Generations of Success

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THE PARK COMMUNITY SCHOOL

The Park Community School

The Park is one of two 11-16 comprehensives in Barnstaple. Park was opened in 1972 following the re-organisation of selective education in the town; however, the origins of the school date back to 1910, with the site housing both the Boys and Girls grammar schools. Many elements of the original buildings remain and these help to link the school to its proud and strong history.

The school currently educates 1450 students, mainly from the town of Barnstaple and outlying villages. In recent years, the popularity of the school has meant that the geographical catchment has increased, with many students now travelling some distance to join us.

The school is a founding member of the Tarka Learning Partnership (TLP), an academy trust with a vision to empower young people in North Devon through learning. The Trust includes Park's main feeder primary schools - Eden Park Academy, Sticklepath Community Primary Academy, Landkey Community Primary Academy, Roundswell Community Primary Academy, Newport Community School Primary Academy, Fremington Primary School along with North Molton Primary School. The Devon Primary SCITT is also part of the TLP; the SCITT is a partner dedicated to primary school teacher training.

The TLP supports Park and ensures academic rigour, collaboration and the further development of teaching and learning. It also ensures quality of provision through support for educational services, finance, HR and estates development. Park also has strategic alliances with the North Devon Academic Board, and is a member of the South West Institute for Teaching. This reflects a key focus of our vision and governance to ensure continual school development.

As part of the Tarka Learning Partnership we are a Safe Employer and thorough checks will be carried out as part of our commitment to Safer Recruitment. We do not accept Curriculum Vitae. All successful applicants will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.

Support Staff Vacancy Details

Job Title: Cover Supervisor
Contract Term: Permanent, Term Time Only *(subject to successful 6 months probationary period)*
Vacancy Closing Date: 11/09/2023
Interview Date: week commencing 11/09/2023
Start Date: 01/10/2023

How to Apply

Please visit http://www.theparkschool.org.uk/working-for-us to download the relevant application form. If you would like to discuss any aspects of the vacancy in advance of applying please contact 01271 373131 or email hr@theparkschool.org.uk. Please note we do not accept Curriculum Vitae.

Job Description

Job Title: Cover Supervisor

Responsible to: Cover Manager

General Work Pattern: 8:30am to 3.45pm, 32.50 hours per week which is term-time only, 38.8 weeks per year.

Grade: NJC Grade D Scale points 8-12 (£22,777 - £24,496). **Actual pro-rata'd starting salary: Grade D Scale Point 8 £17,044 per annum, including holiday pay.**

Principal Accountabilities:

1. To encourage effective learning through classroom cover for teachers and individual student support.
2. To work under the guidance of teaching staff and within an agreed system of supervision, to implement work programmes with individuals/groups in or out of the classroom including the supervision of whole classes during the short term absence of teachers.
3. To undertake lesson cover, supervising whole classes during the absence of teachers, including registration and prep periods. This will include:-
   - giving instructions for the lesson as provided by a teacher;
   - maintaining good order and keeping pupils on task;
   - responding to general questions and providing general feedback to teachers, recording and reporting as appropriate.
4. To undertake exam invigilation as required.
5. To undertake supervisory duties as required when not covering for an absent teacher, either with individuals or small groups.
6. To support designated pupils/colleagues/teams as required when not needed for cover duties.

The Cover Supervisors will be subject to the general supervision applicable to all staff and will act under the professional direction of teachers.

Main Duties:

Key Function 1: General Duties

1. Collect and study cover work for assigned lessons. Seek any clarification necessary from the teacher setting the work or Head of Department.
2. Arrive promptly to cover lessons.
3. Ensure orderly entry to the room and check that students are properly dressed and equipped to start the lesson.
4. Check attendance.
5. Give instructions on work left by the absent teacher or Head of Department to the class, both verbally and visually, and state the learning aims of the lesson.
6. Arrange the distribution of resources required.
7. Collect completed work after the lesson and return it to the appropriate teacher.
8. Ensure that the room is tidy and dismiss students in orderly fashion at the correct time.
9. For any reason you are not required to cover, carry out subsidiary tasks/roles agreed with the Cover Manager (e.g. support in lessons, small group work, team support, admin assistance).

