

Cover Supervisor / Higher Level Teaching Assistant

Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

Executive Headteacher's welcome

Thank you for your interest in this opportunity to join Astley Community High School and Whytrig Middle School as a **Cover Supervisor / Higher Level Teaching Assistant of Lifeskills**. This candidate information pack will tell you much more about our schools and the role.

This is a great opportunity to join our small team of Cover Supervisors who support both schools and work with students aged from 9 to 18. You will also take on the role of higher level teaching assistant to deliver Lifeskills provision for academically less able students in years 10 and 11, for initially 6 hours per week. We are looking for someone to join the team who shares our ethos and values and will become fully involved in school life.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

Our staff are very focused on ensuring students achieve their best without losing sight of those individual needs. We are always keen to learn from other professionals and have developed an excellent relationship with other schools across the north-east to ensure teachers have access to a strong Continuous Professional Development programme. Building up the skills and capacity of support staff is also a key priority.

Both Schools share the same site at Elsdon Avenue in Seaton Delaval. Seaton Sluice Middle School is the third school within the Seaton Valley Federation of Schools.

I hope that the information within this pack will encourage you to apply for this opportunity. You are also welcome to arrange an informal visit to our school by contacting **Graham Scott, Assistant Headteacher – Student Support** on **0191 2371505 Extension 207**.



John Barnes

Executive Headteacher – Seaton Valley Federation of Schools

We have three main themes to our ethos:

- 1. To be a school that knows your child really well both academically and pastorally as a complete young person.**
- 2. Everyone within the school is treated with respect and we expect that respect to be mutual.**
- 3. We expect and strive for everyone associated with the school to be as good as they possibly can in all areas of school life. We do not accept not trying and we are never ashamed of doing well and being proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

About our schools

School	Age range	Total number of pupils	Number in sixth form
Astley Community High School	13-18	550	166
Seaton Sluice Middle School	9-13	313	N/A
Whytrig Middle School	9-13	218	N/A

About our performance

School	Overall effectiveness	Last Ofsted inspection
Astley Community High School	Good	January 2016
Whytrig Middle School	Good	January 2015
Seaton Sluice Middle School	Good	February 2013

Latest Ofsted report for Astley Community High School

Leadership and management	Good
Outcomes for pupils	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
16-19 Study Programmes	Good

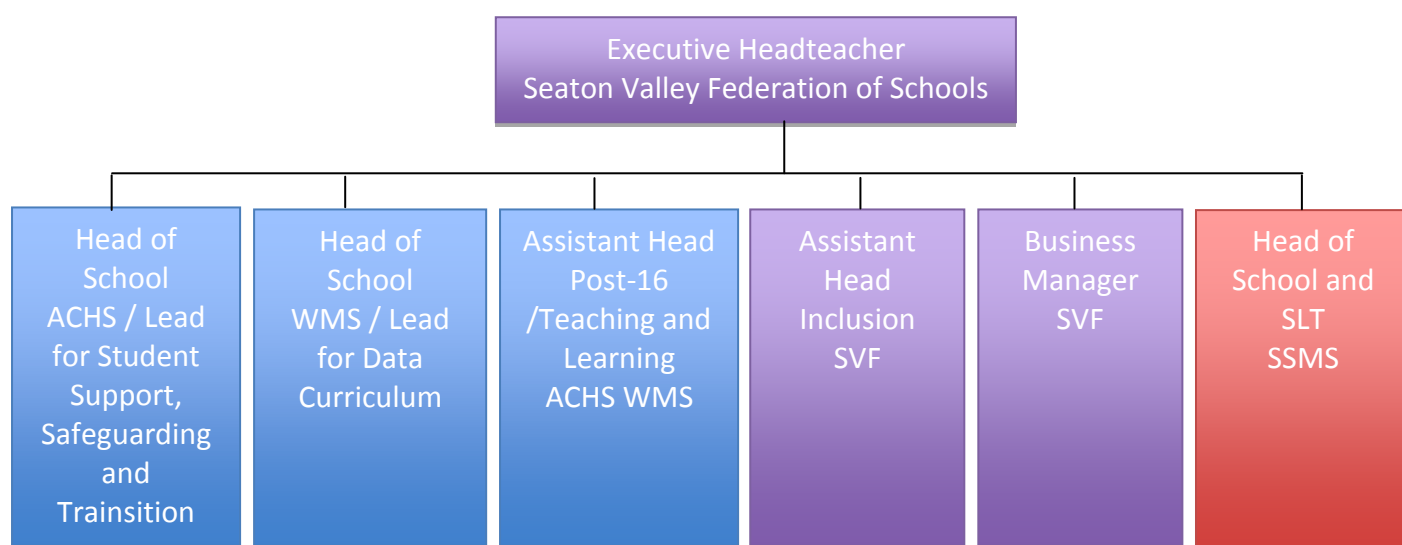
Latest Ofsted report for Whytrig Middle School

