HOLY TRINITY CHURCH OF ENGLAND PRIMARY SCHOOL

INFORMATION PACK

Level 3 Cover Supervisor
MISSION STATEMENT
At Holy Trinity School:

- We promise to provide opportunities for every child to be the best that they can be.
- We aim to create a happy and secure Christian environment in which children can grow in confidence and independence.
- We strive for excellence in teaching and learning to achieve High Standards Together.

INTRODUCTION
Holy Trinity School is a single-form entry Church of England school including a nursery and a single two-form “bulge” year (currently Year 4). The school is located on a site close to the heart of East Finchley in North London and has a long and proud track record of serving the community with a history dating back to 1847, moving to our current site in 1975.

As a small school we promote a close and caring community where every child matters. We aim to create a happy and secure Christian environment in which children can grow in confidence and independence, and our dedicated team are passionate about providing opportunities for every child to be the best that they can be. We take great pride in ensuring that our children are safe, happy, comfortable and learning.

We strive for excellence in teaching and learning to achieve High Standards Together. The hard work and dedication of our team have been rewarded by “Outstanding” ratings from both Ofsted and SIAMS inspections.

We have a supportive Governing body which plays an active role in the school’s continual development. The Governing body has always been particularly proud of its commitment to partner with, and support other schools in the Borough in pursuit of the best possible outcomes for all children. We recognise that our senior staff thrive on opportunities to work with other schools. We actively encourage both sharing our own best practice and bringing home even more from elsewhere.

We are very fortunate to have a large playing field on site and sport plays an important part in school life. This is reflected in the high level of parental support we receive for sports day. We have comprehensive afterschool provision with wide participation from both girls and boys in all sports, and representative teams in gymnastics, swimming, football, cricket, athletics, netball and dance.

Further information about the school (including our prospectus and links to the most recent SIAMS and Ofsted reports) may be found on our web-site.

OUTSTANDING
The hard work and dedication of our team have been rewarded by “Outstanding” ratings from both Ofsted and SIAMS inspections.
Cover Supervisor – Level 3 - Role Profile and Person Specification

<table>
<thead>
<tr>
<th>Service:</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td>Level 3 Cover Supervisor with additional knowledge in a specialist area ie PE, Art, Music, Science, Drama, MFL etc</td>
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<tr>
<td>Grade:</td>
<td>F (15 – 18) £19,416- £24,484 (Actual Salary Pro Rata)</td>
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<tr>
<td>Hours:</td>
<td>32.5 hours per week / term time only (39 weeks per year) Fixed Term One Year contract to be reviewed after first year</td>
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<tr>
<td>Additional hours:</td>
<td>Additional overtime available for After School Activities</td>
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<tr>
<td>Reports to:</td>
<td>SLT / Specialist Area Leader</td>
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<tr>
<td>Liaison with:</td>
<td>Teaching staff, support staff, children, parents/carers, external organisations, schools</td>
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**Purpose**

- Work under the guidance of teaching/senior staff within the agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom
- Supervise whole classes during the short-term absence of teachers, which may be planned or unplanned. The primary focus will be to maintain good order and to keep children focused on learning
- Give instructions for the lesson as provided by a teacher
- Maintain good behaviour and to keep children on task
- Assist the teacher in the whole planning cycle and the preparation of resources
- Support the specialist area Leader in promoting that area
- Support the PE Leader and Senior Leadership Team in promoting the importance of physical exercise on children’s wellbeing
- Attend and supervise children at events and competitions
- Support the classroom teacher with their responsibility for the development and education of all pupils, including providing detailed and knowledge in a specialist area

