



Information for Applicants

Cover Supervisor
Grade D, Point 4-6

Permanent – Term Time Only
29 Hours per week (8.20am till 2.45pm)
Required February 2022

Sherburn High School
Garden Lane
Sherburn In Elmet
Leeds, LS25 6AS

Tel: 01977 682442
Email: admin@shs.starmat.uk

Headteacher: Ms Miriam Oakley



Dear Applicant,

Thank you for your interest in the post of: Cover Supervisor.

I am delighted that you are interested in joining "Team Sherburn" as a member of our Support Team.

Teaching is at the heart of what we do and it is essential that all applicants share our passion for teaching and learning. For us, school improvement takes place through every interaction and the very best place to implement and embed positive change is in the classroom.

We strive to be open, honest and up for the challenge! We don't claim to know all the answers or to always get it right, but we do claim to try our very best to support and care about every single young person in our school as summed up by our school motto Achievement for All.

With under a 1000 students, we believe that Sherburn High is an 11-18 school, which is big enough to deliver, but small enough to care. We are extremely proud of the open and welcoming nature of the school from both the staff and students; the sheer variety of activities offered both within the curriculum and after school hours. We are proud of our student outcomes, our strong reputation for looking after our students and where high standards of conduct are non-negotiable. We believe that it is a combination of these factors that means that our student numbers are growing and that places for September 2021 were oversubscribed.

We are fortunate to have an established and cohesive team of outstanding practitioners within a successful and vibrant school. At Sherburn we do not limit our definition of achievement simply to academic pursuits. We believe in developing well-rounded individuals and, as such, we make a significant investment in sports and the arts.

Over the last four years, the school has taken huge steps forward. The platform we have for continual improvement is secure. The students here are fantastic to work with and they come to school eager to learn. The staff is professional, supportive, and collaborative; there is a positive, aspirational atmosphere and an impressive level of commitment from everyone to continue moving the school forward.

We have excellent relationships with a wide number of schools and academies through our partnership work and of course membership of the STAR Multi-Academy Trust. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

If you would like to know more about the school and its activities, please look at our website www.sherburnhigh.co.uk and get in touch.

A handwritten signature in black ink that reads 'M - Oakley'.

Miriam Oakley
Headteacher

THE SELECTION PROCESS



If you wish to apply for the post of Cover Supervisor, then you should:

- Fully complete the application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of **two** professional referees with one being your current employer (with email addresses). If you are currently working in a school please ensure one of your referees is your current Headteacher. **Do not enclose additional CVs.**
- In your application please address how your experience to date best fits you to the requirements of the following sections of the person specification:
 - Experience
 - Skills and Knowledge
 - Personal Qualities

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Your audience for your written work will be school staff and governors.

Timeline for the Selection Process



Closing time/date for applications	Open Ended Recruitment
Shortlisting	On receipt of application
Invitation to interview by telephone/ Confirmation by email	TBC
Interview day	A date and time will be confirmed after a successful application is received

Completed applications should be emailed to: recruitment@shs.starmat.uk

All emails will be automatically acknowledged. If you do not receive an email acknowledgement please contact Danielle Elliott on 01977 687969.

Candidates who have not been notified **a week after the closing date** are asked to assume their application has not been successful in this instance. Unfortunately, we are unable to provide feedback to applicants who are not shortlisted.

Appendices



1	The School Vision and Values Statement
2	Job Description and Person Specification for the role of Cover Supervisor
3	Team Information
4	Whole school Information
5	Local Area Information

Appendix 1: The School Visions and Values Statement



Sherburn High School Aims & Vision

We want members of our community to be:

- Skilled for the future
- Lifelong learners
- Emotionally resilient
- Confident
- Aspirational
- Open-minded
- Kind to themselves, others and their environment

All STAR MAT partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> ● Physically and mentally healthy ● Informed risk takers, problem solvers and critical thinkers ● Articulate communicators ● Reflective, resilient and able to self-regulate 	<ul style="list-style-type: none"> ● Tolerant and respectful of others: different people, places and cultures ● Responsible, aware and engaged citizens: locally, nationally and globally ● Able to develop appropriate and successful relationships 	<ul style="list-style-type: none"> ● Develop mathematical fluency and essential literacy skills ● Be taught a broad, rich and age appropriate programme of study in every subject ● Stimulating and exciting learning experiences both within and beyond the 'classroom' ● Opportunities to take part in sport, performance and other creative activities ● Careers education and guidance

