



COVER CO-ORDINATOR

Candidate Information Pack

"Pupils thrive here. Leaders and staff work together to give pupils every possible opportunity to do well and enjoy their education"

'Outstanding' Ofsted judgement
October 2021

The Tiffin Girls' School Vision

'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise.'

The school's motto *sapere aude* – **dare to be wise**, is embodied in its core values of *Community, Love of Learning* and *Character*.

Community:

- Collaboration
- Active Citizens
- Celebrate Diversity

Love of Learning:

- Inspiration
- Embrace knowledge
- Creative & Critical thinking

Character:

- Integrity & Respect
- Courage & Resilience
- Independence & Initiative



From the Headteacher

Dear Applicant

Cover Co-ordinator post at The Tiffin Girls' School

Thank you for your interest in the post of Cover Co-ordinator. We are looking for someone to play an important part in the organisation of cover lessons for our students.

Now in my ninth year as Headteacher at Tiffin Girls', I am still in awe of the wonderful culture and ethos that permeates this remarkable school. Our motto, *sapere aude - dare to be wise*, has been shared by generations of students, especially when singing the school song, and this motto underpins our vision: **'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise.'**

Central to achieving this vision are the school's core values of **Community**, celebrating our diverse and inclusive community, promoting a culture of giving and encouraging students to be active citizens in society; a **Love of Learning**, inspiring students to be curious and to pursue their passions with freedom of intellect whilst being challenged to think creatively and critically; and **Character**, building resilience, confidence and independence with integrity and respect for others. With our students' commitment to these core values, we aim to be regarded as much for our academic results, as for being a school community that nurtures collaboration and giving back to society, and encourages engagement in a wide and diverse range of extra curricular activities. These three values are all considered in the opportunities we provide, the standards we set, and through our daily interactions with the students.

Every member of staff has a role to play in implementing the aims of the school and seeking to make a positive impact in everything they do. We empower staff to take the initiative and make changes that will benefit all the students. It is this collective desire to make a difference as a community that makes this school so unique.

This year we have launched our new digital strategy and we have a staff digital working party. More information can be found on our website [here](#).

Alongside this, every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a student, always acting in the interests of the student;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to contribute to the school in such a direct way is an appealing one. I look forward to receiving your application.



Ian Keary
Headteacher

Our School



The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the students take centre stage. The school is currently home to 1,250 students, aged between 11 and 18, and is now into its 145th year. The school prides itself on encouraging students to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young people ready for their future lives as global citizens.

The students achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the students.

The school is a six form entry selective school, with 180 students in each year group and over 350 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, two drama studios, Learning Resource Centre, music suite and a computer suite of two computer rooms, with bookable chromebooks and clusters of machines in design technology, music and science. There is a large assembly hall and a separate dining hall. Sports facilities include a Sports Centre, opened September 2022, two gyms, an astro turf, resurfaced netball and tennis courts. Students in years 7 to 13 bring their own chromebooks to school to ensure a seamless transition between home and school learning.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, a new teaching block and Sports Centre have been added thanks to the support of our parents, which have provided significant funding when submitting successful capital bids.

Ofsted

In October 2021, the school was inspected by Ofsted using the new inspection framework introduced in September 2021 and judged to be 'Outstanding' across all categories with an Overall Effectiveness judgement of 'Outstanding'. Governors were delighted with this result which reflects the valued contribution made by every member of staff at the school. The full report is available on the school website here <https://www.tiffingirls.org/Our-School/Key-Documents.aspx>

Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through CPD based on needs identified through appraisal, or for whole school development. Where relevant, non-teaching staff are encouraged to join working parties, recent groups include Equality, Diversity and Inclusion and Behaviour for Learning. This year we have a digital working party with 4 sub-groups focusing on Teaching and Learning (Curriculum), Engagement of Stakeholders (CPD), Safeguarding, data management, privacy and policy and Collaboration and Partnerships.

Staff wellbeing is a priority within the school. There is an active Wellbeing Working party, supported by the Senior Leadership team, who identify and implement initiatives to support the positive and inclusive working environment. The latest initiative was focused on the refurbishment of the staffroom, which was completed last summer.

There is an active staff association, which arranges social activities throughout the year.

Admissions

The school operates a two-stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2025 entry are available to read on the website.

In recent years, Governors changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able students.