**Duties**

**Support for children**

- Act as a role model and set high expectations of conduct and behaviour
- Promote the inclusion and acceptance of all pupils within the classroom
- Keep pupils on task and respond to general queries
- Demonstrate effective implementation of the school’s behaviour management policy and strategies which contribute to a purposeful learning environment
- Have an understanding of child development
- Assess progress and performance and recommend appropriate strategies to support development
- Motivate, inspire and have high expectations of children
- Guide and support children in their personal, emotional and social development reporting problems to the teacher as appropriate
- Provide the teacher with feedback on pupil progress, achievements and problems
- Develop, implement and adapt teaching programmes, amending the approach according to individual children’s response/needs
- Support with the implementation of local and national learning initiatives and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Assist with the supervision of children outside of lesson times, such as at lunchtime and playtime
- Assist with organising and supporting educational visits and special events
Support for teachers
- Keep appropriate records as agreed with the teacher
- Promote positive values, attitudes and good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans, identifying opportunities to include cross-curricular learning activities, as appropriate
- Monitor and evaluate children’s responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports, as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Under the guidance of teaching staff provide supervision of whole classes during planned and unplanned teacher absence. This will include implementing work programmes, managing pupil behaviour and assisting pupils in relevant activities in line with the school’s policies and procedures
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake acknowledgement marking and other straightforward marking of children’s work and record achievement/progress in accordance with the school’s marking policy

Support for the curriculum
- Implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses/needs
- Support the use of ICT where appropriate
- Make appropriate use of equipment and resources

Planning and organisation
- Work under the guidance of a teacher
- Carry out a wider range of duties that are generally specific in nature, for example preparing the classroom or resources for an activity, recording pupil data, displaying children’s work, marking children’s work to school standards
- Provide learning activities and teaching programmes as agreed with the teacher, differentiating and adapting programmes to suit the needs of the allocated children
- Plan and evaluate specialist learning activities with the teacher, writing reports and records as required
- Provide support on external school trips including residential trips, using knowledge of increased risk and health and safety issues which may also require administering of basic first aid/medications for which training will have been provided and for which parent/carer permission has been granted
- Provide planned or unplanned cover of teacher/classes, managing the learning environment and behaviour
- May supervise the work of other staff

Support for the Special Area Leader
- Support with the provision of specialist area curriculum across the school
- Organise and supervise specialist area curriculum activities at lunchtime
- Be willing to provide specialist area curriculum to children outside of school hours (overtime)
- Make appropriate use of specialist area curriculum equipment and resources
- Promote healthy eating

Support for the school
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Participate in training and other learning activities as required.
- Attend relevant school meetings as required.
General

- Respect confidentiality at all times.
- 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.
- Be aware of, and support difference, and ensure all children have equal access to opportunities to learn and develop.
- Attend relevant school meetings as required.
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with SLT and line manager.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with other staff, to support achievement and progress of children.
- Attend and participate in regular meetings.
- Knowledge of relevant policies and procedures such, as child protection, health and safety, managing behaviour, marking and positive handling.
- Be willing to deliver special interventions that may be required to support individual children.
- Be aware of specific needs in Education, Health and Care Plans and/or other support plans.
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Ensure that all duties and services provided are in accordance with the School’s Equal Opportunities Policy.
- Attend all school events taking place within the normal function of the school day and the Summer Fair on one Saturday each year.

CPD

- Demonstrate a clear commitment to develop and learn in the role.
- Be able to evaluate own performance.
- Undertake training as required, such as first aid training, training ie ADHD, Autism, Epilepsy, use of Epipens, allergies, fire safety training, asthma, diabetes.
- Participate in training and other learning activities as required.

Cover Supervisors will respond to general questions and provide general feedback to teachers, but will not be required to undertake ‘specified work’ (planning, preparation, delivery, assessment, recording and reporting of achievement, progress and development).

Cover Supervisors are not subject to a ‘system of supervision’ other than the general supervision applicable to all staff and will act under the professional direction of senior leaders and teachers.

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

The duties above are neither exclusive nor exhaustive, and the post holder may be required by the Senior Leadership Team/Governing Body to carry out appropriate duties within the context of the job, skills and grade.
## RECRUITMENT

The criteria below will form the basis for the short-listing and interview process, and candidates are requested to respond accordingly.