Achievement of pupils	Good
Quality of teaching	Good
Behaviour and safety	Good
Leadership and Management	Good

You can read the full Ofsted inspection reports for each school at:

<https://reports.ofsted.gov.uk/>

About our structure



The Cover Supervisor will report to the Head of School – ACHS. The Assistant Headteacher – Inclusion is responsible for the lifeskills provision.

About the Cover Supervision and Lifeskills Team

Over the next few pages you will find the advert, job description and person specification for the posts of Cover Supervisor and Higher Level Teaching Assistant – Lifeskills, but we know that you will want to know more about the Team.

Our team of Cover Supervisors work closely together to support both Astley Community High School and Whytrig Middle School. They are the first port of call to cover the short-term absence of teaching staff and play a vital role in ensuring continuity of learning for all students. It is important that the person appointed is able to relate to all students, in all subject areas in a positive way. Cover Supervisors also spend a small amount of time supervising students in our Inclusion Room.

The Cover Supervisors work with the Pastoral Team which is an area of strength in our schools. We have three Student Progress Leaders (SPL) across years 9 – 12 at Astley and four SPLs at Whytrig. We also have two Student Support Officers for years 9 – 11, and one for years 5 – 8.

The Teaching Assistant – Lifeskills role will focus on the provision of ASDAN to year 10 and 11 students, who will benefit from continuity of delivery by the same person. There will be an average of 5.5 hours of delivery across a fortnightly timetable.



Graham Scott, Assistant Headteacher
– Student Support Years 5-13



Angela Davies, Assistant Headteacher
- Inclusion



Astley Community High School and Whytrig Middle School

Elsdon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

Cover Supervisor

Variable Hours Contract 24.25 to 31.25 hours per week, term-time plus one training day
Band 4: £10,372 - £11,559 per annum (25.25 hours), pro rata of £18,070 to £20,138 per annum

Plus: Higher Level Teaching Assistant – Lifeskills

Variable Hours Contract 6 to 7 hours per week, term-time plus one training day
Band 5: £2,810 - £3,081 per annum (6 hours), pro rata of £20,661 to £22,658 per annum

Required from September 2017, we are seeking an enthusiastic and highly reliable Cover Supervisor who is able to undertake some Higher Level Teaching Assistant work.

The Cover Supervisor role is across both Schools at our single site in Seaton Delaval, working with students aged 9 to 18. Working under the guidance of teaching staff to supervise classes when staff are absent, you will ensure that students are focused on the tasks set using the resources provided for you. You will also have specified time each week when you supervise in our inclusion room. Cover Supervisors make a vital contribution to keeping our schools running effectively and are a key part of our Student Support team. The initial working hours for the post will be **25.25 hours** per week, term-time plus one training day at the start of the school year.

Effective support for students is a key priority across the Seaton Valley Federation of Schools in order to help all students to achieve their full potential. The role of Higher Level Teaching Assistant will be to work **6 hours** per week initially, to deliver Lifeskills provision to Year 10 and 11 pupils.

