

Framwellgate School Durham

COVER SUPERVISOR

Candidate Information Pack

**Salary scale Grade FSD5 (SCP 7-9)
(£19,554 to £20,344 FTE; £16,921 to £17,605
term time only equivalent)**

(Full time - 37 hours per week, term time only, permanent)

Start Date – as soon as possible

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We wish to appoint a highly motivated and reflective cover supervisor to provide classroom supervision during teacher absences. Over the last three years we have assembled an excellent group of senior leaders and teachers who are having a significant impact on the quality of teaching and student outcomes. With an aspirational culture, and a commitment to evidence informed teaching, we want to achieve more. We received a very positive Ofsted inspection in May 2018 and our A Level progress figures that year were the best in County Durham. We have made significant improvements to our curriculum, teaching, and professional development programme and we are committed to reducing teacher workload.

Framwellgate School Durham is an 11-18 non-selective secondary school and Single Academy Trust. The school roll has increased by 35% in three years and in September 2020 we were oversubscribed with more than 1300 students on roll.

The successful candidate will possess energy and enthusiasm and believe that every young person deserves the very best education and support. A commitment to raising achievement, and a willingness to learn, train and develop as a cover supervisor are all essential. We can offer you an environment where student behaviour is excellent, prior attainment levels are amongst the highest in the North-East, and our students and staff are a pleasure to work with. With over 20 new teachers, including a number of NQTs, and a number of support staff appointed over the last two years, we have quickly become a vibrant and exciting school in which to develop your career.

This is an outstanding opportunity for a talented individual to join our dynamic and forward thinking team. We are looking for someone who is driven, committed and skilled in a range of tasks who can work alongside colleagues to support students when teachers are absent.

Queries and applications should be submitted to Executive Assistant, Fiona Thompson at Thompson.f@framdurham.com

Key Dates

The closing date for applications is Monday 17th May 2021 (9.00am)

Shortlisting and interviews will take place shortly afterwards

Framwellgate School Durham is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS and barred list clearance will be required for this post, together with completion of a pre-employment health questionnaire.

The Excel Academy Partnership
at Framwellgate School Durham
Newton Drive
Durham
DH1 5BQ
Tel: (0191) 3866628
Email: Thompson.f@framdurham.com



Letter of Welcome from Andy Byers, Headteacher

Dear Applicant

I am delighted that you are interested in this post. Framwellgate School Durham (FSD) is a fantastic school. I took up post in September 2017 and most of the SLT have been appointed since then. Working alongside our other talented and experienced staff, the potential is here to make the school truly outstanding. Student behaviour is excellent, and we put a great deal of emphasis on ensuring that staff can work in an environment where students want to learn. The strength of the school has always been its caring ethos and strong community links, and these remain. By introducing new systems to manage behaviour, rewards, assessment, marking, and teaching, and with a new ethos and curriculum, we have made huge strides in transforming the school. Key to all of this is our commitment to a professional development programme for teachers which includes fortnightly training on cognitive science and evidence informed approaches to teaching, a significant amount of time planning with department colleagues, and 5 days dedicated to training and professional development per year.

I am looking for staff who are passionate about their work, have excellent knowledge, and who are reflective practitioners, to help us to continue to improve outcomes. I think this is an incredible opportunity and hope you will too; you must be able to work in effective teams and demonstrate resilience, humour and enthusiasm. You must never settle for second best. I will guarantee you our time and support and a fabulous place to come to work every day.

In your application, please focus on what makes you an effective cover supervisor. Make me feel like I am reading about you; try not write a generic letter which ticks the right boxes but doesn't tell me about your values or what you are like as a cover supervisor or colleague.

We have changed so much over the last three years (new teachers including many NQTs, new support staff, a new sports centre, a new school day, dedicated CPD time each week, a new ethos statement, new uniform, a new curriculum and a real focus on evidence informed teaching) and have much more planned for 2021/22 and beyond. Developing staff in a supportive environment is at the heart of what we do.

Finally, one of you reading this will become a cover supervisor in a fantastic school. You'll love it. Good luck with your application.

Yours faithfully,

Andy Byers

Headteacher

April 2021

About the school

Framwellgate School Durham (FSD) is an 11-18 school which was granted academy status in 2011. There are approximately 1300 students on roll including 130 in the Sixth Form. Our roll is projected to increase by a further in September 2021 as the sixth form grows, and within the next two years, we envisage a roll of 1400 including 230+ post-16 students. The school serves the population to the north of Durham city, primarily from the Newton Hall estate, but we attract students from a wide surrounding area and over 20 feeder primary schools. We are a high achieving 11-18 academy with a strong track record in both provision and outcomes. We are fully committed to the students in our care, and work to ensure that both the pastoral provision and quality of teaching is the very best.

