

Recruitment Pack



Cover Supervisor
March 2023



School ready; Work ready; Life ready

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Horizon Community College: Our Vision

The economic, cultural and social landscape of Barnsley is changing. Opportunities in further education, higher education and professional roles are increasing; opportunities for individuals to shape their own career pathways are growing; opportunities for individuals to challenge traditional socio-economic patterns are multiplying.

At Horizon Community College, our responsibility is to prepare students for this reality. We want young people to leave the College well qualified and with a unique skill set that will enable them to stand out from the crowd. We want young people to be in possession of a passport of qualifications and employability skills that will enable them to pursue exciting careers, attend prestigious universities, complete dynamic apprenticeships and play leading roles in regenerating this area and beyond.

Our curriculum is tailored to the needs of and meets our ambition for each individual student. This is underpinned by the College's core values which help to prepare every student for a lifetime of success. Our Curriculum and Culture ambition:

- aims to **challenge every learner, in every lesson, every day**
- develops the character and skill set of all, through the belief that we are **'Positive Role Models'**
- ensures **opportunities for all** through our personal development and Careers and Enterprise programmes.

Successful education is also about working in close partnership with our families and the community to ensure our students succeed in each School year and are prepared for the next appropriate phase of their education. We work together to empower our students to believe that anything and everything is possible.

We heavily invest in the growth and development of our entire workforce, so they are also prepared for the next phase of their careers. We promote 'one team' working hard to support each other. We are focused on continued professional development for staff at every level.

We embed a curriculum and culture that results in Equity of Opportunity, Strong Community, High Expectations, Global Readiness and Kindness so that our students are School ready; Work ready; Life ready.



Claire Huddart
Principal

We are delighted that you are applying for a role at Horizon Community College, and hope that this document will inform you about how we aim to provide the very best secondary education in Barnsley and beyond.

Vision Overview 2020-2025

Vision

School Ready; Work Ready; Life Ready

Ambition

Our Curriculum and Culture:

- aims to **challenge every learner, in every lesson, every day.**
- develops the character and skill set of all, through the belief that we are **Positive Role Models.**
- ensures that there are **opportunities for all** through our personal development and Careers and Enterprise programmes.

Values

Tolerance Teamwork Kindness Respect Pride Engagement Questioning Independence Organisation Resilience

Aims

Equity of Opportunity
To remove academic and social barriers and ensure equitable access to qualifications, programmes and wider opportunities in College.

Global Readiness
An ambitious curriculum that ensures students gain the knowledge, skills and cultural capital needed to graduate with options to be highly successful and make a positive contribution to the community and beyond.

High Expectations
Students are challenged and supported to reach their highest academic potential. An extensive personal development programme allows students to build character and resilience ensuring personal growth year on year.

Strong Community
Engage with our students, families, staff and community to cultivate a safe and welcoming College built on mutual respect and courtesy so all learners thrive. Students recognise risk and know how to stay safe.

Culture of Kindness
A culture of Kindness throughout the College, with caring and culturally proficient, tolerant students and staff.



CORE VALUES

At Horizon Community College

<p>PRIDE</p> <p>Wear full College uniform at all times</p> <p>Take pride in all you do and actively look to improve your work</p>	<p>ORGANISATION</p> <p>Bring correct equipment to every lesson</p> <p>Organise your time and complete homework to the best of your ability</p>	<p>ENGAGEMENT</p> <p>Be focussed and attentive in lessons act on advice and feedback</p> <p>Seek to discover new things & be prepared to take risks</p>	<p>QUESTIONING</p> <p>Contribute in every lesson</p> <p>Ask questions to deepen your knowledge and understanding</p>	<p>RESPECT</p> <p>Follow staff instructions the first time & every time</p> <p>Be honest and polite to others</p>
<p>KINDNESS</p> <p>Be considerate and supportive of others</p> <p>Treat others as you would expect to be treated</p>	<p>TEAMWORK</p> <p>Engage with cooperative learning</p> <p>Take on an active role within the team, readily sharing ideas and information</p>	<p>TOLERANCE</p> <p>Value others regardless of sexuality, race, faith gender or disability</p> <p>Accept the quirks of others</p>	<p>INDEPENDENCE</p> <p>Demonstrate dedication & commitment</p> <p>Be self-disciplined and evidence self-direction</p>	<p>RESILIENCE</p> <p>Persevere and recognise it is alright to make a mistake</p> <p>Respond well to constructive criticism</p>

Child Safeguarding Policy

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service (DBS) check will be undertaken for the successful applicant.

