



# Cover Supervisor

**36 hours per week, Term time only**

**Salary Negotiable**



**BLenheim HIGH SCHOOL**  
LONGMEAD ROAD, EPSOM, SURREY, KT19 9BH  
[www.blenheim.surrey.sch.uk](http://www.blenheim.surrey.sch.uk)

# BACKGROUND INFORMATION

**Blenheim is Surrey's most improved Secondary School (DfE 16.10.18) after a record breaking set of GCSE results in 2018.**

Blenheim is a dynamic, exciting and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of approximately 1275 students on roll including 200 in the Sixth Form. Blenheim is a mixed comprehensive and our reputation in the community is excellent and as a result the school is very popular. The intake comprises of students from all surrounding areas and ability levels are favourable.

The school has been under new leadership since April 2017 and a number of comprehensive measures have been put in place, designed to improve the consistency of teaching, the quality of assessments and the impact of feedback, so that all students make good or better progress.

The ethos of Blenheim now revolves around a growth mindset where all members of the school community are actively encouraged to develop the characteristics of hard work, resilience, innovation and improvement. 2017 – 18 saw much change including the implementation of a new permanent Wider Leadership Team, an extended day, a comprehensive Easter Revision programme with appropriate staff remuneration and improved whole school consistency.

Several major changes were introduced with effect from September 2018. These included:

- The recruitment of a number of high quality middle managers and teachers.
- A six period school day.
- A fortnight October half term & seven week Summer holiday.
- A three year Key Stage 4.
- A Chelsea Girls' Sixth Form Football Academy.
- An alternative pathway for our less academic Key Stage 4 learners providing access to high quality local vocational provision.

In a short amount of time, many issues have been addressed and, according to our visitors, Blenheim now feels like a 'good school'. Of course, we want to continue to be better and as Headteacher I have made a long term commitment to Blenheim.

Blenheim converted to Academy Status in March 2012 and we have developed many community and primary school links. We are a well-resourced school and are fortunate to have outstanding facilities including our own grounds, grass football and rugby pitches and an artificial pitch. We are not part of a Multi Academy Trust, although we continue to investigate this. However, with a significant capital reserve, from which we have complete autonomy to invest, we are genuinely in charge of our own destiny. Together with a very supportive governing body this has meant we have been able to 'move quickly' and invest significantly in several areas, not least in the appointment of high quality teachers and site infrastructure. Our buildings are modern and have just received an internal £150,000 face lift. Visitors now comment on the calm, purposeful learning environment that pervades. A recent peer review from the Sutton Alliance cited significant improvements and few development areas.

We have an iPad for learning scheme under which all students have access to an iPad with the overwhelming majority having their own personal device and, naturally, teaching staff need to be willing to engage with new technologies.

### **Blenheim GCSE Results 2018 - Attainment**

2018 saw a significant increase in Blenheim's GCSE results. A combination of well researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well timed interventions and consistent monitoring of student performance led to increases in almost all areas of GCSE performance. This improved performance compares favourably with both Blenheim's 2017 GCSE results and 2018 National GCSE results.

In 2017, apart from Maths and English, grades were attributed A\* - G grades with A\* - C being considered 'higher' grades or passes. In 2018 all subjects (bar a minority) were attributed 9 – 1 grades with 9 – 4 being considered 'higher' grades or passes.

#### **Maths and English**

	<b>Blenheim 2018</b>	<b>National Average 2018</b>
5 + 9 – 4 or A*- C incl. Maths & English	64%	58%
Maths 9 - 4	74%	60%
English Language 9 - 4	72%	62%
English Literature 9 - 4	78%	73%

#### **9 – 7 and 9 – 4 Grades**

	<b>Blenheim 2018</b>	<b>National Average 2018</b>
9 – 7 grades	27%	20%
9 – 4 grades	76%	67%