Curriculum

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one-hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing three further options. All students receive a private study lesson and two PE lessons as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications, choosing 4 in Year 12 dropping to 3 in Year 13.. In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education, including compulsory PE lessons.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving students face. We have therefore developed a comprehensive evidence based pastoral

curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

Sixth Form

Sixth Form students have many opportunities to enrich their educational and social experiences over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme – 2 teams with approximately 50 students, enrol on the Duke of Edinburgh Award Scheme Gold award, and take part in Chemistry and Biology Olympiads, Engineering Education Scheme, UKMT, debating, university challenge, Model United Nations and a wide range of other clubs and societies. Sixth Form students support and/or are extensively involved in contributing to Black History Month, our Time to Talk activities and lead on the extensive range of charity work the students are involved in. Alongside this, the students are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (15 in 2024) and other Russell Group universities, a small number are choosing to study abroad or to take up degree level apprenticeships.

Location

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

Equality and Diversity

The school celebrates the diversity of its students and staff, and is fully committed to an ongoing programme of review of our equality and diversity practices to ensure all members of the school community are fully accepted and equally valued. We have a Stonewall award and as part of our commitment to an anti-racist strategy, the school is currently working towards an anti-racist school accreditation through the Centre for Race, Education and Decoloniality at Leeds Beckett University.

Safeguarding at The Tiffin Girls' School

In support of our safeguarding commitment, we undertake rigorous pre-employment, online searches and enhanced Disclosure and Barring service (with Barred List) checks on appointment. The school complies with the DBS Code of Practice and with the statutory guidance, Keeping Children Safe in Education, as updated from time to time. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Claire Russam, HR Director on recruitment@tiffingirls.org.

Our safeguarding policy is available for you to read on our website at www.tiffingirls.org under the tab 'Our School' and the page headed 'Key Documents'.

Job Description: Cover Co-ordinator

GRADE	F
REPORTS TO:	Senior Deputy Headteacher (SDHT) / HR Director
LINE MANAGES:	Cover supervisors
KEY RELATIONSHIPS:	<ul style="list-style-type: none"> • Senior Leadership Team • Heads of Department • Headteacher's PA/HR Coordinator • Teaching Staff • First Aid team
Key purpose of role	To ensure arrangements are in place to cover for staff absence, deploying cover supervisors or supply teachers as appropriate, and monitoring and evaluating the impact of cover. To ensure that those providing cover are sufficiently informed to do so effectively, including providing basic induction information for supply teachers if required.
Main responsibilities	<p>Co-ordinating cover</p> <ul style="list-style-type: none"> • Arrange daily cover for teaching staff using the school's MIS, anticipating pinchpoints, and ensuring that teaching and learning is uninterrupted. All cover arrangements to be completed within shortest possible timescales, to be published by 08.20 daily. • Monitor the reporting systems for absences of teaching staff (in liaison with the main office where recorded on the general telephone system) • Provide staff with updated cover arrangements where emergency cover required during the teaching day, ensuring that all relevant lessons are supervised • Ensure that all staff absences are reported to the HR Coordinator • Monitor all planned absences by way of the calendar / bulletin to ensure cover plans are proactively implemented • Maintain a system to equitably assign cover to Cover Assistants and internal teaching staff • Provide reports on cover allocation to Headteacher / SLT / Governors as required • Provide induction and support for external supply staff (including agency supply) in order to maintain the school's expected standards of cover and student behaviour and liaising with Senior Deputy Headteacher on quality assurance • Be the main point of contact for any problems that occur in relation to cover • Establish, in line with SLT, contingency plans for cover in case of emergencies, including industrial action, adverse weather conditions and transport strikes • Supervise the work of the cover assistants, deploying them to other administrative tasks within the school when not providing cover • Advise the Headteacher / SLT on matters relating to cover arrangements / issues • Liaise with HR Director where agency supply is required • Approve timesheets for supply staff and authorising agency invoices in a timely manner as and when required

- Administer room changes required by planned activities or cover changes, and notify the affected staff
- Co-ordinate with the Exams Office to provide suitable rooming arrangements for the provision of access arrangements
- Liaise with the HR Director on relevant sections of staff handbook / email instructions to staff regarding requests for cover and / or leave of absence policy updates
- Ensure that duty team leaders are aware of staff absence on their duty days

School Calendar and Room Bookings

- Responsible for the continuous updating of the school activities and events (eg trips, parents evenings, assemblies, CPD etc) on the school calendar master document, bulletin (outlook) and website.
- Ensure suitable rooms are booked for all activities and any necessary room changes made to avoid them being double booked.

General administration

- Provide general support with the school's MIS eg for the school census, or for other reports as required by the Senior Leadership Team
- Provide general administrative support in the main school office which may include, but will not be limited to sending Parentmails, assisting with attendance calling, creating relevant documents using Microsoft Office and/or Google packages, scanning / photocopying / filing / shredding
- Exam invigilation where required eg on admissions test days

First Aid

- Complete all First Aid training required by the school including regular updates
- Provide First Aid to students and / or staff as needed on a daily basis
- Keep the Lead First Aider updated on issues arising

Other

- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- Uphold the school's policy in respect of safeguarding.
- Perform any other duties, as may reasonably be required by the Headteacher, which are considered to be commensurate with the job purpose and grading of the post.