Aims and ethos

Framwellgate School Durham is a community that values learning and celebrates achievement. We are an inclusive comprehensive school with high expectations of both our staff and students alike. In the spring of 2018 we consulted students, staff and parents, and re-evaluated our ethos; the result of this exercise was a new ethos statement (below) which emphasises compassion and kindness and places the well-being and happiness of our students alongside academic achievement. Our new school uniform was introduced in September 2018.

Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

The curriculum

We are committed to providing a knowledge rich curriculum which responds to the needs of the individual student, whilst ensuring access for all to a broad and balanced range of educational experiences. For many students, this means learning with us from 11 to 18. We view this as a continuous, coherent journey and see one of the most important functions of learning, during any key stage, as being to prepare students for the next one. Our curriculum is carefully planned and sequenced and taught by subject specialists.

We recognise that whilst all our students have needs, some have more significant barriers to learning. We are an inclusive school, and through the work of the Achievement Centre, we seek to remove or minimise any barriers to learning that our students may have, be they emotional, physical or academic.

At Key Stage 4 and 5, students receive options guidance linked to future aspirations, and we offer a significant number of GCSE, A Level and BTEC courses which meet the needs and interests of all our students. Nearly all our Year 13 students go on to university, most choosing to study at Russell Group universities.

Pastoral Care and Support

Pastoral care is a strength of the school. This was recognised by Ofsted in 2018. All students are placed in tutor groups, and almost all teachers have a pastoral responsibility, remaining with their tutor group as they move from Year 7 to 11. The tutor is the first port of call for all students. In 2018 inspectors praised student behaviour; indeed, we place a real emphasis on this aspect of school life and believe that teachers can't teach,

and students can't learn, unless behaviour in the classroom, and around school, is excellent. We have effective and robust systems in place to manage behaviour and tackle issues from low level disruption, to more serious incidents.

Teaching and Learning

Having introduced new systems to manage various aspects of school life, and a new knowledge rich curriculum, we spent 2019 and 2020 developing and improving our classroom practice. We place a very high priority on developing our staff professionally. Middle leadership training has been a strong focus this year and there is an extensive programme of CPD opportunities which seeks to support all staff, identify their development needs and move forward in their practice. In 2017 we introduced collaborative planning time for all departments, to allow them to work together to plan exciting and engaging lessons.

We aim to ensure that our teaching stretches and challenges students, and we are increasingly research-led. We don't ask teachers to follow a prescribed learning cycle but we have invested a significant amount of time on training and CPD and have embraced Rosenshine's principles in planning the key ingredients of a good lesson.

The development of teaching is supported through a supportive appraisal process (no data-driven progress targets and objectives linked to improving professional practice), and lesson drop-ins and learning walks. The support for NQTs is exceptional (this is now a 2-year programme in collaboration with TeachFirst) and we are in the process of developing other training strands for RQTs and those aspiring to middle and senior leadership.

Ofsted

Ofsted does not determine our practice, nor does it dominate our thinking, but we believe that our ethos, curriculum, teaching and support for students are such that an inspection will confirm our own judgements and recognise our successes. Our inspection of May 2018, soon after the new leadership team had taken up their posts, confirmed that we were heading in the right direction. Inspectors highlighted the following **"Strengths:**

- The new headteacher, supported by a recently appointed and skilled senior team, has brought much-needed drive and ambition to the school. In a short period of time, they have tackled a significant number of weaknesses effectively.
- Pupils' behaviour, sixth form achievement and pupils' progress in English and mathematics have improved. The quality of teaching is also improving.
- Pupils behave very well around the school. Most are attentive in lessons and show respect for each other's opinions. Parents and pupils value the high level of support provided by the school's pastoral team
- The sixth form is good. Most students make strong progress in their chosen studies. They are well supported to go onto higher education, training or employment."

A positive monitoring visit in July 2019 demonstrates that we are on the right track and our remote provision inspection in March 2021 reported that the school maintained a focus on developing the quality of education in spite of the pandemic.

The Website and Social Media

Our new website (www.framdurham.com) gives an insight into the school and I would encourage all prospective applicants to look at it, especially the curriculum information about what we teach in each subject. Many departments have an active twitter account and you may be interested in the Headteacher account (@framheadteacher) and school account (@fram_official).

