pack helpful. If you would like to know more about us before you apply please see our website www.oasisacademyenfield.org. We welcome visits to the Academy. For an informal, confidential discussion, or to arrange a visit please contact our HR Manager, Salma Begum, on 01992 655424 or salma.begum@oasisenfield.org

If you would like to apply, please complete the Application Form (CVs are not accepted) and return it by either of the following ways:

Email: recruitment@oasisenfield.org

Post: Salma Begum
Oasis Academy Enfield
9 Kinetic Crescent,
Innova Park,
Mollison Avenue,
Enfield, EN3 7XH

The closing deadline for applications is no later than **8am on Tuesday 10th December 2019**. Applications will be reviewed on an ongoing basis so early applications are encouraged.

Please ensure you provide the name, address and status of two referees, one of whom should be your current Line Manager. Candidates should be aware we will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Interviews will be on **Friday 13th December**. If you have not been invited to attend by **Thursday 12th December 2019**, you should assume that your application has not been successful. Unfortunately, we will not be able to provide feedback on your application at this stage.

I wish you well and thank you once again for your interest in what we think will be a rewarding post.

Yours sincerely,



Lynne Dawes
Executive Principal

About Oasis Academy Enfield

Oasis Academy Enfield opened in September 2007 as a new academy. Initially a group of portacabins and a pioneering spirit, the Academy moved into its £30 million purpose-built accommodation two years later on Innova Business Park, 12 minutes walk from Enfield Lock Station.

The Academy has enjoyed considerable success in its 11 year history. In 2018, Ofsted confirmed that we continue to be a good academy.

Academy leaders and staff share high expectations for all students

Students behave well, and treat each other and staff with respect

Safeguarding is a strength of the Academy, and staff are proactive at supporting the children to stay safe both in school and out

Students feel safe and happy in school. Parents support this view and are happy with the progress their children are making

We provide students with high quality teaching, which not only enables them to make to the best possible progress and achieve the highest grades, but also equips them with the skills, behaviour and character, which will help them be successful and make a positive contribution to their community.

The Sixth Form works in partnership with Oasis Academy Hadley, just under two miles away. The joint Sixth Form offer enables us to offer a wide range of courses and the highest standard of teaching and enrichment activities. Students travel by minibus between the two academies. We want all our students to gain the qualifications that enable them to move onto college, work, apprenticeships or university. Around 95% of our sixth form students progress to university with two thirds going to Russell Group and other leading universities following a wide range of courses from English, History to engineering, psychology and law.

We are committed to providing staff with high quality professional development. Masterclasses run by experienced colleagues focusing on academy priorities are available to all teachers. We hold middle and senior leadership courses run by Institute of Education at UCL open to all staff who want to develop their skills in their current role or look towards the next step in their career.

The induction of new staff is important. We have a tailored programme for staff in training, which is tailored to meet their needs. All new staff have an experienced mentor who will meet with them and support them as they settle into the Academy. In addition, NQT are also have an Induction Tutor who is responsible for supporting them in successfully completing their Induction year.

As part of the Oasis family of academies we benefit from wide range of opportunities to network with colleagues across the region and nationally through a variety of joint training and professional development opportunities. National Lead Practitioners offer advice and guidance and share resources through concerns and visits to the academy. The annual regional conference brings all the staff across London and the South East together to network and share best practice from across the region.

The Academy mainly serves the ethnically and economically diverse local communities of Enfield Lock and Enfield Island Village. A number of students travel from Ponders End, Edmonton and further afield to the Academy. The intake is mixed, some students live in the private housing close to the academy and others come from some of the most deprived housing areas in the country. High numbers of students are eligible for pupil premium. There is a high proportion of students with English as an additional language (54%) with over 60 languages spoken. Turkish, Black Caribbean, Black African and White British are our biggest ethnic groups. Despite the challenges many of our students face in their day to day lives our students are ambitious and work hard, seeing education as the key to a successful future.

Oasis was established in 1985 and has grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK Oasis employs over 4000 staff as well as working with over 1000 volunteers. Oasis work in ten other countries around Europe, Africa, Asia and North America. Our academy is twinned with projects in Uganda and Kyrgyzstan.

Oasis Community Learning is an education trust established in 2004 with the express purpose of transforming lives and communities through the development of Oasis Academies. There are over 50 academies each with their own character and identity and as one organisation are committed to share effective practice across the group. As a leading academy sponsor Oasis is a growing organisation which is committed to improving the life chances of children, young people and the communities they live in.

The Oasis Hub Enfield supports the work of the Academy providing integrated, high quality services that benefit the whole person and the whole community. This is achieved by bringing together the Oasis ethos and values, local and national resources and expertise, and working together in and with local partners. Enfield Hub's work includes youth work, family support services, holiday activities, volunteering, community engagement, lettings as well as the Academy.

The Academy operates a totally inclusive admissions policy, accepting students irrespective of faith or ability. Our goal is to create an environment where students make very good progress, within an Academy, which values them as individuals.

