



Application pack for the post of:

Intervention/Cover Supervisor

Start Date: September 2019

Pemberley Academy

Hodings Road

Harlow

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admin.pemberley@reach2.org

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Letter from Sir Steve Lancashire, CEO, REAch2 Academy Trust

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust has academies based all across England and includes schools at various stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is, you then we would be delighted to receive your application.

Sir Steve Lancashire

CEO, REAch2 Academy Trust

The application process and timetable

You are invited to submit an application form, which is available together with this document.

Closing date for applications: 31st May 2019

Interviews w/c: 10th June 2019

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To obtain an application pack please download from the following:

www.pemberleyacademy.co.uk – under the recruitment heading

www.essexschoolsjobs.co.uk – search position advertised

www.reach2.org – under vacancies

Completed application forms should be sent to:

Mrs Michelle Sortwell

Pemberley Academy

Hodings Road, Harlow, CM20 1NW

OR emailed to:

admin.pemberley@reach2.org

Background on REAch2

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, in time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

Our Regions

- West Midlands covering - Staffordshire, Warwickshire, Birmingham and Telford
- East Anglia covering – North East Essex and Suffolk
- South Central covering - Croydon, Bexley, Kent and Sussex
- North Central covering – Essex, Reading, Hertfordshire, London

Our cornerstones and touchstones

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

The touchstones are:

- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment:** children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org

Job Description

Job Title: Intervention/Cover Supervisor	Grade: Band 2 Point 4
Work Location: School Based	Salary Range: £18,426 pa pro rata
Reports To: Assistant Head / SENCO	Leads & Manages:

Role Summary:

- Administration of cover and primary deliverer of cover supervision.
- 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.

Key Tasks and Activities:

- Supervise work that has been set in accordance with the school policy.
- Manage the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment.
- Respond to questions from pupils about process and procedures.
- Assist pupils to undertake set activities as appropriate.
- Deal with any immediate problems or emergencies according to the schools policies and procedures.
- Collect completed work after the lesson and return it to the appropriate teacher.
- Report back as appropriate using the schools agreed referral procedures on the behaviour of pupils during the class and any issues arising.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/ records as requested.
- Be aware of and comply with policies and procedure relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of the pupils.
- Attend and participate in meetings
- Participate in training and other learning activities as required.
- Supervise pupils on visits, trips and out of school activities as required.
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect changing roles and responsibilities. Any changes will take account of salary/status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

PERSON SPECIFICATION

Experience

Essential:

- A minimum of two years experience of working in a school.
- Full working knowledge of school policies relating to health and safety, behaviour, attendance, equal opportunities, child protection.
- Understanding of the principles of child development and learning processes.

Practical Skills

Essential:

- Ability to use ICT effectively to support learning.
- Ability to use ICT to assist in organisation.
- Ability to maintain order and discipline in a classroom

Personal Qualities & Attributes

Essential:

- Ability to stay calm under pressure.
- Ability to organise well.
- Ability to prioritise workload.
- Able to be flexible.
- Able to work with a variety of staff.
- Able to work constructively as part of a team, understanding classroom roles and own position within these.

Qualification or Training

Essential:

- NVQ Level 3 or equivalent.
- Very good numeracy & literacy skills