With a track record of supporting students to achieve their targets and knowledge of behaviour management strategies, you will have at least NVQ Level 2 in numeracy and literacy and are able to demonstrate you meet the Higher Level Teaching Assistant standards. You will also need to be able to form effective relationships with students, staff, parents and fellow professionals.

The combined role will expect to work Monday to Friday 8.30am to 3.30pm with a 15 minute morning break and 30 minute lunch break each day, although this working pattern may change from time to time to meet the operational needs of the schools.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. An enhanced criminal records check is required for this post.

Interested in applying? A completed application form and criminal records declaration form must be submitted **by midday on Wednesday 7 June 2017 by e-mail to svfjobs@svlp.org.uk** Please indicate clearly the title of the role you are applying for in the subject field.

It is expected that interviews will be held on Friday 16 June. Further information about all of our current vacancies is available at: <http://www.astleyhigh.org/aboutus/vacancies>

**Northumberland County Council
JOB DESCRIPTION**

Post Title: Cover Supervisor	Director/Service/Sector : Children's Services		Office Use
Band: 4	Workplace:		JE ref: SG6 HRMS ref:
Responsible to: HLTA/Line Manager managing Support Staff/ members of the school's management team	Date:	Manager Level:	
Job Purpose: To work under the guidance of teaching/senior staff and within an agreed system of supervision, to supervise whole classes during the short term absence of the class teacher. The primary focus will be to maintain good order and to keep pupils on task. Staff involved in cover supervision will be expected to respond to pupils' questions and generally support pupils in learning activities in line with school's policies and procedures.			
Resources	Staff	None	
	Finance	None	
	Physical	School & Classroom Resources and data.	
	Clients	Teachers, Groups of Children, Parents/Carers	
<u>Duties and key result areas:</u>			
General			
<div>1. Within an agreed framework of supervision, during the short term absence of the classroom teacher, supervise and support pupils undertaking work and support work to establish an appropriate learning environment.</div> <div>2. To undertake activities, as directed by the teacher, with whole classes, individuals or small groups of pupils.</div> <div>3. Manage pupil behaviour and deal promptly with conflicts and incidents in line with school policy</div> <div>4. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed, predetermined, learning objectives.</div> <div>5. Provide the class teacher with accurate and objective feed back on pupil progress and other matters.</div> <div>6. Undertake the maintenance of pupils' records and accurately record achievement.</div> <div>7. Gather information from parents and carers as directed.</div> <div>8. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.</div> <div>9. Administer routine tests and invigilate exams.</div> <div>10. Undertake the routine marking of pupils' work e.g. routine spelling tests, routine maths tests etc.</div>			
Support for Pupils			
<div>1. Use specialist skills, training, or experience to support pupils learning.</div> <div>2. Establish good relationships with pupils, acting as a role model and responding to the needs of each individual child.</div> <div>3. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.</div> <div>4. Encourage children to engage in, and participate in learning activities lead by the class teacher.</div>			

5. To have challenging expectations that encourages children to act independently and build self esteem.
6. Provide feedback to pupils in relation to progress and achievement

Support for the Curriculum

1. Implement agreed teaching programmes, adjusting activities according to pupil responses and needs.
2. Help pupils to understand instructions
3. Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
4. Support use of ICT in learning and develop pupils' competence and independence in its use.
5. Help pupils access learning activities through specialist support.
6. Determine the need for, prepare and maintain equipment and resources required to meet learning activities and assist pupils in their use.