Appendix 2a: Job Description



JOB TITLE: Cover Supervisor

GRADE: Grade D (Point 4 – 6), term time only

HOURS PER WEEK: 29 hours per week

WORKING PATTERN: Monday to Friday: 8:20am - 2:45pm

RESPONSIBLE TO: Assistant Head Teacher

JOB PURPOSE: To provide short term cover for absent teaching staff or general teaching assistants. Work is essentially supervisory in nature, allocating pre-prepared work, managing the behaviour of students during class or supporting students in lessons under the guidance of the class teacher or SENCO. The role does not involve planning, preparing, delivering lessons or assessing and reporting on the development progress and attainment of students.

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> ● Know how to obtain support and report concerns. ● Highlight additional training and supervision needs to build on your skills and knowledge. ● Encourage positive behaviour through the implementation of the school behaviour policy and practises, and encourage pupils to take responsibility for their own behaviour.
Communication	<ul style="list-style-type: none"> ● Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals ● Communicate effectively with all pupils, families, carers and other agencies / professionals ● To communicate with the absent teacher the progress made whilst covering a class or any concerns experienced, this can be via email. ● Know that communication is a two-way process and develop and use effective communication systems appropriate to the audience. ● Communicate student work as set out by the classroom teacher and manage classroom organisation. ● Hold conversations at the appropriate time and place, understanding the value of low intervention.
Sharing information	<ul style="list-style-type: none"> ● Share information confidentially about young people with teachers and other professionals as required. Completing daily records and target sheets. ● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> ● Understand that different confidentiality procedures may apply in different contexts. ● Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.

Administration/Other	<ul style="list-style-type: none"> ● Provide technical and administrative support for the academic and pastoral systems of the school. ● Cover lessons for teaching staff who are absent or otherwise occupied and provide general feedback to the regular class teacher. ● Cover as a General Teaching Assistant and support the SEND department under the direction of the SENCO. ● Supervise students sitting internal and external examinations ensuring that examinations comply with Examination Board Regulations. ● Take an active participation in appraisal, training and other learning activities.
Health & Safety	<ul style="list-style-type: none"> ● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. ● Work with colleagues and others to maintain health, safety and welfare within the working environment
Data Protection	<ul style="list-style-type: none"> ● To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Equalities	<ul style="list-style-type: none"> ● Promote inclusion and acceptance of all young people and staff. ● Within their own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.
Customer Service	<ul style="list-style-type: none"> ● The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment ● The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

SIGNED **POST HOLDER**

NAME & DATE

SIGNED **LINE MANAGER**

NAME & DATE

Appendix 2b: Person Specification 1

Job Title: Cover Supervisor

CRITERIA	ESSENTIAL	DESIRABLE
<p>Qualifications & Training</p> <ul style="list-style-type: none"> ● Good Standard of General Education 		X
<p>Experience</p> <ul style="list-style-type: none"> ● Experience of working with pupils of a relevant age in a learning environment ● Invigilating internal and external examinations. ● Managing student behaviour 		X X X
<p>Skills & Knowledge</p> <ul style="list-style-type: none"> ● Good numeracy / literacy skills ● Good written and verbal communication skills: able to communicate effectively with all children, young people, families and carers ● Good understanding of child/young person's development and learning processes. ● Understanding of classroom roles and responsibilities ● Working knowledge of relevant policies and legislation. E.g. child protection 	X X	X X X
<p>Personal Qualities</p> <ul style="list-style-type: none"> ● Ability to adapt to change and work successfully in a team. ● Willing to learn and develop new skills 	X X	
<p>Other Requirements</p> <ul style="list-style-type: none"> ● To be committed to the school's policies and ethos ● To be committed to Continuing Professional Development. ● Motivation to work with children and young people. ● Ability to form and maintain appropriate relationships and personal boundaries with children and young people. ● Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline. ● Ability to work flexible hours at short notice 	X X X X X	
<p>Equal opportunities</p> <ul style="list-style-type: none"> ● Commitment to supporting, upholding and implementing the policies of Sherburn High School and the STAR MAT to promote equal opportunities. 	X	



Appendix 3: Department Information

The school currently has two internal cover supervisors, the successful candidate will be joining a small but dedicated team. This team has a designated office so that the team can access ICT. and have a base in school. Our Cover Supervisors work with a number of departments to support students' learning. Cover supervisors also support students in lessons when cover is not required providing one to one support.