About the Cover Supervisor Role

The Cover Supervisors provide cover for absent teachers. Work is provided by the absent teacher and the Cover Supervisor is expected to provide the students with clear information and instructions relating to the work to be completed and helps students with the organisation of their work set and the materials and resources provided. The Cover Supervisor is also responsible for maintaining a quiet working environment, ensuring good order and the safety of the students in the class.

When no cover is required the Cover Supervisors assist with a range of other duties including invigilating examinations and helping students with additional education needs.



About Oasis Community Learning

The vision of Oasis Academies is to create both outstanding schools and community hubs. As well as delivering first-class and innovative education, Oasis builds 'Hubs' in the area it works in; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community.

Oasis Community Learning seek to create and sustain networks of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. Oasis believes this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers and the local community, along with the wider national and international links the Oasis' global operations create.

Our ethos is an expression of our character- it is a statement of who we are and therefore a lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ. This is encapsulated by the following five statements:

- a passion to include everyone
- a desire to treat everyone equally, respecting differences
- a commitment to healthy and open relationships
- a deep sense of hope that things can change and be transformed
- a sense of perseverance to keep going for the long haul

The full Education Charter explains how our ethos impacts in Oasis Academies and can be found on www.oasiscommunitylearning.org

Job Description

POST:

Cover Supervisor

ACCOUNTABLE TO:

Principal, under the day-to-day management and leadership of a Academy Leadership Team

GRADE:

Range 12-16 (Outer London) £20,801 - £22,342 plus Local Government Pension Scheme

KEY RELATIONSHIPS:

Academy Leadership Team; relevant teaching and support staff; Oasis Community Learning; LA representatives; partner professionals; parents; local community; other Oasis Academies

LOCATION:

Oasis Academy Enfield

WORKING PATTERN:

37 hours per week x 39 weeks per year

Job Purpose:

To supervise the classes of absent colleagues and, where appropriate, contribute to the for children with additional educational needs.

Responsibilities:

1. To supervise classes in the absence of a class teacher ensuring purposeful learning.
2. To contribute to the provision for students with Additional Educational Needs (AEN) when not supervising a lesson
3. To invigilate school and public examinations and tests as required.
4. To promote and safeguard the welfare of children you teach or come into contact with.

Duties

1. Strategic Development and Academy Development

- Responsible, as a member of staff, for promoting and developing a positive culture and to ensure diversity within the Academy community is recognised and respected.
- Contribute to the development of the Academy's vision, values and aims and to abide by agreed professional behaviours and attitudes.

2. Cover

- Supervise a class of students when the timetabled member of the teaching staff is absent, as directed by Cover Officer and/or Principal.
- Liaise with the appropriate staff such as the Head of Department or Co-ordinator with regard to the work that has been set so that requirements are fully understood.
- Take the attendance record for students in supervised lessons.
- Provide students with clear information and instructions relating to the work to be completed by them.
- Help students with the organisation of the work set and the materials and resources provided.

- Maintain the quiet, orderly conditions for the completion of the work as required by the class teacher.
- Ensure good order and the safety of the students being supervised including an orderly start and finish to the lesson.
- Implement the Academy's Behaviour Policy including the issuing of rewards and sanctions within the Academy's guidelines.
- Return work completed in lessons and information such as registers, textbooks, and equipment to the appropriate teacher.

3. Other duties

- Provide break-time cover for the supervision duties of absent teachers as required.
- Act as a Learning Guide and being the first point of contact for their parents/carer.
- Assist with on-call and internal exclusion room supervision as required.
- Provide support to students, including those with special educational needs and English as a second language, under the direction of the class teacher, Learning Co-ordinator, Learning Director Inclusion.
- Support students with Access Arrangements in Academy and public examinations tests and invigilate as required.
- Help to escort students on educational visits and to participate in extra-curricular activities as required.
- Assist with school display and other administrative activities at times when no cover, supervision or invigilation is required.
- Attend meetings and training including the Academy's Training Days.
- Participate in academy performance management.
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The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The post holder will be subject to performance objectives agreed annually with the relevant body and these objectives will be reviewed annually.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • GCSE or equivalent in English and Mathematics Grade C or above • HLTA qualification or willingness to complete 	<ul style="list-style-type: none"> • Degree • Level 3 qualifications
Experience, Skills and knowledge	<ul style="list-style-type: none"> • Experience of working with children • Experience of raising achievement • Good communication skills • Competent in ICT • Commitment to extended learning • Ability to provide appropriate challenge and support for students • Knowledge of behaviour management strategies and an ability to maintain good discipline • Understanding of the practical application of Equal Opportunities in an Academy context 	<ul style="list-style-type: none"> • Experience in a secondary school setting • Experience of working with a class teacher to plan learning activities and resources
Personal Qualities	<ul style="list-style-type: none"> • Ability to motivate students and staff • Good communication skills • Ability to lead and work as part of a team • Ability to use and act on own initiative • Ability to reflect • Ability to form and maintain appropriate relationships and personal boundaries with children • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. 	

Explanatory Notes

Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible (Sections A & B). CVs will not be accepted in place of a completed Application Form.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring checks

1. Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy Disclosure and Barring check requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

For Academy based positions, in addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Checks
- Satisfactory Disclosure and Barring check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DFE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.