Support for the School

1. Comply with all school policies relating to:
 - a. Health and Safety
 - b. Equal Opportunities
 - c. Child Protection
 - d. Confidentiality and data protection.
2. Work in such as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and members of the school's management.
5. Attend and participate in regular meetings
6. To undertake other duties and responsibilities as required commensurate with the grade of the post

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:	None
Working patterns:	Normal work patterns
Working conditions:	Normally indoors

Northumberland County Council
PERSON SPECIFICATION

Post Title: Cover Supervisor	Director/Service/Sector: Children's Services	Ref: SG6
Essential	Desirable	Assess by
Knowledge and Qualifications		
<p>Very good numeracy and literacy skills;</p> <p>NVQ 3 for Teaching Assistants or equivalent qualifications and practical experience in a TA role.</p> <p>Participated in training related to various national strategies e.g. literacy and numeracy</p> <p>Experience of being able to hold the attention of a class of children.</p>	HSAW First Aid Qualification or equivalent	(a), (i), (t) .
Experience		
<p>Working with children of the relevant age</p> <p>Implementation of relevant national strategies.</p> <p>Experience of using ICT in a classroom situation</p>	<p>Clerical duties</p> <p>Report Writing</p> <p>Working with children with additional needs</p>	(a), (i).
Skills and competencies		
<p>The effective use of ICT to support learning – computer, video, photocopier</p> <p>Ability to use other types of learning technology:</p> <ul style="list-style-type: none"> • Photocopying • Whiteboards • CD ROM 	NVQ 2 ICT Qualification or in-service training and 3 years experience of using ICT in a learning environment	(a), (r), (i).

<ul style="list-style-type: none"> • Video <p>Understanding of codes of practice and recent relevant education;</p> <p>Good understanding of the principles of child development and the learning process</p> <p>Can actively self- evaluate learning needs and seek out learning opportunities</p> <p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p> <p>Appropriate First Aid knowledge</p>		
Physical, mental and emotional demands		
<p>Concentrated periods of mental attention and the ability to work to deadlines, whilst being exposed to conflicting demands.</p> <p>The job involves direct personal contact with people whose personal circumstances and behaviour could be in conflict with those of the school.</p> <p>Normal lifting activities will be required.</p>		
Other		
Willingness to participate in development and training opportunities		(a), (i).

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Northumberland County Council
JOB DESCRIPTION

Post Title: Teaching Assistant – Lifeskills	Director/Service/Sector: Children's Services		Office Use
Band: Band 5	Workplace: Astley Community High School		JE ref: S1389
Responsible to: Assistant Headteacher - Inclusion	Date: September 2017	Manager Level:	HRMS ref:
Responsible for: TAS			
Job Purpose: To work under an agreed system of supervision to plan, prepare and deliver the Lifeskills provision to Year 10 and Year 11 pupils and support those who need particular help to overcome barriers to learning.			
Resources	Staff	Directs other Teaching Assistants assigned to support pupils within own class.	
	Finance	Not Applicable	
	Physical	Responsibility for equipment and materials relating to role.	
	Clients	Small classes and support to other relevant pupils.	
<u>Duties and key result areas:</u>			
Support for Students			
1. Assess the needs of students and use detailed knowledge and specialist skills to support their learning and progress.			
2. Develop and implement individual learning plans.			
3. Establish productive relationships with students, acting as a role model and responding to the needs of each individual within a context of setting high expectations.			
4. Actively promote inclusive practice within the classroom setting to ensure acceptance of all students.			
5. Encourage students to interact with one another and support each other's learning.			
6. Support students consistently whilst recognising and responding to their individual needs.			
7. Have challenging expectations that encourages children to act independently and build self esteem.			
8. Provide feedback to pupils in relation to progress and achievement			
Support for Teaching and Learning			

1. Organise and manage appropriate learning environments and resources for learning
2. Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust learning plans as appropriate.
3. Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against agreed, pre-determined, learning objectives.
4. Provide staff with accurate and objective feed back on pupil progress and other matters, ensuring the availability of supporting evidence.
5. Undertake the maintenance of students' records and accurately record progress and achievement.
6. Implement appropriate strategies to manage student behaviour effectively.
7. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.
8. Administer and mark tests and invigilate exams.
9. Undertake the marking of students' work.
10. Produce lesson plans, work sheets etc.

