



**Application Pack for the position of  
Cover Supervisor**

Glenthorne High School  
Required: September 2023

[www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)

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## JOB DESCRIPTION

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<b>POST TITLE:</b>	Cover Supervisor
<b>SALARY:</b>	Grade 3 / 4
<b>HOURS:</b>	70 hours per fortnight Week A: 8.15am – 4.15pm Monday to Friday, Week B: 8.15am – 4.15pm Monday, Tuesday, Thursday & Friday, 8.15am – 2.15pm Wednesday
<b>CONTRACT:</b>	Permanent
<b>REPORTING:</b>	Deputy Headteacher

### MAIN DUTIES/RESPONSIBILITIES

#### Key Responsibilities

- To supervise whole classes during the short-term absence of teachers.
- To give instructions for the lesson as provided by a teacher. The primary focus of the role is to maintain good order and to keep pupils on task.
- To respond to general questions and provide general feedback to teachers. There is no requirement to undertake 'specified work'.
- Cover Supervisors are not subject to a 'system of supervision' other than the general supervision applicable to all staff and act under the professional direction of teachers.
- To carry out administrative tasks as detailed below.
- To undertake supervision of afterschool Homework clubs.
- Update sixth form display boards.

#### Specific Duties

##### Support for Pupils

- To supervise pupils engaged in learning activities.
- To act as a role model and set high expectations of conduct and behaviour.
- To promote the inclusion and acceptance of all pupils within the classroom.
- To support pupils consistently whilst recognising and responding to their individual needs.
- To keep pupils on task and respond to general queries.

##### Support for Teachers

- To provide objective and accurate feedback to the teacher on the conduct of the lesson.
- To keep appropriate records as agreed with the teacher.
- To 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.
- To administer and assess routine tests and invigilate exams/tests.
- To provide general clerical/admin support eg administer coursework, produce worksheets for agreed activities etc.
- To provide TA support as requested.

### **Support for the Curriculum**

- To support the use of ICT where appropriate.
- To make appropriate use of equipment and resources.

### **Support for the School**

- Take instructions from senior members of staff as required.
- Carry out other duties of a similar nature from time to time as maybe required by the Headteacher.
- Adhere to school policies and procedures to ensure the safety, welfare and discipline of pupils.
- To be responsible for promoting and safeguarding the welfare of pupils with whom you come into contact.
- To be aware of and comply with, policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To participate in training and other learning activities as required.
- To attend and participate in regular meetings.
- To respect confidentiality at all times.
- To carry out any such comparable duties as may be required by the school.

### **Administrative Duties**

- To carry out administrative duties, as directed by the Headteacher, when not covering classes.



## PERSON SPECIFICATION

### Cover Supervisor

		Essential	Desirable
1.	Educated to GCSE level (or equivalent) with 5 GCSEs including English and Maths.	✓	
2.	Educated to A level or higher		✓
3.	Good literacy and numeracy skills to NVQ Level 2.	✓	
4.	Ability to apply school behaviour management policies and strategies in order	✓	
5.	Good ICT skills including Microsoft packages.	✓	
6.	Ability to encourage pupils to learn using pre-set material.	✓	
7.	Ability to gain the respect of pupils through a manner of confidence and authority.	✓	
8.	Ability and willingness to undertake a variety of related duties, including exam invigilation.	✓	
9.	Ability to work under the direction of different people and as part of a term.	✓	
10.	Ability to maintain calmness whilst working under pressure.	✓	
11.	Presentation of an appropriate professional image in order to adhere to the school's Dress Code for staff.	✓	
12.	Ability to foster good working relationships with staff and pupils at all levels.	✓	
13.	Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.	✓	
14.	Ability to be confidential and appreciation of the issues surrounding confidentiality.	✓	
15.	Commitment to equal opportunities.	✓	
16.	Willingness to participate in, and show commitment to, own continuing professional development.	✓	
17.	Experience of working in a support capacity in a school with pupils of second-		✓

The Willow Learning Trust is an equal opportunities employer and welcomes applications from all the sectors of the community. We are committed to protecting our pupils and staff and therefore have a rigorous recruitment process which include assessing candidates suitability to work with children. Candidates will be shortlisted against the above essential criteria assessable from application forms. Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.

## INFORMATION FOR APPLICANTS



## INFORMATION FOR APPLICANTS

Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton. In July 2017 we became part of the Willow Learning Trust with two local primary schools: Aragon and Abbey.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of two new science classrooms, a state-of-the-art Library and we are soon to add a new 6th form facility, due to be complete Summer 2023.

We were inspected by OFSTED in November 2021 and were judged good with outstanding in Behaviour and Sixth-form provision. Inspectors recognised 'pupils are happy and safe and behave exceptionally well'. Relationships between staff and pupils are excellent. Also recognising Leaders and staff high expectations of pupils and that pupils do well in their subjects and are focused on doing their best.

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2021. The SCITT comprises of over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more [able](#) pupils. In 2020 the school featured in the highly acclaimed and award-winning Channel 4 documentary, 'The school that tried to end racism', which gives you a flavour of the work the school is undertaking. Professional development is encouraged at all levels of the school and is supported by performance management.

We value professional development and there are opportunities to develop subject, pastoral, and management skills.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE & A level results stand at:

- 44% of entries obtained A\*/A grades or 9-7 grades
- 91% of pupils gained at least a standard pass in English and Maths
- 82% of pupils gained at least a strong pass in English and Maths
- 93% of pupils achieved at least a standard pass in English Language or Literature.
- 88% of pupils achieved at least a strong pass in English Language or Literature.
- 93% of pupils achieved at least a standard pass in Maths.
- 86% of pupils achieved at least a strong pass in Maths.
- 55% of pupils achieved the E-Bacc with a standard pass.
- A Level results at 100% with 98% A\*-C grades.

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "Starlight Express", "Annie", "Bugsy Malone", "Billy Elliot", "We Will Rock You", "Mary Poppins" and "Oklahoma" in 2022. All involved over 100 pupils and proved to be huge successes.



Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y7/8 & 9) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. All pupils and staff are all allocated to one of four Houses: Rollason, Seacole, Turing and Morris, providing opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

We also offer the cycle to work scheme to all staff, on site parking and generous pension scheme.



Willow Learning Trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. The Trust works hard to provide a working environment and management practices which balance the drive for high standards and expectation with the need to promote employee wellbeing and good health.

Please note the Trust is committed to promoting and safeguarding the welfare of all our children and staff. As such, all posts are subject to an enhanced DBS disclosure and pre-employment checks.

For further information about the school, please visit our website at [www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)

## GUIDANCE TO APPLICANTS

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Please read these carefully before making your application.

### **THE APPLICATION FORM**

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

### **PERSONAL DETAILS**

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

### **CAREER HISTORY**

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

### **EDUCATION, QUALIFICATIONS, TRAINING**

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

### **STATEMENT OF SUITABILITY**

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

### **PRE-EMPLOYMENT CHECKS**

If you are offered the post, the offer will be made subject to receipt of satisfactory references, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you.

We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances,



you may be asked to go for a medical examination.

You will also be asked to supply evidence of any qualifications that are required.

All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

#### **RELATIONSHIPS**

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

#### **INTERVIEWS**

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview.

Prior to interview you will be asked to complete a Criminal Records Self Declaration, any issues of concern arising from a reference and/or Self Declaration will be explored during the interview process. At interview you will also be asked questions related to your Personal Statement, safeguarding and promoting the welfare of children.

#### **COMPLAINTS**

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

## DATES FOR YOUR DIARY

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The deadline for applications is **10 am, Monday 19th June 2023**

**JOINING DATE:** As soon as possible

