



Cover Supervisor

Grade 5, Level 1-4 (£19,138 to £20,564 per annum)
reduced pro rata

Permanent —37 hours per week, term time only

Applications to be received by 12 midnight

- Thursday 14th February 2019

*‘Working together to achieve
success’*

www.josephrowntreeschool.co.uk

joseph.rowntree@york.gov.uk



The
**Joseph Rowntree
School**

the right school to grow in



"He who is not courageous enough to take risks will accomplish nothing in life."



"I just wish the world was twice as big and half of it was still unexplored."



"One child, one teacher, one book, one pen can change the world."



"It is our choices that show what we truly are, far more than our abilities."

*'Working together to achieve
success'*

Dear Prospective Applicant

Welcome to The Joseph Rowntree School. Please read the information about the school contained in this letter prior to completing your application.

GENERAL INFORMATION

The Joseph Rowntree School is an oversubscribed 11-18 mixed comprehensive of 1,268 students including 179 in the Sixth Form. It is situated to the north of the attractive and historic city of York, in the village of New Earswick. It is 500 metres from the outer ring-road (A1237) and is easily accessible from the towns and villages of the Vale of York, or the cities of Leeds and Hull.

In 2018 we achieved the best ever set of GCSE results in terms of progress measures for our students: Our provisional P8 score was +0.19. Students achieved very highly in English, Maths, the "Humanities" area and especially in the new Science GCSEs. The positive Progress 8 score is a real reflection of the hard work of students, staff and parents to achieve these outcomes for all abilities of learners. We were also delighted with the large number of students gaining 9 and A* grades, with over 20% of all grades being 8/9/A/A*. This success is also reflected in a very successful set of results at AS and A Level, where again, as well as many notable stories of individual success, our progress measures place us as a very high performing Sixth Form. We are delighted with this well-deserved success for our students, and are determined to build on this and continue to improve the learning experience for students at The Joseph Rowntree School. We are not a complacent school and recognise there are further improvements that can be made and we need to replicate the successes in all subject areas and with all groups of students.

ORIGINS

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

GROUND AND BUILDINGS

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities, including a 3D Lecture Theatre.

THE EDUCATIONAL CONTEXT

The school is part of the City of York Council's education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools. There is a school wide broadband network extending into all classrooms.

OUR STUDENTS

The students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 8% of students receive free school meals and there are 111 on the SEN register, 28 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hard working and well motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

/cont'd...

OUR STAFF

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of age, experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Everyone works very hard and there is a genuine concern to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school. We have a Learning Team which supports colleagues in their CPD and professional development.

ORGANISATION

There is a simple academic structure based on departments. Guidance and welfare is based on a House system with a Sixth Form. There is a great emphasis placed on teamwork and collaborative working. Leaders at all levels are expected to provide leadership and support to their teams. There is a supportive Governing Body composed of a range of talented people. As Headteacher I am a great believer in openness, consultation and collaboration with colleagues. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads, three Associate Assistant Heads and a School Business Manager.

CURRICULUM

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. A strong emphasis is placed on assessment and the tracking of students against 4 Levels progress from KS2 to KS4 or ALPS targets in KS5. We currently have Gold ArtsMark status that demonstrates our commitment to providing opportunities in Art and the Performing Arts subjects. All subjects continue to be equally valued, notwithstanding the particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have developed an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible in order to match their needs.

IN CONCLUSION

The Joseph Rowntree School is a hard working community with a high level of cohesion and mutual support. It is a civilised school with high expectations of work and behaviour. The students are treated with respect and care, and are expected to do the same in return. Relationships are good.

We always seek to appoint staff with intelligence, enthusiasm, and a willingness to be committed to the students' education. You should like and understand children, but be prepared to demand high standards from them.

Please note that this is a totally no smoking school, which is committed to equal opportunities and investing in its staff.

APPLICATION INFORMATION

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. We can accept application forms electronically so please email your application once completed to:- tb@josephrowntree.york.sch.uk.

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Our policy in relation to expenses when attending an interview is that the school will not reimburse any costs incurred.

Further information about the school is available on our website at www.josephrowntree.co.uk

Thank you for the interest you have shown in The Joseph Rowntree School.

Lynne Hardcastle

Headteacher

IMPORTANT INFORMATION

Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates.**

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

/cont'd...

Induction and Continuous Professional Development

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

School Policies

All school policies are available on our website or upon written request.

JOB DESCRIPTION

DIRECTORATE: Learning, Culture and Children's Services

DEPARTMENT:
Schools

JOB TITLE: Cover Supervisor

POST NUMBER:

REPORTS TO (Job Title):
Lead Cover Supervisor or Relevant member of the School Leadership team

Current Grade

5

JE REF: 2071

Panel Date

100709

1. MAIN PURPOSE OF JOB

The central focus of the Cover Supervisor's role is taking responsibility for the learning, behaviour and progress of classes during the absence of the designated teacher. At the heart of the role is creating the conditions for effective pupil learning, through positive classroom management, delivery, relationships with pupils and organisation, and through care for pupils including responsibility for their behaviour and safety. Ensuring that pupils can learn from activities planned by teachers for lessons.