Support for the Curriculum

1. Deliver learning activities to students within an agreed framework of supervision, adjusting activities to meet pupil needs
2. Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Support use of ICT in learning and develop pupils' competence and independence in its use.
4. Help pupils access learning activities through specialist support.
5. Advise on appropriate deployment and use of specialist equipment or resources
6. Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.

General Responsibilities

1. Be aware of and comply with policies and procedures relating to safeguarding of children/vulnerable adults, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Be aware of and support difference and ensure equal opportunities for all.
3. Contribute to the development and implementation of the overall ethos/work/aims of the federation.
4. Develop constructive relationships and communicate with other agencies/professionals.
5. Attend and participate in training and other learning activities and performance development as required.
6. Participate in training and other learning activities and performance development as required.
7. Recognise own strengths and areas of expertise and use these to advise and support others.
8. To undertake other duties and responsibilities that can be reasonably expected of and are relevant to the level and nature of the post.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:	None.
Working patterns:	During school day.
Working conditions:	Classroom based.

Northumberland County Council
PERSON SPECIFICATION

Post Title: Teaching Assistant – Lifeskills		School: Astley Community High School	Ref: S1389
Essential	Desirable		Assess by
Knowledge and Qualifications			
Meets the National Standards for Higher Level Teaching Assistants or equivalent qualification	Holds HLTA status	(a), (i)	
Holds at least Level 2 Certificate in Supporting Teaching and Learning in Schools or equivalent	Participated in training related to literacy and numeracy strategies	(t)	
Excellent numeracy and literacy skills (at least QCF Level 2 Qualification)	Training in ASDAN CoPE and AOPE courses		
Evidence of ongoing commitment to CPD	HSAW First Aid Certificate or equivalent;		
Experience			
Working with Key Stage 4 students	Delivering ASDAN CoPE and AOPE courses	(a), (i)	
Experience of planning and delivering of lessons or small group work under the direction of a teacher	Using SIMS to register students		
Undertaking assessments of students’ learning	Supervising small classes of students		
Basic clerical skills	Counselling		
Planning effective actions for pupils at risk of underachieving	Working with children with additional needs		
	Provide advice and guidance to other employees		
Skills and competencies			
Able to plan effective lessons	QCF Level 2 ICT Qualification or equivalent	(a), (r)	

<p>Ability to actively engage learners to support their progress</p> <p>Skills to deal with occasional challenging behaviour from students and deploy strategies as necessary</p> <p>Effective ICT skills and 3 years' experience of using ICT in a learning environment</p> <p>Ability to use other types of technology:</p> <ul style="list-style-type: none"> • Photocopier • Smartboards <p>Understanding of codes of practice and recent relevant education;</p> <p>Good understanding of the principles of child development and the learning process</p> <p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p>		(i)
Physical, mental and emotional demands		
Other		
<p>Willing to follow school policies and procedures and seek guidance from colleagues as necessary</p> <p>Willingness to participate in training and personal development</p>		(i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation,
(o) others e.g. case studies/visits

Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Customer Services and the Seaton Valley Public Library

Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at www.visitnorthumberland.com for more information.

Our commitment to professional development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- North-east teaching schools and Durham County Council provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Our commitment to equal opportunities

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination. Our Equality and Diversity in Employment Policy is available from:

<http://www.astleyhigh.org/aboutus/policies-and-rules>

Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

How to apply

Please read the job description and person specification for the post carefully before completing an application form.

Your completed application form including the names and contact details of two referees and your criminal record declaration form must be **e-mailed** by **Midday** on **Wednesday 7 June 2017** to: svfjobs@svlp.org.uk . **Please indicate clearly the job title for the role you are applying for in the subject of your email.** In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.

Contact us

Address: Astley Community High School and Whytrig Middle School, Elsdon Avenue, Seaton Delaval NE25 0BP Telephone: 0191 2371505/0191 2371402
Websites: www.astleyhigh.org and <http://www.whytrig.northumberland.sch.uk/>