Appendix 4: Whole School Information



Teaching and Learning

Here at Sherburn High School we aim to ensure that our classrooms are places where thinking, questioning, predicting, contradicting and doubting is actively encouraged. We believe in providing high quality opportunities for our students to become active creators of their own knowledge. We aim to reinforce literacy in every lesson and we are passionate about providing regular feedback that will help students understand how to improve their work. We have CPD where we learn from each other and share best practice. We pride ourselves on having a strong identity when it comes to teaching and learning and we know what works in the classroom. We are a thriving group of teachers who are passionate about remaining at the cutting edge of new ideas and we recognise that regular training is key to success.

Assessment, recording and reporting

Whilst at Sherburn High School, students receive regular data rich reports to show how they are progressing in all their subject areas. This is communicated to parents and students each term at Key Stage 3 and in Year 10, whilst students in Year groups 11, 12 and 13 receive a regular update on their progress approximately every seven weeks. This allows staff and parents to use effective intervention and support and ensures students remain focussed and on course to achieve their potential. Students discuss their reports with their tutor at each data collection point and specific improvement targets are agreed.

Care, Support and Guidance

In order to care, guide and support students we promote good behaviour for learning and have constructive consistently implemented sanctions. We ensure that all students have a range of adults / peers within and beyond school to support them. Our tutoring system, where students are provided opportunities for high quality coaching and mentoring by staff and students within the tutorial programme.

Parents are ensured continuity of care, with children from the same family remaining in the one House for the duration of their time with us. The vertical system also promotes student leadership with increased roles and responsibilities for students and will develop relationships with the community via a structured system of links, competition and rewards to promote a sense of identity for all students within and outside of school. The work of the student council is also fundamental, with a strategic plan for consultation on key issues and subsequent feedback.

Curriculum

Our curriculum provides planned and structured progression for students from joining us in Year 7 through to when they move onto higher or further education, or the world of apprenticeships and employment at 16 or 18.

We have balanced subject content at Key Stage 3, providing a broad base of skills and knowledge that meets the requirements of the National Curriculum. Groupings enable students to work at a pace best suited to their individual rate of progress and provide appropriate challenge as they progress through school. There is a strong emphasis and time allocation towards English and Maths ensuring students have the skills to complement other areas of the curriculum and build the foundations for lifelong learning.

In Year 9 students begin their GCSE studies, following a three year route, which provides challenge and depth of study. All students follow Mathematics, English Language and Literature and Science. Students opt for three further subjects from a pool of subjects, including the Creative subjects. At both KS3 and KS4, we ensure that there are progressive programmes of study for personal, religious, enterprise and health education along with citizenship and career planning. All students follow a comprehensive PE programme combining both the traditional sports with the opportunity to experience some of the less familiar sports.

Provision for students with Special Educational Needs

All students are taught in mainstream classes and are supported by teaching assistants in class: one to one, class support or small groups. We have expertise in providing personalised programmes to meet the needs of vulnerable children, particularly those with Dyslexia and those on the Autism spectrum, as well all in many other areas. Because of the relatively small size of the school, we know our students very well.

We have two discrete areas for learning support and behaviour support where specialist intervention programmes are delivered or, if needed, provide a quiet space to work.

Teaching Assistants are based in these areas and students with Special Educational Needs have access to computers, homework club, friendship club and Multi Skills club during break and lunch time when required. All Teaching Assistants are trained and experienced in a variety of areas.

Sixth Form

In the Sixth Form, we have over thirty subjects available for students to follow. Our collaborative Sixth Form with Tadcaster Grammar School facilitates students' option choices allowing access to the curriculum at both centres, for both sets of students.

