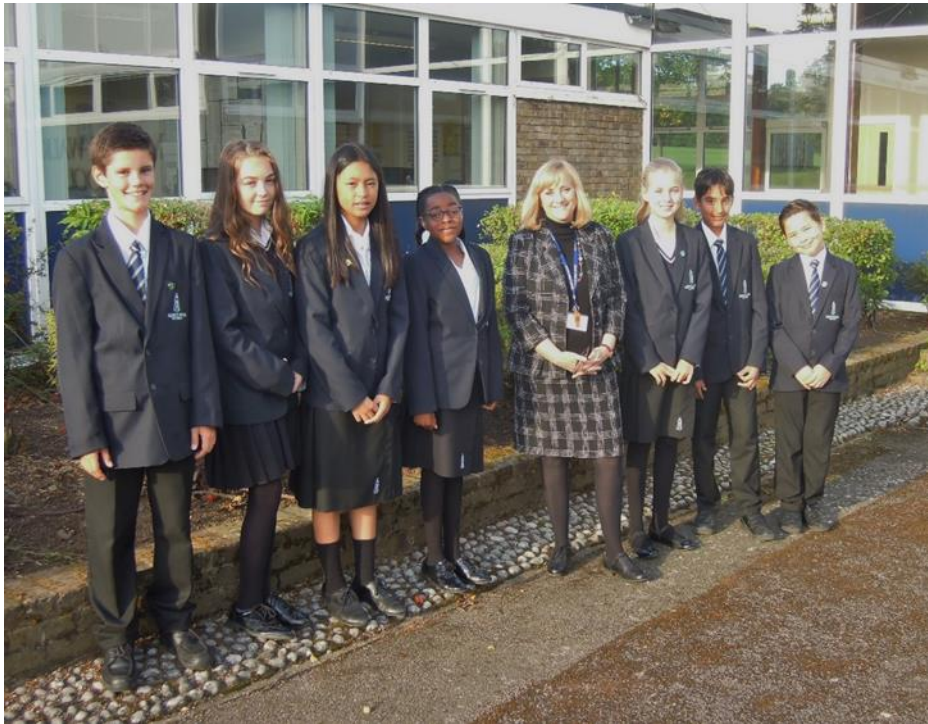


# **Monk's Walk School**

**Application Pack: Cover Supervisor**

**Start date: ASAP**

**Application deadline: Noon on 23<sup>rd</sup> September 2019**



**'Excellence for All'**

# Our School

We are a mixed school of about 1,350 11-18 year old students in Welwyn Garden City, a Hertfordshire new town on the outskirts of London. Transport links are superb – direct rail links to London in less than 30 minutes; M1, A1(M), M11 and M25 all minutes away. WGC is a pleasant place to live – it even has John Lewis! The school is situated in a greenbelt area in the prosperous northwest corner of the city. Our grounds are magnificent and the view from the school is lovely, the view of our buildings slightly less so – this is an area we are constantly working on within the usual financial constraints. In September 2019, we start construction of a new block to replace one of our older teaching blocks.

Monk's Walk is a genuinely comprehensive school, although the intake profile skewed slightly upward. The number of students with learning challenges is below the national average, with 11.6% supported at school action plus or with an Education and Healthcare Plan (EHCP). Our support for students with SEND is a real strength of the school and we pride ourselves on the fact that Monk's Walk is an inclusive school. Attendance is high. The school has an extremely effective behaviour policy and in general behaviour is very good. Our students want to learn and our parents are, on the whole, extremely supportive. However, it is an all-ability school with the challenges that brings.



Parental confidence in the school is high; there were 737 applications for 226 places in Year 7 for September 2019, with 238 of those as first preference. Each year we hear appeals for students wishing to join the school.

The school has a very strong reputation in the city. In February 2018, the school was judged once again by Ofsted to be 'good' - please read the inspection letter which can be found on our website (or on Ofsted's) should you wish to apply. We were really pleased with the comments made by inspectors. They won't be back for three years, all being equal.

GCSE exam results in 2018 were our best ever results. In the basics, 56% of students gained a strong pass in English and maths and 80% a standard pass. This puts us well above the national average. Our attainment 8 was 51.2 and progress 8 +0.20 (above average).