The College pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works for Horizon who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please note that it is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children.

Please note that an online search will be carried out for all preferred candidates. This includes a search on the world wide web and relevant social media sites.

Please visit: <https://horizoncc.co.uk/safeguarding/>

Vacancy Details

Role:	Cover Supervisor
Salary:	Grade 6 (£22,086 - £24,353) Actual Salary
Hours Per Week:	35
Type:	Permanent, term time only plus 5 INSET days
Closing Date:	Monday 17 April 2023 at 12 noon

We are seeking to appoint to the role of Cover Supervisor to support our teaching team and facilitate the smooth and effective delivery of the curriculum across all school subject areas. The role of a Cover Supervisor demands flexibility and initiative. Your focus will be on supporting progress by providing classroom supervision for students whose regular teacher is absent. You will be expected to deliver pre-planned learning activities and establish productive working relationships with students in a stimulating and orderly learning environment.

This is an excellent opportunity for an individual looking to gain experience working with secondary age children and would be an ideal position for someone looking to develop valuable skills towards a possible teaching career in the future.

If you have an appetite for a career in the classroom, are enthusiastic about building positive relationships with learners, are a strong team player and committed to your own professional development – we want to hear from you!

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

A disclosure and barring services check will be undertaken for the successful applicant.

Horizon Community College reserve the right to close this advert prior to the closing date above.

Job Description

SERVICE AREA: Horizon Community College	
JOB TITLE: Cover Supervisor	
GRADE: 6	
RESPONSIBLE TO: Assistant Principal – Head of Support Services	
EMPLOYEE SUPERVISION: None	
DATE AGREED:	BY WHOM:

Purpose of Post:

To work under the guidance of teaching/senior staff and within an agreed system of supervision. To implement agreed work programmes with individuals/ groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/ presentation of resources.

Supervision of classes during short or long-term absence of teachers. The primary focus will be to maintain good order and to keep students on task, delivering work set departmentally. Cover Supervisors will need to respond to questions and generally assist students to undertake set activities.

Under the guidance of teaching/senior staff; provide specialist support in a specific curricula / resource area, including preparation, and maintenance of resources and support to staff and students. Working under guidance; provide support in addressing the needs of students who need help to overcome barriers to learning.

Duties and Responsibilities:

1. Support for Students

- Use specialist (curricular/ learning) skills/ training/ experience to support students
- Assist with the development and implementation of Individual Education/ Behaviour/ Support/ mentoring plans
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all students within the classroom
- Support students consistently whilst recognising and responding to their individual needs
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to students in relation to progress, achievement, behaviour and attendance
- Provide pastoral support to students
- Receive and supervise students excluded from, or otherwise not working to, a normal timetable
- Attend to student's personal needs and provide advice to assist in their social, health and hygiene development
- Participate in comprehensive assessment of students to determine those in need of particular help
- Support provision for students with special needs
- Develop 1:1 mentoring arrangements with students and provide support for distressed students

- Promote the speedy/effective transfer of students between phases and integration of those who have been absent
- Provide information and advice to enable students to make choices about their own learning / behaviour / attendance
- Challenge and motivate students, promote and reinforce self-esteem.

2. Support for the Teacher

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher and other staff in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate students' responses to learning activities through observation and planned Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for maintaining and updating records, information and data as agreed with the teacher, contributing to reviews of systems/ records as requested and producing analysis and reports as required
- Planning and marking as appropriate when covering a longer-term absence.
- Undertake marking of students' work and accurately record achievement / progress
- Promote and ensure health and safety, positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/ carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/ meetings with parents, or as directed by the teacher
- Administer and assess routine tests and invigilate exams/tests.
- Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Create and maintain a purposeful, orderly and productive working environment
- Ensure timely and accurate design, preparation and use of specialist equipment/ resources/ materials
- Assist in the development of lesson/ work plans, administration of coursework, work sheets etc.
- Contribute to planning, development and organisation of systems/ procedures
- Administer and assess routine tests and invigilate exams/tests
- Liaise with feeder schools and other relevant bodies to gather pupil information for agreed activities
- Support students' access to learning using appropriate strategies, resources etc.
- Assist in the development and implementation of appropriate behaviour management strategies and monitoring of systems relating to attendance and integration
- Provide general clerical/ administrative support e.g. dealing with correspondence, compilation/ analysis/ reporting on attendance, exclusions etc, making phone calls, administer coursework, produce worksheets for agreed activities