#### **English Baccalaureate Subject outcomes**

<b>% of students achieving:</b>	<b>Blenheim 2018</b>	<b>Blenheim 2017</b>
English 9 – 5	66%	65%
Maths 9 – 5	51%	39%
English 9 – 4	75%	70%
Maths 9 - 4	74%	68%
The English Baccalaureate pass	23%	18%
Combined Science (Double Science)	66%	45%
Biology 9 - 4 or A*- C	96%	88%
Chemistry 9 - 4 or A*- C	92%	82%
Physics 9 - 4 or A*- C	92%	84%
Geography 9 - 4 or A*- C	68%	61%
History 9 - 4 or A*- C	62%	65%
French 9 - 4 or A*- C	82%	74%
German 9 - 4 or A*- C	68%	56%
Spanish 9 - 4 or A*- C	75%	75%
Computing 9 - 4 or A*- C	81%	35%

#### **Individual performances**

	<b>Blenheim 2018</b>
Average grades of 7 or higher	32 students
Average grades of 8 or higher	18 students

### **Blenheim GCSE Results 2018 – Progress (value added)**

Blenheim students made significantly more progress in 2018 than 2017 (Alps, 2018). The English Baccalaureate subjects saw significant change with all subjects substantively improving, resulting in a Progress 8 score of +0.22 (DfE 16.10.18) in 2018 compared to an equivalent score of -0.12 in 2017. Blenheim is Surrey's most improved school for 2017/18.

<b>Progress made by students</b>
Progress in the top 25% nationally
Progress in the middle 50% nationally
Progress in the bottom 25% nationally

<b>GCSE Results 2018</b>	<b>GCSE Results 2017</b>
<b>Subject</b>	<b>Subject</b>
German	Drama
Dance	DT Food
Spanish	DT Graphics
Music	DT Res Mats
Health & Social	Leisure & Tourism
Combined Science	Art
DT Graphics	DT Textiles
Leisure & Tourism	German
History	Dance
French	English Language
Geography	English Literature
Computing	History
Religious Studies	Sociology
Drama	Spanish
English Language	Biology
English Literature	French
Biology	Geography
PE	ICT
Chemistry	Music
Maths	PE
DT Res Mats	Chemistry
Art	Health & Social
DT Textiles	Child Dev.
Sociology	Maths
ICT	Physics
Child Dev.	Science Additional and Core
Physics	Business
Business	Computing
	Religious Studies
	Economics





# Job Profile

## The aim

The key aim of the role is to facilitate cover for the planned and unplanned absence of teachers. The Cover Supervisor will be required to manage groups of around 30 students independently and to appropriately deliver the work set to a high standard, answering any questions to the best of their ability that students may have surrounding the tasks set and managing behaviour for learning. The role is an excellent opportunity for candidates to develop classroom pedagogy with a view to training as a teacher should they wish to. In this respect, Blenheim welcomes applications to enable and support applications into teaching training provision.

## Accountable to:

- Deputy Headteacher - Curriculum

## Supporting roles

- The school secretariat, teaching staff and other Blenheim colleagues

## Key Responsibilities:

- Deliver lessons where the normal cover has been left, to a high standard with limited preparation time and on occasion at short notice.
- Provide students with a positive climate for learning, using the school's behaviour policies consistently and fairly where necessary to effectively manage the behaviour of students.
- To provide students with the necessary resources for their learning in liaison with class teachers, and Heads of Subject.
- To register and record student attendance in lessons with school systems – Sims and PARs
- To answer students' questions regarding the instructions left by the subject teacher.