2. CORE RESPONSIBILITIES, TASKS & DUTIES:

- | | |
|-----|--|
| i | Pro-active classroom management in accordance with school expectations and policy; |
| ii | effective leadership and delivery including introducing material pro-actively, chunking the lesson as appropriate, and ensuring an appropriate plenary; |
| iii | ensuring order, security, on-task-ness and learning; consistent, firm, positive pupil management in accordance with school expectations and policy, including following up any disciplinary issues and if necessary detaining pupils; |
| iv | invigilating tests, assessment and exams, ensuring compliance with exam board regulations; attending staff meetings, participating in other briefings and meetings in designated time as required, attending relevant twilight training sessions as appropriate, and undergoing on-going training, assessment and the monitoring of performance as required; |

	v	maintaining a pack of basic materials and a stock of back-up activities for emergencies;
	vi	liaising with colleagues as appropriate before and after the lesson regarding lesson content and/or pupils whose learning or conduct give cause for concern; taking a leadership role in liaising with faculty and subject leaders to resolve issues relating to the successful delivery of lessons in the absence of the normal member of staff;
	vii	monitoring and responding to pupil learning and behaviour at all times by making adjustments to delivery, pupil management and/or learning activities; ensuring differentiated delivery and learning based on knowledge and understanding of pupils and their learning; undertaking with success the cover supervision of the most challenging classes in the school;
	viii	being available in emergencies to cover lessons when timetabled for other duties, and, during both cover and non-cover timetabled time, undertaking other duties and responsibilities as required commensurate with the grading of the post;
	ix	contribute to the overall ethos, work and aims of the school.
3.	SUPERVISION / MANAGEMENT OF PEOPLE No supervision of other staff although may need to work with other adults allocated to the class.	
4.	CREATIVITY & INNOVATION <ul style="list-style-type: none"> It is essential for the post holder to have flexibility and resourcefulness to ensure the successful delivery of a cover lesson. The post holder will monitor and respond to pupil learning and behaviour at all times by making adjustments to delivery, pupil management and/or learning activities. Communicates effectively with teachers and other professionals whenever the need arises. The post holder needs to be creative with the delivery of lessons and ensure this is based on the knowledge and understanding of pupils and their learning. May be asked to participate in the design of classroom activities. 	

5.	<p>CONTACTS & RELATIONSHIPS</p> <p>Internal - The postholder will work closely with Teaching and support Staff within the school - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required. Contributes to the professional development of colleagues. Works in collaboration with other support staff - daily.</p> <p>External - May be required to provide information about pupils' progress, strategies and issues e.g. therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents and recommends strategies/courses of action as required.</p>				
6.	<p>DECISIONS – discretion & consequences</p> <p>The post holder recognises when it is necessary to implement de-escalation strategies to minimise the risk of pupils' behaviour becoming disruptive or dangerous.</p> <p>The post holder takes action to meet pupils' needs and has the ability to make adjustments to planned learning activities as required.</p> <p>The post holder responds to incidents appropriately.</p> <p>The post holder needs to make decisions regarding the delivery of learning, poor decisions may lead to lower pupil learning, and/or to pupil misbehaviour, the consequences of which it then falls to other staff to rectify.</p>				
7.	<p>RESOURCES – financial & equipment</p> <p><i>(Not budget, and not including desktop equipment.)</i></p> <table data-bbox="279 1339 1417 1462"> <thead> <tr> <th data-bbox="279 1339 997 1377"><u>Description</u></th><th data-bbox="997 1339 1417 1377"><u>Value</u></th></tr> </thead> <tbody> <tr> <td data-bbox="279 1406 997 1462">None</td><td data-bbox="997 1406 1417 1462"></td></tr> </tbody> </table>	<u>Description</u>	<u>Value</u>	None	
<u>Description</u>	<u>Value</u>				
None					
8.	<p>WORK ENVIRONMENT—work demands, physical demands, working conditions and work context</p> <p>Work Demands Need to implement in lessons activities as planned by the teacher. Work may be subject to changes and interruptions.</p> <p>Physical Demands Mainly classroom based, but may have sustained periods of physical activity involving bending, crouching, lifting, walking and running.</p> <p>Working Conditions Majority of work takes place in classroom environment.</p> <p>Working Context Risk of verbal abuse and physical harm from a minority of pupils who behave aggressively.</p>				

9.	<p>KNOWLEDGE AND SKILLS</p> <ul style="list-style-type: none"> • Ability to manage whole school class situations. • Knowledge of school systems and expectations. • Ability to manage positive relationships with pupils. • Excellent communication skills. • Excellent interpersonal skills. • Time management and organisational skills. • Literacy and numeracy skills. • Team player. • ICT capability—to produce appropriate resources. • Knowledge of normal child development and children’s personal development needs. • Knowledge of strategies which promote good behaviour and discipline. • Knowledge of developmental progression in the emotional curriculum. • Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures. • Experience of working in multi-disciplinary teams. • Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.
10.	<p>Position of Job in Organisation Structure</p> <pre> graph TD A[Job reports to: Cover Manager] --- B[] B --- C[THIS JOB: Cover Supervisor] B --- D[Other jobs at this level:] C --- E[Jobs reporting up to this one: None] </pre>

THE JOSEPH ROWNTREE SCHOOL



SCHOOL ETHOS AND VALUES

- Excellence in everything that we do.
- The best possible outcomes for all of our learners – maximising potential.
- Respect for all individuals within and beyond our school.
- Outstanding teaching that inspires a love of learning within and outside the classroom.
- The importance of preparing our students to make an active contribution to the wider world.
- Kind and considerate Behaviour for Learning.
- Being creative and nurturing talent in all of its different forms.
- Being resilient, having self belief and working hard to achieve your goals in life.