



Crossley Hall Primary School

Part of Pennine Academies Yorkshire

Recruitment Pack

**Cover Supervisor
October 2023**

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Letter from Our Headteacher:

Let us tell you more about our amazing school! We are a **thriving, energetic and vibrant** three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. We form part of Pennine Academies Yorkshire Multi Academy Trust, a growing Trust consisting of 6 schools. Here at Crossley Hall, our team of dedicated teachers bring our curriculum to life, in line with our school values of inclusion, aspiration and happiness.

'Crossley Hall is a safe haven for all our pupils. A place where pupils and staff alike feel at home welcomed and accepted. We embrace those quirky traits, nurture imperfections and value differences. Inclusion here is a mind-set, not an intervention, program or specific 'room' in school. It is a way of thinking, it is who we are!'

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and a bespoke writing curriculum. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and **wellbeing**. Every year, each year group has the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build **positive relationships** based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Primary School. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have **enthusiastic**, well behaved pupils, we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. Our **inclusive ethos** resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We welcome you to come and visit and find out more!

Eleanor Monnery

Headteacher



Headteacher: Mrs E Monnery

OUR SCHOOL IS PART OF THE PENNINE ACADEMIES YORKSHIRE



We need a Cover Supervisor ASAP
Band 8 SCP 17 - 22 (Actual Salary £22,496 - £24,669)
37 hours per week, Monday - Friday, TTO + 1 day


Are you keen to teach in a large, vibrant and energetic primary school?

Are you passionate about inclusion and equality of opportunity for all pupils?

Can you be flexible in meeting the needs of children with complex SEND needs?

We are looking for an energetic Cover Supervisor to join our team from September 2023. The successful candidate will have met the requirements of the person specification and will be subject to a DBS check. We welcome applications regardless of age, gender, ethnicity or religion.

As a cover supervisor at Crossley Hall Primary, we will offer you:

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- ✓ Tailored CPD and opportunities to support career progression
 - ✓ Children who are motivated to learn
 - ✓ A range of resources to further enhance your teaching and learning
 - ✓ A straight talking yet supportive leadership team, with a great sense of humour!

What Ofsted say (May 2016):

- ✓ 'Leaders are rightly proud of the inclusive culture they have created.'
- ✓ 'In lessons, pupils show good attitudes to learning.'
- ✓ 'Leaders have energised staff.'
- ✓ 'The team demonstrates good capacity to lead further developments.'



Visits to school are strongly recommended; please ring the school office to make an appointment. For further information, interested candidates are requested to contact the Operations Manager – Emily Jarockyj at e.jarockyj@chps.paymat.org or contact Emily on 07741164878.

Closing date: 22nd September 2023 at 9am Shortlisting: 22nd September 2023

Interview: 27th September 2023

JOB DESCRIPTION – Cover Supervisor

Job Title/Post: Cover Supervisor

Date: September 2023

Salary: Band 8 SCP 17-22

Responsible to: Headteacher/SLT

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining Pennine Academies Yorkshire to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Progressing pupil learning in a range of classroom settings; including working with individuals, groups of pupils or whole classes where the assigned teacher is not present (e.g. during PPA time or covering short term absence). This may involve planning, preparing and delivering learning activities as well as monitoring pupils, assessing, recording and reporting on pupil achievement, progress and development.

To take responsibility for the implementation of learning activities/work programmes under an agreed system of supervision with individuals/groups, in or out of the learning environment. This will include assisting the teacher in the whole planning cycle and the management/preparation of tasks/resources.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

RANGE OF DUTIES INCLUDE:

- Plan and prepare in order to teach, according to educational needs, children assigned to them alongside teachers.
- Support teachers with assessments, record and report on the development, (intellectual, social, emotional and behavioural), progress and attainment of children
- To provide a stimulating and challenging learning environment for children
- Promote the general progress and wellbeing of all individual children within school
- Participate in performance management
- Participate in professional development
- To have knowledge of and implement all school policies
- Maintain good order and discipline and safeguard children's health and safety when concerned with both in and out of school activities
- Participate in team planning meetings where appropriate
- Ensure the teaching areas are tidy, with drawers clearly labelled, equipment neatly arranged and accessible
- Ensure care and replacement of both classroom and central equipment
- To encourage parental interest and involvement within school guidelines
- To abide by the internet acceptable use policy

KNOWLEDGE, SKILLS AND APTITUDES:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, develop creative solutions and use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well being of the pupils; making decisions both within and often outside established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will use specialist skills and training experience to establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will use specialist learning skills/training/experience to support pupils.
- Use own initiative and organise own workload, pay attention to detail, work to deadlines and manage conflicting priorities whilst making decisions where appropriate within established and non established working practices.
- Will contribute to the overall ethos/work/aims of the school.
- Will support, uphold and contribute to the development of the schools Equality policy in respect of both employment issues and the delivery of services to the community.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise reporting any concerns to the designated officer in line with school policy and procedure.

RESPONSIBILITIES:

- Assist in the management of pupils in the learning environment.
- Assist the teacher in all aspects of lesson planning and planning of other learning activities, participating in all stages of the planning cycle and modify methods to meet individual/group needs; assessing, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support.