- Respond to any questions from students about process and procedures.
- To ensure classes enter and exit classrooms and teaching spaces in an orderly fashion.
- To ensure a calm and purposeful atmosphere for working during the lesson.
- To engage all students in the pre-set activities.
- To follow School systems and procedures on the management of behaviour.
- To undertake appropriate specified tasks in the lesson under the direction of a teacher.
- To ensure classrooms are left tidy and ready for the next lesson after dismissing the class.
- To build and maintain supportive relationships with students, treating all individuals consistently and with respect and consideration.
- To encourage acceptance and inclusion of all students.
- To report to the Deputy Headteacher at the start and end of each day.
- To liaise with Department or Subject heads or a representative to answer questions about work set by the subject teacher when appropriate.
- To report back to Department or subject heads and teachers on the lesson covered and any issues related to cover work.
- To carry out administrative tasks associated with all the above duties.
- To attend staff briefings (Mondays) and meetings to keep up to date on issues related to students and cover.
- To undertake professional development as appropriate, including the training days and evenings.
- To contribute to the overall ethos of the School.
- To be aware of and adhere to applicable rules, regulations, legislations and procedures including the School's Equal Opportunities Policy, national legislation [including Health and safety, Data Protection].
- Deal with any immediate problems or emergencies according to the school's policies and procedures.
- Report, as appropriate using the school's agreed referral procedures, on the behaviour of students during the class and on any problems arising.
- To undertake INSET and training relevant to the role
- On occasions when cover is not needed, the Cover Supervisors may also be required to carry out the following agreed tasks:
  - Carry out suitable administrative tasks
  - Help with the supervision of First Aid at front office (as agreed)
  - Support identified SEN students in lessons
- Any other duties commensurate with the post.

### **Safeguarding**

- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.

### **Person Specification**

- Experience in a similar role may be considered advantageous
- Have experience of working with students with differing needs.
- Have a passion for motivating students to improve outcomes.
- Have a flexible, aspiration and enthusiastic attitude.

- Be reflective and have a desire to work effectively in partnership with students.
- Have a desire to set high expectations, embrace change and challenge and support all members of the team.
- Experience of working with children of the relevant age.
- Numeracy and literacy skills equivalent to NVQ Level 2 or GCSE Grade C in Maths and English.
- Understanding of the curricular requirements of the school, these to include statutory requirements.
- Competence in the use of ICT to support teaching and learning.
- Ability to work with a minimum of supervision and within a team.
- Ability to manage students in a classroom setting, using approaches which are appropriate to students' needs in order to involve and motivate them; including a good understanding of SEN characteristics.
- Communicate confidently and effectively with students and other members of staff.
- Have high expectations of behaviour, following established frameworks for discipline which include a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Maintain good relationships with students, exercising appropriate authority and act decisively when necessary.
- To manage classes effectively, Friendly, polite and courteous manner in dealing with people at all levels in the organisation
- Able to maintain confidentiality at all times.

## **General**

- A genuine interest and enjoyment in working with educators, schools and learning.
- A willingness to embrace a growth mind set.
- A motivated individual who can inspire.
- The ability to 'absorb' the challenges of the day and still maintain high standards of professionalism.
- A team player putting students first and working with colleagues efficiently and effectively; recognising the 'greater good'.
- Strong interpersonal and communication skills both orally and in writing.
- Ability to demonstrate flexibility and tenacity.
- Confident, assertive and able to thrive in a challenging environment.
- Commitment to individual continuous professional development, wanting to 'get better' by building on strengths but also recognising development areas and actively seeking to improve them.
- Demonstrate a keen interest in all aspects of school life.
- To show solidarity by supporting school policy, and the wider leadership team, publicly.
- To challenge school policy, and the wider leadership team, privately.



# The Application Process

Please download and complete the Application Form and include a Statement of Application outlining your achievements to date and what you bring to the role, please ensure this is no more than two sides of A4.

The closing date for receipt of applications is **12.00pm (noon) Friday 1<sup>st</sup> March 2019**. We reserve the right to appoint before the closing date, therefore early applications are encouraged. Completed applications should be emailed to [headteacher@blenheim.surrey.sch.uk](mailto:headteacher@blenheim.surrey.sch.uk).

Alternatively, you may post or hand deliver your application marking for the attention of **Mrs E Matthews, Human Resources, Blenheim High School, Longmead Road, Epsom, Surrey, KT19 9BH**.

Our school is committed to equal opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced DBS disclosure.

Applicants should be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.