3. Support for the Curriculum

- Implement agreed learning activities/ teaching programmes, adjusting activities according to student responses/ needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop students' competence and independence in its use

- Help students to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
- Maintenance of specialist equipment, check for quality/ safety, undertake specialist repairs/modifications within own capabilities and arrange for other repairs/modifications to be carried out.
- Provide specialist advice and guidance as required
- Implement agreed work programmes/practical lessons under the guidance of the teacher
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

4. Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in relevant meetings as required
- Participate in development opportunities and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, e.g. clubs, extra curriculum activities
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under supervision of the Teacher
- Line management of support staff as appropriate within guidelines developed by the school

5. Other

- Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour
- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Employee Specification

When filling in the application form, please demonstrate with clear, concise examples how you would meet the requirements of the post. You will be assessed in relation to the Essential and Minor criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applications for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act (DDA), we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA, we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

Attributes	Criteria	How Identified (either Application Form or Interview)	Rank (Essential/Minor)
Relevant Experience	Previous experience of working in a school or with young people.	Application form/interview	Essential
Education and Training Attainments	Minimum of 5 GCSE's including Maths and English at Grade 9 to 4 (A* to C).	Application form/Qualification certificate	Essential
	Degree or NVQ Level 3	Application form/Qualification certificate	Minor
General and Special Knowledge	Good ICT skills with the ability to use Word/Excel/Email/PowerPoint	Application form/Interview	Essential
	An understanding of the potential for use of ICT for teaching and learning, including IWB and VLE Knowledge of MIS systems (eg SIMs)	Application form/interview	Minor
Skills and Abilities	To communicate effectively with all staff, students and parents.	Application form/interview	Essential
	Strong organisational and administrative skills.	Application form/interview	Essential
	To have the ability to think on your feet and make informed decisions under pressure.	Application form/interview	Essential
	To have the ability to work well within a team.	Application form/interview	Essential
	Ability to relate to young people between the ages of 11 to 16.	Application form/interview	Essential

	<p>To take initiative and work independently.</p> <p>To be enthusiastic, positive and committed to raising achievement.</p> <p>Ability to promote a positive ethos.</p> <p>Ability to prepare and prioritise to ensure completion of tasks to meet deadlines.</p> <p>Ability to evaluate and improve own performance and to know when to seek help and support.</p> <p>Ability to manage a classroom and apply the school's behaviour policy.</p>	<p>Application form/interview</p> <p>Application form/interview</p> <p>Application form/interview</p> <p>Application form/interview</p> <p>Application form/interview</p> <p>Application form/interview</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
Additional Factors	<p>Ability to develop and maintain effective working relationships with students at all levels of ability.</p> <p>To be open, honest and approachable.</p> <p>Willingness to be flexible in order to meet the needs of the school.</p> <p>Self-motivated and hard working.</p> <p>Professional approach.</p> <p>High levels of integrity.</p> <p>To have high expectations of young people at all levels.</p> <p>Demonstrate a commitment to Equal Opportunities</p>	<p>Application form/interview</p> <p>Application form/interview</p> <p>Application form/interview</p> <p>Application form/interview</p> <p>Application form/interview</p> <p>Application form/interview</p> <p>Application form/interview</p> <p>Application form/interview</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>

In compiling this, please refer to the Section 'Review Job Description and Employee Specification' in the Recruitment and Selection Code of Practice.

Employee Benefits

The college offers the following benefits to its staff in addition to competitive salaries:

- Access to Local Government or Teachers' Pension Scheme
- Excellent access to the college by public transport – direct trains to Barnsley from Leeds, Huddersfield, Sheffield, Wakefield, Meadowhall
- Proximity to the M1 and A628 – around 30 minutes commute from Leeds, Huddersfield, Sheffield, Rotherham, Doncaster
- Comprehensive staff wellbeing offer including: free breakfast; access to local authority wellbeing support; in-college HR wellbeing guidance and access to counselling; staff workload review; flu vaccinations
- A comprehensive professional development programme for teaching and support staff, including opportunities for achieving professional qualifications and supporting career progression
- Free Microsoft Office 365 and OneDrive for personal use for up to five machines/devices.

Horizon Community College is committed to ensuring and promoting the wellbeing and professional support of all staff under its care.

The Application Process

Please read the Guidance Notes for Applicants before completing an application form.

The candidates selected for interview will be informed after shortlisting and full details of the interview process will be provided.

This is an exciting and rewarding role and we look forward to receiving your application.

Should you wish to discuss the role further please contact us on 01226 704230.