In terms of progress of groups of students, disadvantaged and SEN students do significantly better in the school than they do nationally. BME students attain very well and have good progress, as do each of the ability groups. Girls' and boys' attainment was almost exactly the same, although girls' progress was better than that of the boys, still both P8 scores were higher than national for both genders.

The school has about 230 in the sixth form. We are also a member of a consortium with four other schools which provides a wide range of opportunities for students. At Monk's Walk we concentrate on providing A Level only, with large numbers of students studying the facilitating subjects. Vocational programmes can be taken at Oaklands College or in other consortium

schools. Sixth form results are good and improving, but our ambition is for them to be even better. Our average point score per entry was 30.54, with a grade C as the average grade. This is in line with national. We are very proud of the destinations of our sixth form students, with almost all students who applied making it to their first or second choice university or high quality apprenticeship. Students access a range of universities, including Oxbridge.

We do not pursue academic achievement at the expense of the wider development of the individual, however. Form tutors, heads of year and heads of house all have important roles in the social, personal and academic support of individuals. Our house system is strong and this would be part of the successful candidate's brief. The house system provides a range of all-ability competitions and activities for mixed-age groups, so for example the house Art competition provided the school's Christmas card in 2018 and we were one of the first schools in the country to install a reverse vending machine to recycle plastic bottles – with points going to the houses. All members of staff are allocated a house, except me who has to try to stay impartial, of course.



The range of extra-curricular opportunities, trips and visits plays an important role in the lives of our students and we guard this expansive programme jealously because we believe that busy, stimulated students make successful students. Last year our students had the opportunity to take part in over 100 trips and visits, including trips to New York, Paris, Barcelona and the Belgian battlefields. We have large groups undertaking World Challenge and DofE at bronze, silver and gold level. We have a full extra-curricular programme, including a full orchestra. A range of staff involve themselves in these areas which further enriches school life for both them and our students.

The curriculum on offer is broad and balanced. I believe in having a full curriculum offer throughout key stage 3 and there is no narrowing of the curriculum at that key stage, although a few core subjects begin some teaching of GCSE material towards the end of Y9. We are currently working on making our Year 7 curriculum even more appealing to students to engage them quickly when they arrive in school. Key Stage 3 is very important to me, as I believe if organised well, with effective transition from the primary school, this can give students a real boost; planning the pedagogical and curriculum transition work would be part of this role as would working with the key stage 3 co-ordinators in the core subjects. The curriculum offer, assessment, the tracking and monitoring of students' progress and planning of interventions would also be in the remit of this post and is an incredibly important role. Details of our work on 'life after levels' can be found on our website.

We offer a full range of subjects to both GCSE, BTEC and A Level. Despite being a linguist myself, I do not believe in the EBACC. I am however a great supporter of Art, Music, Drama and PE as I see these areas as providing important learning opportunities for our students. All of these subjects are running at GCSE and A Level, as well as a full suite of DT subjects.

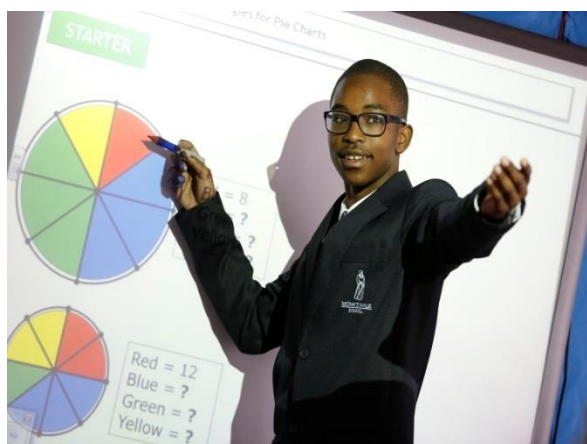
The school became an academy in September 2012. The decision to convert was purely pragmatic and trustees have made no changes to teachers' pay and conditions beyond those made as part of national agreements. We have no plans to join a MAT or undertake other structural changes.

Induction, training and continuing professional development have a very high priority in the school. All new members of staff take part in a comprehensive induction programme on joining the school. All staff are supported by a broad programme of training and development. Individual staff are supported on programmes of further study/professional qualifications. The school runs a well-developed performance management system. All staff are actively supported to achieve their individual targets.

We have a proven track record in training teachers and we have both school direct and PGCE trainees. We are a member of the Alban Teaching School Alliance.