Job Description

Post Title	Cover Supervisor
Main Purpose of the Role	To provide classroom supervision during teacher absences
Main Duties and Responsibilities	<ul style="list-style-type: none"> • Deliver learning activities to groups of students and classes during the short term absence of the teachers in line with school policies and procedures • Provide classroom support activities • Assist with extended school provision, e.g. out of school hours groups, breakfast clubs, homework clubs etc • Communicate the work set by the class teacher to students and to be proactive in facilitating the learning • Follow all instructions as directed by the class/lead teacher • Assist students effectively with ICT based learning activities • Promote positive behaviour and conduct by developing supportive and constructive relationships with students and acting as a positive role model • Provide classroom management and organisation • Provide support for examinations through invigilation and scribing if required • Provide in-class support for students with special educational needs • Assist students and teachers on educational visits • Provide support in the Learning Resource Centre • Implement local and national learning strategies e.g. literacy and numeracy • Work collaboratively to provide general clerical/admin support across the school as required • Assist with displays around the school and in classrooms • Assist the Pastoral Managers with behaviour issues/urgent call outs • Uphold the school rules and ethos • Supervise students during lunchtime • Regular duties in the Learning Resources Centre • Support the data manager in organising and communicating room changes <p>NOTES</p> <ol style="list-style-type: none"> 1. The above responsibilities are subject to the general duties and responsibilities contained in the relevant Conditions of Service. This is a "job description" and not the Conditions of Employment 2. This job description allocates duties and responsibilities but does not direct the amount of time to be spent carrying each of them out. 3. The duties outlined above cannot totally encompass or define all tasks which may be required of the post holder. Other duties may, therefore, be allocated from time to time, commensurate with the grade of the post. 4. The post will be reviewed as and when required and may be subject to modification or amendment at any time, after consultation with the post holder.

<p>General responsibilities of all staff</p>	<ul style="list-style-type: none"> ▪ Safeguarding, Equality & Diversity and Health & Safety <ul style="list-style-type: none"> ○ To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures. ○ To carry out your duties with full regard to the academy’s Equality, Diversity & Community Cohesion policy. ○ To comply with health and safety policies, organisational statements and procedures, report any incidents/accidents/hazards and take proactive approach to health and safety matters in order to protect both yourself and others. ○ To comply with the academy’s requirements for safeguarding and vetting checks. ▪ Compliance with Policies <ul style="list-style-type: none"> ○ The post holder is required to comply with all academy policies.
<p>DBS Disclosure</p>	<p>Enhanced with barred list check</p>

Person Specification: Cover Supervisor

Category	Essential	Desirable	Method of Assessment
<p>Qualifications</p>	<ul style="list-style-type: none"> ▪ Five GCSEs grade C or above (or equivalent), to include mathematics and English 	<p>Level 3 + qualifications</p>	<ul style="list-style-type: none"> ▪ Application form
<p>Experience</p>	<ul style="list-style-type: none"> ▪ Previous experience of working with groups of children ▪ Previous experience of using supervision/management skills ▪ Previous experience of using school IT packages including MS Office, and SIMs 	<ul style="list-style-type: none"> • Experience of working with secondary aged vulnerable students • Experience of working in a classroom environment 	<ul style="list-style-type: none"> ▪ Application form ▪ Interview ▪ References
<p>Essential knowledge and skills</p>	<ul style="list-style-type: none"> ▪ Excellent ‘people management’ skills ▪ Good literacy and numeracy skills ▪ Good written and verbal communication skills ▪ Good organisational skills ▪ Ability to coordinate tasks individually, and within a team ▪ Sound understanding of young people ▪ Understanding of programmes of study for secondary aged students ▪ A team player ▪ Ability to meet deadlines 	<ul style="list-style-type: none"> • Previous experience of working in a student supervisory role 	<ul style="list-style-type: none"> ▪ Application form ▪ Interview ▪ References



	<ul style="list-style-type: none"> ▪ Excellent IT skills ▪ Excellent student behaviour management skills 		
Essential personal attributes and practical qualities	<ul style="list-style-type: none"> ▪ Patient and calm ▪ Sense of humour ▪ Approachable ▪ Able to use own initiative ▪ Flexible approach to work ▪ Committed to the principles of equality and diversity ▪ Ability to promote the positive ethos of the school ▪ High professional standards, including excellent punctuality and professionalism ▪ A commitment to professional development and training ▪ Able to work flexibly within the requirements of the school, to meet all deadlines. ▪ An interest in the development and safeguarding of young people 		<ul style="list-style-type: none"> ▪ Application form ▪ Interview ▪ References

The Application Process

Please complete the Application Form available from www.jobsinschoolsnortheast.com or www.framdurham.com

Guidance on completing the application form:

Candidates are requested to complete the application form in full. Section B Personal Statement requires you to set out thorough evidence of how you meet the criteria included in the Person Specification. This will be used in the shortlisting process. This section should be no more than 1,000 words. Your completed application form should be emailed 'in confidence' to Thompson.f@framdurham.com by **Monday 17th May 2021 – 9.00a.m.** All applications will be acknowledged by email. Please DO NOT upload your application form to any of the websites on which this post is advertised. Please note that we do not accept CVs.

Shortlisting and interviews will take place soon afterwards and shortlisted candidates will be contacted in due course. Please note that we only contact shortlisted candidates.

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