Person Specification

ESSENTIAL	DESIRABLE
QUALIFICATIONS	
Educated to A' Level / NVQ 3 or equivalent qualifications	NVQ 4 or degree level qualification
	First Aid at Work qualification
SKILLS/KNOWLEDGE AND EXPERIENCE	
Demonstrably excellent administrative and office skills	
Excellent knowledge of and experience in using Google and the full range of Microsoft Office tools (Word, Excel, PowerPoint, Outlook)	Effective and efficient in the use of Google docs / Google forms and Google sheets
Significant experience of using a Management Information System (MIS) for a wide range of tasks and activities	Experience of using Bromcom or other School MIS.
Excellent interpersonal skills showing sensitivity and tact in challenging situations	
Competent numeracy skills	
Excellent organisation skills	
Ability to prioritise tasks	
Ability to relate well to students	
Ability to work as part of a team, understanding your own role and responsibilities and those of others	
PERSONAL ATTRIBUTES	
Caring and committed to the needs to young people	
Motivated with the ability to work independently within recognised frameworks	
Resilient with the ability to work and remain calm under pressure	
Flexible approach to working practice in line with the needs of the school and students	
Reliable and punctual	
Pro-active in seeking own learning and development opportunities to enhance role	
SAFEGUARDING	
Understanding of and commitment to the school's policy on Safeguarding Children	Knowledge of up-to-date child protection practice and legislation

Why choose The Tiffin Girls' School?

Mrs Nimmi Dhillon

Cover Coordinator



“ I really do like working with people – dealing with the children, staff and visitors. It can be challenging but it’s rewarding as well. Especially interacting with the students, seeing them through a seven year cycle and beyond – sometimes you see them again and they remember you. Being a first aider too, I get to know them a bit more. I’m always willing to help. There was really a lot to learn when I started, not having worked in a school before. And every day is different, the role is very varied. I’ve had training in First Aid and recently in student wellbeing support, which I volunteered for. I went as a helper on a Duke of Edinburgh trip camping in the Peak District and I really did enjoy that. I can’t believe I’ve been here 14 years but it’s been 14 years of constant change. Every year has got better and better. My confidence has really grown since I started here. It’s the people – the pupils and the staff – who make it special here. ”

Mr Chris Cornwell

Physics Technician



“ I enjoy knowing my support to the teachers has contributed to the students’ understanding and enjoyment of science in a small way. I enjoy participating in lessons, as I’m asked to demonstrate the equipment sometimes. Also I get to go on the school trips, like the Science and Natural History museums. When I started 15 years ago I was really impressed with how supportive the school and fellow technicians were, and they still are. Being a technician is very rewarding and interesting, while also being convenient. I could drop my kids at school when they were younger, then pick them up and no additional childcare was needed. It made it a good choice to work in a school and it still stretches me. The curriculum changes quite regularly so you have to think of new ways of presenting the lessons. Every week is different, and I really enjoy the students’ enthusiasm and their reactions to the equipment I’ve set up. ”

Mrs Hannah Rogers

D&T Technician



“ I came from a textile design background and my degree was in textile design, so a bit different to what I do here. I used to design and also manage a studio in my textile life. After having my children, I felt I wanted something that would be giving back a bit more, and not so commercial. I can now give back some of the things I learned in that career. I hadn’t worked in DT before but when I read the advert I realised it could suit me quite well – and the advert said training would be provided. The highlight has been learning how to use the machines and even how to fix them. I’ve learned so much. If it was me of two years’ ago meeting me now, I would be amazed! The training has been brilliant, as has the general support from the department. It’s special because the staff and pupils are just lovely. I’d never worked with teenagers before and I was a bit worried about that, but I wish I’d known how polite willing to learn they are. ”

Benefits of working at Tiffin Girls'

All of our non-teaching staff enjoy a range of benefits:

- Free tea and coffee in the staffroom – available all day
- Free on-site parking
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- An Employee Assistance Programme including free at the point of use counselling
- Cycle to Work Scheme (salary sacrifice)
- Enhanced Family and Parental Leave and consideration given to flexible working where possible
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social events throughout the year
- Membership of the Local Government Pension Scheme (either through auto-enrolment or opting in to the scheme, depending on earnings) – *the school currently contributes 21.8% of employee salary*

The Tiffin Girls' School
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