Sherburn High School is fortunate to have a Sixth Form, which enables students who wish to stay on (approximately 60% of each year group) and provides valuable continuity in their learning.

Post 16 Education at Sherburn High School offers a varied range of courses. Our curriculum leads to nationally recognised Advanced level (Level 3) and 'Improvers' (Level 2) qualifications. Where possible, we aim to tailor our timetable to the demands of individual students. The range and combination of courses on offer to students extends through our Post 16 collaboration with Tadcaster Grammar School (Law, Economics, Drama and Theatre Studies, Sociology and Philosophy and Ethics).

All Sixth Form students have their own personal tutor, who provides them with guidance and support to University, apprenticeships, or employment. Tutors will strategically monitor student progress and deliver a comprehensive tutorial programme.

We aim to develop independent, responsive and creative students who have transferable skills beyond the school environment. Our success is built on a three-way partnership, with the individual student at the centre supported in their studies by home and school. Time is invested in tutor support and personal guidance.

Facilities

The school is fortunate to have eight fully equipped ICT rooms, used extensively by all curriculum areas. All teaching rooms are equipped with LCD projectors for interactive white boards.

In addition, there is an Information Centre (which includes the library and Internet access), student social areas, a main hall with stage, drama studio and a multimedia lecture theatre. A Post-16 Centre incorporating teaching rooms, social spaces and offices is also available.

Extensive playing fields with grass and all weather surfaces allow a wide range of sports to be played, including football, hockey, netball, rugby and tennis.

Extra Curricular Activities

Extra-curricular activities are many and varied; they include numerous performing arts productions, sport and art. The school encourages residential and field trips. Foreign visits and student exchanges occur annually including a visit to Lille, a “Language Immersion” trip near Paris, watersports in the Ardeche, Skiing and visits to the Christmas Markets in France and Germany, as well as cultural trips to Barcelona.

Professional Support and Development

We believe that the school’s greatest asset is the quality of our staff. Consequently, we place particular emphasis on continuing professional development. New teachers joining the school can expect to receive considerable support from their curriculum leaders and members of the school leadership team. In addition, all teachers are part of a ‘Teacher Learning Community’ of colleagues who meet regularly, share good practice and engage in peer coaching.

Administration Team

The finance and admin team support all aspects of school life and are a vital service to the smooth running of the school. The school has a general office and visitor reception, student reception, finance office and personnel office. Responsibilities covered are reception duties, general admin, supply cover for teachers, student attendance monitoring, Parentpay, school finance, HR and payroll.

Friends of Sherburn High School

The “Friends of Sherburn High School” is an active group and provides strong social links and financial assistance to the school.



Safeguarding Children

The school is committed to safeguarding and promoting the welfare of all its students.

We have a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school, a copy is on our website at www.sherburnhigh.co.uk.

In relation to this appointment process, you should be aware that your referees will be asked the following question – “Are you aware of any child protection allegations or issues of a similar nature in relation to this person? If so please provide details”.

At interview all candidates will be asked if there have been any allegations or issues raised against them by children and, if so, the outcome of them.

All employees must have enhanced DBS checks prior to starting work.

Examination Results

We are very proud of our students’ achievements at the end of Key Stage 4 and Key Stage 5. Full details of public examination results can be viewed on www.dcsf.gov.uk/performance tables as well as on our website.



Achievement for all

Appendix 5: Local Area Information

School History

The school crest depicts the history of the area. The crimson discs on each of the five petals recall the Wars of the Roses, which reached a climax in the Battle of Towton nearby, in 1461. The other two discs bear the Archbishop's Mitre (the Archbishops of York once held the lands and power in Elmete) and the hound taken from the coat of arms of the Hungate family, the founders of the original grammar school in Sherburn-in-Elmet.

