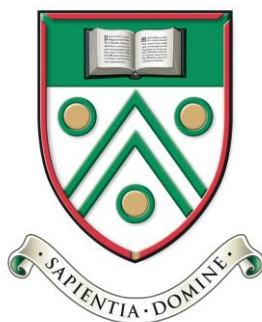


# Langley Grammar School



## Cover Administrator

**Required for October 2021**

### *Application information*



Langley Grammar School  
Reddington Drive  
Langley  
Berkshire  
SL3 7Q

01753 598300

[school@lgs.slough.sch.uk](mailto:school@lgs.slough.sch.uk)

[www.lgs.slough.sch.uk](http://www.lgs.slough.sch.uk)

## From the Headteacher

September 2021



Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of Cover Administrator.

I hope this application information will help you to decide whether this would be the appropriate next step for you in your career.

This is a very successful school. Our academic results demonstrate the commitment and ability of our students, and we believe that we provide a supportive and secure environment that allows them to flourish. We have a very committed and well-qualified body of staff who are innovative, enthusiastic and loyal to the school and its ethos; it is a special place in which to work.

Over the last few years we have combined our selective status with an increasing involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and designation as a National Teaching School and National Support School have given us the opportunity to develop these relationships further and to have a significant impact on the educational provision in the area.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely

*JD Constable*

John Constable

Headteacher



## The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are approximately 1220 students on roll, of whom around 340 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. Our aim is to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. Great emphasis is placed upon participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from 60-70 different primary schools. Slough Local Authority supported the expansion of the school from 5 to 6 forms of entry from September 2017 as part of the strategy to deal with rising pupil numbers in the local area; this expansion has now reached Year 10. Most Year 11 students stay on to the Sixth Form, where we also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16 acre site in Langley close to the M4 and M40 and has good rail links into London. The site has benefitted from a substantial building programme in recent years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 200-seat lecture theatre. We are part of the Government's Priority Schools Building Programme through which our original '1956' school buildings are being replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This £18 million building programme is on track for due for completion in summer 2021.

We have been a lead school in the Slough Teaching School Alliance since 2013, with a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. From September 2021 we have been designated as one of the DfE's new Teaching School Hubs, serving schools across Berkshire. A number of staff are designated as Lead Practitioners or Specialist Leaders of Education. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools network SSAT have designated several aspects of our practice as 'transforming' in their Framework for Exceptional Education.

The school was last inspected in March 2007, when it was judged to be outstanding in all categories, and as such has until recently been exempt from routine inspection.

## Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process.

Around 50% of our students come from the borough of Slough, and reflect the diverse local community. The remainder come from a wider geographical area including a number of West London boroughs. We have refocused our admissions criteria in recent years to give greater priority to local children.

Over 90% of students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well ordered and respectful community; students are polite, courteous and well-motivated. They are also high-achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination results are consistently excellent. A-level outcomes at Grades A\*, A or B average around 70% or more with an overall ALPS score of 3. The proportion of GCSE entries awarded Grades 9-7 has been consistently above 60% with Progress 8 score 'well above average'.

## Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There is a comprehensive programme of professional development. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere.



## Curriculum and student support

All students entering Year 7 study a wide range of subjects including: English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme of study is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics

The great majority of students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

## Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

**We encourage** our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

**We support** our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

**We help** our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

### We seek to develop young people who are...



#### ***Confident and well-rounded***

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



#### ***Independent and creative***

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



#### ***Responsible and caring***

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.



## External recognition

Langley Grammar School was last inspected by Ofsted in 2007 and was judged to be 'Outstanding' in all categories. As such the school has been exempt from routine inspection.

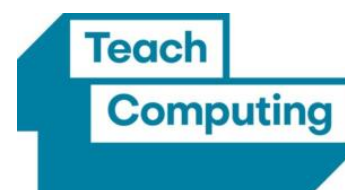
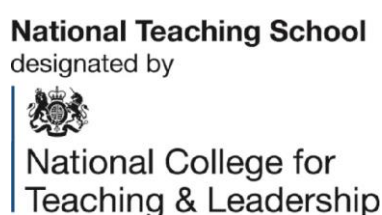
As a member of the SSAT network, and designated as a Leading Edge school we have used the Framework for Exceptional Education to inform the development of our practice.



We have been judged as having 'transforming practice' in six of the framework strands:



Our role as a centre of excellence for the professional development of teachers has been recognised through our system leadership roles:



From September 2021 we have been designated as one of the DfE's new Teaching School Hubs, responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.

Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools



We also have a commitment to an international outlook and to developing arts subjects in school.



## Background to the vacancy

### Details of vacancy – Cover Administrator

The vacancy arises due to the retirement of the postholder after a significant number of years of service to the school.