There is a lot of other information about the school on our website. I put on our school development plan, as well as redacted versions of my reports to trustees. These will also give you a flavour of the school.

## The Cover Supervisors



The cover supervisors take lessons for teaching staff who are absent; either planned or unplanned absences. Teaching staff plan the lessons and the cover supervisors deliver them. Our cover supervisors are expected to teach the lesson rather than set students work to get on with.

From time-to-time we ask our cover supervisors to undertake more long-term work, e.g. to cover for the work of a form tutor who may be absent for a few weeks or so. The work of our cover supervisors is of extremely high quality.

Experience of working with young people may be an advantage but is not a pre-requisite for this role. Our cover supervisors come with a range of experience, e.g. having worked in other educational settings or from university perhaps thinking of teaching as a career.

## Cover Supervisor Job Description

**Post-title:** Cover Supervisor  
**Job Grade:** H5  
**Responsible to:** Senior Cover Supervisor

### Job Purpose

- To instruct classes during short-term absence of teachers, using cover work set by a teacher.

### Key Processes and Responsibilities

- Contribute to the safety and safeguarding of students.
- To liaise with Heads of Department, teachers and administration staff.
- To supervise the work that has been set by a teacher.
- To manage behaviour of students whilst they are undertaking this work, to create an environment conducive to learning.
- To respond to any questions from students about process and procedures.
- To deal with any immediate problems or emergencies according to the school's policies and procedures.
- To follow the School's Behaviour for Learning Policy and, in particular, celebrate success whenever possible.
- To collect the completed work after the lesson and pass to the appropriate teacher.
- To attend school INSET and meetings as identified by line manager.

This job description sets out the duties of the above post at the time it was drawn up. The Headteacher may vary the duties from time to time without changing their general character or the level of responsibility entailed.

***Note: This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. A Disclosure and Barring service (DBS) check will be sought through the Criminal Records Bureau as part of the school's pre-employment checks.***

***Monk's Walk is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

## Cover Supervisor Person specification

### 1. Educational Qualifications

- Numeracy and literacy skills equivalent to Level 2

## **2. Professional Experience, Knowledge and Understanding**

- Working with students of relevant age (D)
- Working as part of a team
- Effective practice and approaches to learning
- Ability to use ICT
- Able to communicate both orally and in writing
- Able or shows the potential to manage pupils in a classroom setting

## **3. Personal Qualities and Skills**

Ideally, we are looking for someone who:

- Has strong interpersonal skills
- Is resilient
- Can motivate, enthuse and inspire students and staff
- Is positive, energetic, creative and enthusiastic
- Is co-operative, flexible and responsible
- Is reliable, well organised and committed to high standards
- Is able to prioritise
- Is able to maintain confidentiality
- Is patient, optimistic and has a fantastic sense of humour!

That's all!

D = Desirable

# Your Role in Our Future

Monk's Walk School is a thriving, vibrant, learning community where our aim is to bring the best out of everyone. It is a very good school with the ambition and plans to be even better.

We are not complacent though – we are not there yet! We realise that we still have areas that require further development. We set ourselves high standards and ambitious targets to enable us to reach our goal.

I hope this information has given you a flavour of our school. Please read the Ofsted report and visit our website and Facebook page – Monk's Walk School Official - for more information. If you feel you can contribute to the effectiveness of our cover supervision and would like to join us, then please apply.

If you would like to talk about the post in a bit more detail before applying, please contact Toby Eager-Wright. Toby is one of our Deputy Headteachers and has senior leadership responsibility for the cover supervisors. His e-mail address is [toeager@monkswalk.herts.sch.uk](mailto:toeager@monkswalk.herts.sch.uk)

# How to Apply

I really hope the information we have provided makes you want to apply to join us.

Please apply, using the application form on our website. You should also write a letter of application. In your letter of application, please can you explain how you demonstrate that you fulfil the requirements of points 2 and 3 on the person specification (page 6 in this pack).

The deadline for us to receive your application is **noon on Monday 23<sup>rd</sup> September 2019**. Please e-mail your application for the attention of Victoria Lyall to [recruitment@monkswalk.herts.sch.uk](mailto:recruitment@monkswalk.herts.sch.uk).

We look forward to hearing from you.

Kate Smith  
Headteacher  
September 2019