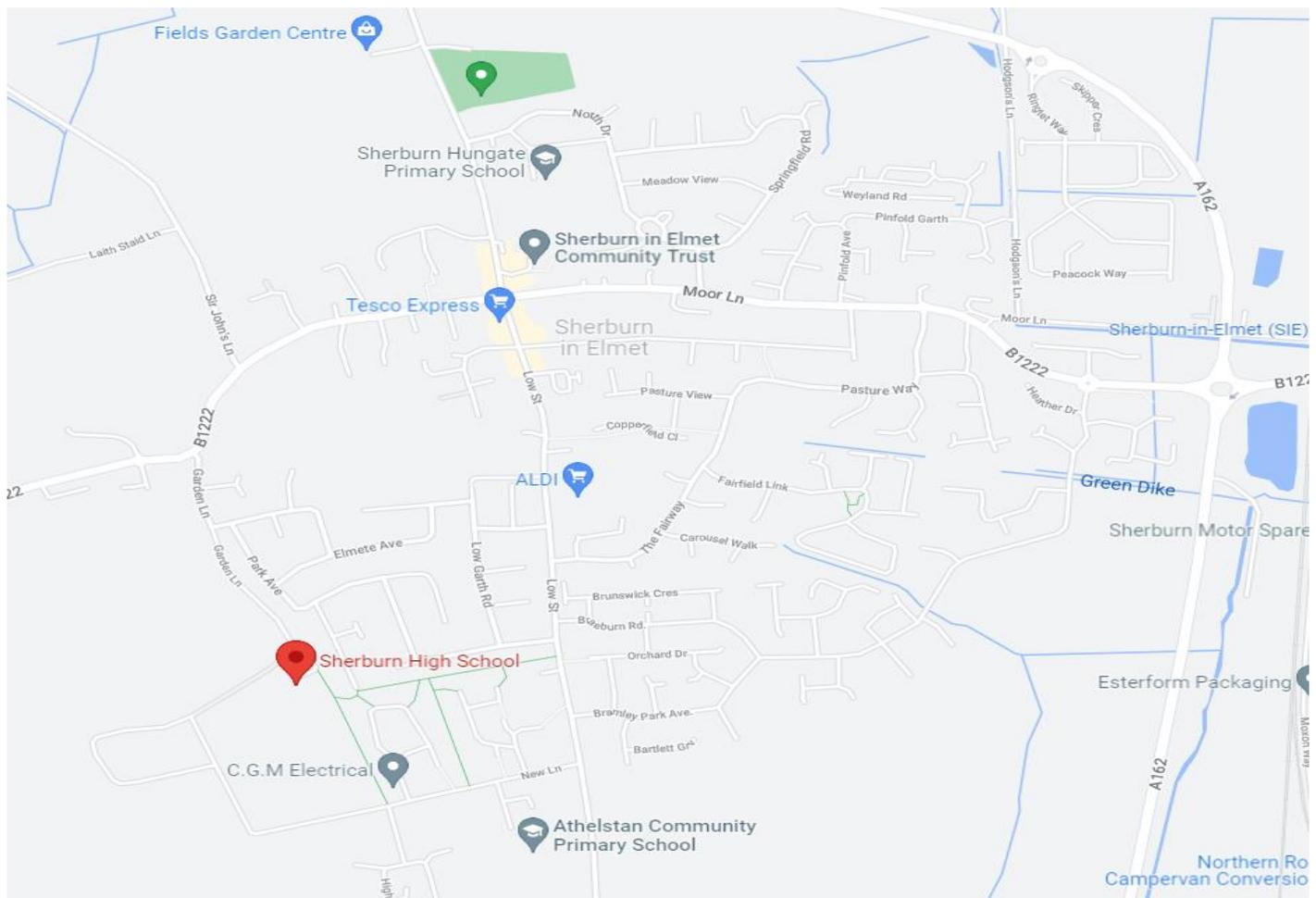
The Area

Sherburn-in-Elmet is an ideal commuter village situated close to the A1 and A64 and therefore within easy travelling distance of Castleford (6 miles), Leeds (14 miles), Selby (8 miles) and York (15 miles).

Sherburn-in-Elmet has a thriving industrial estate on the outskirts of the village, which is good for local employment. Children attend the school from villages in the locality extending from Saxton in the North to Kellington in the South.

In addition to a good academic record, there is also a well-developed community spirit within the school and many links have been forged with the local community.

Map of the Area



We welcome applications from all sectors of the community; we appoint on merit.

Thank you again for your interest in the post.