Key Function 2: Support for Pupils

10. Supervise pupils engaged in learning activities, assisting and encouraging them.
11. Establish productive working relationships, acting as a role model and setting high expectations of conduct and behaviour.
12. Promote the inclusion and acceptance of all pupils within the classroom.
13. Support pupils consistently whilst recognising and responding to their individual needs: show interest in their work and answer any queries where possible, using praise to help motivation.
14. Keep pupils on task and respond to general queries.
15. Provide feedback to pupils in relation to progress and achievement.
16. Set homework previously prepared by the teacher.
17. Undertake planned supervision of pupils' out of hours learning activities as required.
18. Supervise pupils on trips, visits and out of school activities as required.

Key Function 3: Support for the Teacher

19. Provide objective and accurate feedback to the teacher on the conduct of the lesson.
20. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
21. Mark elements of class work and homework under the guidance of the class teacher.
22. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established school policy and encourage pupils to take responsibility for their own behaviour: apply the school's behaviour management policy and report any difficulties to the class teacher/head of department.
23. Administer and mark routine tests and invigilate exams/tests.
24. Provide general clerical/administrative support.

Key Function 4: Support for the Curriculum

25. To develop curricular knowledge as appropriate.
26. Support the use of ICT where appropriate.
27. Make appropriate use of equipment and resources.

Key Function 5: Support for the School

28. Contribute to the overall ethos/work/aims of the school.
29. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of the pupils.
30. 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.
31. Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
32. Participate in training and other learning activities as required.
33. Attend and participate in regular meetings.
34. Respect confidentiality at all times.
35. Ensure that your line manager is made aware and kept fully informed of any concerns which may arise.
36. All staff in school are expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect changing roles and responsibilities. Any change will take account of salary/status/hours and will be subject to discussion.

Safeguarding Level B:

This post will involve working with children in regulated activities on a daily basis and therefore will be subject to an enhanced DBS check.

To be alert and active on issues relating to pupil welfare, safeguarding and child protection. To raise significant and low-level concerns, make appropriate referrals and follow up on all matters which may affect the wellbeing of a pupil.

Person Specification

We expect our staff members to role model positive behaviours for young people, be resilient and adaptive in a school with rapidly changing needs, and help promote a supportive and compassionate working environment.

Shortlisting will be ranked based on the essential criteria (set out in the table below) being evidenced where possible in your application form. Candidates who are successfully shortlisted, will be invited to an interview to explore their suitability for the job.

The Park Community School, and Tarka Learning Partnership, is a Disability Confident Committed employer. If you are disabled and meet the minimum essential criteria (highlighted), you will be guaranteed an interview. Please complete the information on Page 15 of the Application Form.

We know there is no 'perfect' candidate, so if you meet most of the criteria and feel you would be an asset to the team, we would encourage you to apply. We provide training and mentoring to give you the best opportunity to excel in your role. The table below is not exhaustive and many more personality traits and skills are required to join the team.

In addition to the interview you may be required to perform a Task and, or undergo an Observation of skills in practice. If applicable, this is indicated in the Assessment Method column below as follows:

A = Application
I= Interview Questions
T = A Task
O = An Observation

Category	Essential	Assessment Method	Desirable	Assessment Method
Qualifications, Education and Training	Minimum of GCSE English and Maths at Grade C (or equivalent)	A		
Professional Knowledge and skill	A sound standard of education particularly in English and Mathematics	A, I	Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment	A, I
			Knowledge of strategies to recognise and reward efforts and	A, I

			achievements towards self-reliance that is appropriate to the age and development stage of the pupils	
			Understanding of work within and apply all school policies, e.g. Behaviour Management, Child Protection, Health and Safety, Equal Opportunities etc.	A, I
Experience			Experience of working in education settings	A
			Experience of supporting children in a classroom environment	A, I
			Experience/working knowledge of using Information Technology to support pupils in the classroom	A, I
Professional Skills/Attributes	Ability to prioritise and organise own workload in order to meet the diverse needs of the working day	A, I	Have a creative approach to problem solving	I
	Ability to relate well to children and adults	I		
	Ability to follow instructions accurately	I		
	Ability to use your own initiative and work independently	A, I		
	Excellent communication skills with adults and children, verbally and in writing	A, I		
	Ability to motivate, inspire and have high expectations of pupils	I		
	Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge	A, I		
	Willingness to maintain confidentiality on all	A, I		

	school matters			
Attitudes	Enjoys working as part of a team	A, I	Risk averse	A, I
	Able to work under own initiative and independently	A, I	Empathy	A, I
	Able to reflect and learn from experience	A, I	Flexibility in working hours	A, I
	Resilient and able to function well under pressure	A, I		