- Perform allocated tasks with limited supervision using professional discretion where required.
- Will transfer work and resources back to the teacher and feed back any issues.
- As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging, ensuring all children are engaged in appropriate activities; giving support where necessary.
- Will undertake routine marking of pupils' work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests as well as working with the teachers to evaluate students progress.
- Support the teacher in establishing, planning, adapting and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assess the needs of pupils and use detailed specialist skills in the development and implementation of My Support Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and well being of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Will teach and supervise whole classes during the short term absence of the teacher and undertake the planning for this supervision within the predetermined lesson framework; keeping all children engaged, maintain good order and to keep pupils on task.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations, employ strategies to recognise and reward achievement of self-reliance whilst promoting self-esteem. Encourage pupils to act independently, working cooperatively and interacting with others.
- Will develop, organise, prepare, create, safely manage and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use, clearing/storage afterwards and sourcing/suggesting new resources where needed.
- Will be aware of pupil progress, monitor/record pupil responses against predetermined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils. Make suggestions on developing areas where required.
- In liaison with the class teacher, will establish constructive relationships and communicate with other agencies and professionals to support achievement and progress of pupils.
- Will contribute to the planning of opportunities for students to learn outside of school contexts in line with school policies and procedures.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy; developing new solutions where required and contributing to a purposeful learning environment.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively, establishing constructive relationships and offering appropriate advice and guidance under the direction of the teacher.
- Will support the teaching staff by reporting pupil progress and achievements at parents evenings which are usually held outside school hours.
- Will be responsible for developing and maintaining manual and computerised records and contributing to the reviews of systems/records as required.
- Will provide clerical/administrative support as directed by the teacher.

- Will implement local and national learning strategies and will support pupils to achieve learning goals e.g. English, Maths, KS1 & 2, early years as directed by the teacher whilst making effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, develop skills to deliver ICT packages to pupils and develop pupils competence and independence in its use.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will take line management responsibility in the supervision of other Teaching Assistants, students on work experience, trainees and voluntary helpers. Undertake induction, appraisal, training and mentoring as necessary.
- Will lead on and take responsibility for areas around school such as library, First Aid, Forest Schools at the Headteacher's discretion.

HEALTH, SAFETY AND DISCIPLINE:

- To ensure a safe, secure and healthy environment for pupils
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning

WHOLE SCHOOL ORGANISATION AND STRATEGY:

- To participate in extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so

PROFESSIONAL DEVELOPMENT:

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD)
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.

- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required)

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act
- Must be legally entitled to work in the UK

PERSONNEL SPECIFICATION

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> ● Experience of working in a team situation. (E) ● Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. (E) ● Experience of working with pupils with additional educational needs and more able special educational needs. (E) ● Experience of working in a relevant discipline. (E)
QUALIFICATIONS/ TRAINING	<ul style="list-style-type: none"> ● GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. (E) ● Level 4 NVQ for Teaching Assistants or equivalent qualification or educated to graduate level. (D) ● Other relevant qualifications relating to the post e.g. Level 4 NVQ in Health/Childcare, first aid qualification. (D) ● Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. relevant learning strategies, literacy and/or particular curriculum or learning area such as sign language, bi-lingual, dyslexia, ICT, math, English etc. (E)
KNOWLEDGE/ APTITUDES/ SKILLS:	<ul style="list-style-type: none"> ● Will possess a full and in depth working knowledge of the School's relevant policies/procedures/codes of practices with an outline understanding of relevant legislation. (E) ● Will have in depth knowledge of the policies covering their service area. (E) ● In depth knowledge of childcare with an understanding/awareness of the principles of child development and learning processes as appropriate. (E) ● Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. (E) ● Excellent organisational and problem solving skills with the ability to work proactively and independently. (E) ● Excellent communication skills.(E) ● Enhanced advisory, guiding, negotiating and persuasive skills at a developed level. (D) ● Excellent numeracy/literacy skills. (E) ● Excellent ICT skills. (E) ● Ability to use relevant equipment/resources. (E) ● Ability to self-evaluate learning needs and actively seek new learning opportunities. (E) ● Ability to understand classroom roles and responsibilities.(E) ● An understanding of the needs of a multicultural society. (D) ● An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. (E) ● In depth knowledge and practical experience of behaviour management. (E) ● Knowledge and commitment to schools Equality policy. (D) ● In depth knowledge and practical experience of Health and Safety requirements. (D) ● In depth knowledge and practical experience of child protection. (E) ● Ability to relate well to pupils and adults. (E) ● Ability to work constructively as part of a team with a willingness to share knowledge, expertise and experience. (E) ● Ability to remain calm under pressure; prioritising conflicting demands. (E) ● Demonstrate a commitment to working with children of the relevant age. (E) ● Demonstrate good co-operative, interpersonal and effective listening skills. (E) ● In depth knowledge and experience of maintaining confidentiality in matters relating to the school, its pupils, parents or carers. (E) ● Ability to perform all duties and tasks with reasonable adjustments where necessary, working flexibly and willing to accept change. (E)

	<ul style="list-style-type: none"> • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. (E) In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level (E)
PERSONAL CIRCUMSTANCES	<ul style="list-style-type: none"> • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. (E) • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996) (E) • Will not require holiday leave during term time (E) • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required) (E) • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2012. • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. • For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices and training