The key aspects of the role are to:

- The successful candidate will have excellent organisational skills and the ability to work under pressure to ensure absence and cover is managed efficiently
- Provide an efficient, professional and responsive administrative service.
- Ensure that the team of Cover Supervisors is working to the best of their abilities to ensure an orderly and purposeful environment is created, where students can complete the work set.
- The role would also include providing administrative support Where required by the school

This is a term-time only role. It requires someone who pays attention to detail, has energy, enthusiasm, has a calm manner and the ability to prioritise. S/he will be approachable, have strong people skills and a 'can do' attitude. The successful candidate will have a high level of literacy skills, preferably to A Level standard. Experience of using software including Microsoft Office Outlook, Word and Excel to a high standard is essential, and well-developed skills in other packages would be an advantage.

The successful candidate will join a team of dedicated administrative staff within a friendly and supportive school community. The job description included in this pack sets out the responsibilities of the role as it is currently proposed. Depending on the successful candidate's background, experience and interests there may be scope to further develop the role.

## Job description – Cover Administrator

<b>Job title</b>	<b>Cover Administrator</b>
<b>Salary range</b>	NJC Scale 6. Full time annual salary £25,934 - £27,993 (£21635 - £23353, pro rata according to proportion of full-time equivalent worked).
<b>Line management</b>	The Cover Administrator reports directly to the Deputy Headteacher.
<b>Hours of work</b>	Working hours will be agreed with the successful applicant. A full time role would total 37 hours per week, Monday to Friday, term-time only
<b>Purpose of the role</b>	
<p>The purpose and scope of the role is to:</p> <ul style="list-style-type: none"> <li>• Arrange daily cover with your team, as well as cover classes personally, in order to create an orderly and purposeful environment where students can complete the work set.</li> <li>• In addition, when not required for cover or cover administration, you will have other administration responsibilities across the school.</li> </ul>	
<b>Operational responsibilities</b>	
<p><b>General responsibilities</b></p> <ol style="list-style-type: none"> <li>Arrange daily cover for absentee teaching staff.</li> <li>Liaise with the teacher or Subject Leader as appropriate so that the requirements of the work set for classes are fully understood.</li> <li>Proactively support students with the organisation of the work, materials and resources provided.</li> <li>Implement the school's behaviour policy, including the issuing of rewards and sanctions, to ensure a constructive learning environment, reporting any unacceptable behaviour or concerns to the appropriate member of staff.</li> <li>Complete attendance registers and other documentation as required for each class supervised.</li> <li>Supervise registration periods as required to cover the absence of a form tutor, completing required attendance registers.</li> <li>Assist in supervising students on educational visits and in-school activities as required</li> <li>Provide classroom support or undertake other appropriate supervision if not needed for direct cover.</li> <li>Undertake any other administrative tasks as reasonably instructed by the Business Manager.</li> <li>Attend relevant meetings and training sessions.</li> <li>Organise and prioritise own workload on a daily basis, using own initiative with minimum direct supervision.</li> <li>Cover for absent colleagues in the general office as necessary.</li> <li>Participate in the school's arrangements for performance management of support staff.</li> </ol> <p>The duties above are neither exclusive nor exhaustive and the post holder may be required by the Deputy Headteacher to carry out other appropriate duties within the context of the job, skills and grade.</p>	



## Person Specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Qualifications, skills and attributes	Essential	Desirable
Studied to a minimum standard of GCSE (grade A*–C) or equivalent, in English and mathematics.	✓	
Relevant further or higher education qualifications.		✓
Experience of working with children/young people in a learning environment and in a supervisory capacity.	✓	
Experience of working in a school or college environment		✓
Ability to build and form good relationships with students and colleagues.	✓	
Ability to relate well to and motivate children/young people.	✓	
Ability to lead and work constructively as part of a team	✓	
Good standard of verbal and written communication skills	✓	
Ability to learn and use a range of strategies to deal with classroom management and individual student behaviour	✓	
Good standard of numeracy and literacy skills.	✓	
Competent use of ICT software and equipment.	✓	
Working knowledge and experience of national requirements regarding curriculum and relevant learning programmes.		✓
Good understanding of child development and learning processes.		✓
Working knowledge of relevant educational policies, procedures, codes of practice and legislation.		✓
Commitment to the highest standards of child protection and safeguarding.	✓	
Initiative and ability to prioritise own work.	✓	
Able to follow direction and work in collaboration with line manager.	✓	
Able to work flexibly to meet deadlines and respond to unplanned situations.	✓	
Efficient and meticulous in organisation.	✓	
Ability and desire to enhance and develop skills and knowledge through self-evaluation, learning from others and formal CPD.	✓	
Commitment to the school's ethos and aims.	✓	

**Safeguarding**

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

**Equal Opportunities**

Langley Grammar School will not discriminate directly or indirectly through applying conditions or requirements which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

**Disability Statement**

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.

## Application process

### How to apply

Please complete the Langley Grammar School application form; this should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

The School's application form must be completed in full. **CVs on their own are not accepted.**

**Completed applications** should be addressed to:-

**Mr Gary Botha, School Business Manager**  
**Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS**

Applications should be returned by email to [garybotha@lgs.slough.sch.uk](mailto:garybotha@lgs.slough.sch.uk)

**Deadlines for application:** **Monday 04 October 2021 at 12.00 noon.**

### References

Please note that in line with safer recruitment practice for schools we will take up references **at the point of shortlisting** for interview. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.