### PERSON SPECIFICATION

**COVER SUPERVISOR**

<table>
<thead>
<tr>
<th>Qualities/Attributes</th>
<th>Essential (E) or Desirable (D)</th>
<th>Source of Evidence</th>
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<tbody>
<tr>
<td><strong>Qualifications</strong></td>
<td></td>
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<tr>
<td>1. NVQ Level 3 or equivalent</td>
<td>E</td>
<td>App. Form</td>
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<tr>
<td>2. GCSE English and Maths – A to C grade</td>
<td>E</td>
<td>App. Form</td>
</tr>
<tr>
<td>3. Evidence of further Professional Development</td>
<td>D</td>
<td>App. Form/Reference</td>
</tr>
<tr>
<td>4. Paediatric First Aid qualification</td>
<td>D</td>
<td>App. Form</td>
</tr>
<tr>
<td>5. Minibus driving license</td>
<td>D</td>
<td>App form</td>
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<tr>
<td><strong>Experience</strong></td>
<td></td>
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<tr>
<td>1. Experience and covering a class or leading a specialist area</td>
<td>E</td>
<td>App form/Interview</td>
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<tr>
<td>2. Supporting/supervising at events</td>
<td>D</td>
<td>App form/Interview</td>
</tr>
<tr>
<td><strong>Knowledge, skills, abilities &amp; attributes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Knowledge of teaching skills transferable to covering a class and able to use a range of teaching &amp; learning strategies</td>
<td>E</td>
<td>Interview/Reference/Teaching Observations</td>
</tr>
<tr>
<td>2. Knowledge and skills of behaviour techniques to ensure a positive learning environment</td>
<td>E</td>
<td>Interview/Reference/Teaching Observations</td>
</tr>
<tr>
<td>3. An understanding of how assessment for learning can improve student performance</td>
<td>D</td>
<td>App. form/Interview</td>
</tr>
<tr>
<td>4. A confident &amp; competent user of ICT</td>
<td>D</td>
<td>App. Form / Observation / Interview</td>
</tr>
<tr>
<td>5. Able to use clear language to communicate information unambiguously.</td>
<td>D</td>
<td>Interview</td>
</tr>
<tr>
<td>6. Excellent oral and written communication</td>
<td>E</td>
<td>Interview/Reference</td>
</tr>
<tr>
<td>7. Self-motivated, effective team worker</td>
<td>E</td>
<td>Interview/Reference</td>
</tr>
<tr>
<td>8. Reliability &amp; integrity</td>
<td>E</td>
<td>Interview/Reference</td>
</tr>
<tr>
<td>9. An ability to be flexible</td>
<td>E</td>
<td>Interview/Reference</td>
</tr>
<tr>
<td>10. Positive outlook, good sense of humour</td>
<td>E</td>
<td>App.Form/Interview</td>
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<tr>
<td><strong>Safeguarding</strong></td>
<td></td>
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<tr>
<td>1. Commitment to safeguarding and protecting the welfare of children and young people</td>
<td>E</td>
<td>Interview</td>
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<tr>
<td>2. Commitment to abiding by the school’s Code of Conduct</td>
<td>E</td>
<td>Interview</td>
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<tr>
<td>1. Commitment to equality and diversity</td>
<td>E</td>
<td>Interview</td>
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<tr>
<td>2. Excellent health &amp; attendance record</td>
<td>E</td>
<td>Interview/Reference</td>
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Application Process – Important dates

TOUR OF THE SCHOOL
Please contact the School Office on 020 8883 1824 or by email at office@holytrinity.barnetmail.net if you would like to make an appointment for an informal visit.

CLOSING DATE
The closing date for applications is Monday 9th March 2020

Shortlisting date: Tuesday 10th March 2020
Interview date: Tuesday 17th March 2020

APPLICATIONS
Please ensure that the enclosed London Diocesan Board for Schools Application form is used.

Please send your completed application form and supporting statement to:
The Headteacher,
Holy Trinity CE Primary School
Eagans Close, East Finchley,
London N2 8GA

DISCLOSURE
Holy Trinity CE Primary School 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. Holy Trinity CE Primary School operates stringent safer recruitment procedures.

The school requires all adults employed on the premises to have the appropriate clearance to work with children and will ensure that enhanced checks have been obtained from the Disclosure and Barring Service, including a barred list check, and confirmation that the candidate is not subject to a prohibition order prior to any appointment being confirmed. Also, a successful candidate will be required to sign the staff suitability declaration (confirming that they do not meet any disqualification criteria) prior to appointment.