



## VACANCY – COVER SUPERVISOR

**Temporary to 9.5.24 (in the first instance)**

**Working Term Time only plus one week of INSETS**

**Starting at the earliest opportunity following interview**

Up Holland High School is a happy and harmonious place to be where students are highly-motivated and have the opportunity to be inspired and succeed.

We seek an enthusiastic and committed Cover Supervisor with the ability to deliver effective teaching and learning across all areas. You will also have excellent communication skills and be a strong team player.

Up Holland High School is a happy and harmonious place to be where students are highly-motivated and have the opportunity to be inspired and succeed. We are recognised by Ofsted as 'Good' in all areas of school, but with the ambition to improve still further. We believe that our strong collaboration with students, staff, parent/carers and governors continues to contribute towards the success of the school.

We consider the education of our students to be about developing the whole child, preparing them for life beyond school. Not only providing them with a good level of attainment in examination subjects but also helping them to develop the skills, values and attributes which will enable them to be strong, successful citizens when they move on from Up Holland, ready to contribute to their local community and the wider world. This philosophy is captured in our vision statement.

### **Personal Development**

The five key skills and values that we promote through LORIC are those that employers' colleges and universities consider to be most desirable:

- **Leadership**
- **Organisation**
- **Resilience**
- **Initiative**
- **Communication**

Students develop their LORIC skills and values through our 'Character and Culture' programme. This begins in Y7 and continues through to Y11, with students participating in a range of activities and experiences. These activities are promoted and undertaken in personal development time, curriculum lessons, character and culture days and enrichment opportunities. We believe that the 'Character and Culture' programme enhances the development of the whole child, preparing them for life beyond Up Holland High School.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance, including checks with past employers. Please note that in line with Keeping Children Safe in Education 2022 an online search will be carried out as part of our due diligence on shortlisted candidates.

Application forms and further details of the post are available to download from the school website:

<https://www.uhhs.uk/about-our-school/vacancies>

Completed application forms together with a letter of application no more than 2 sides of A4 in 12 pitch should be emailed to [a.mckernan@upholland.lancs.sch.uk](mailto:a.mckernan@upholland.lancs.sch.uk) marked for the attention of Mr P Scarborough, Headteacher.

Closing Date: **Monday 4<sup>th</sup> September 2023, 8.00 am**

Interviews: **As soon as possible**

**UP HOLLAND HIGH SCHOOL**

Sandbrook Road, Orrell, Wigan, Lancs WN5 7AL

Tel: 01695 625191

Website: [uhhs.uk](http://uhhs.uk)

Twitter: @UHHSchool

## **JOB DESCRIPTION**

Job Title:	<b>Cover Supervisor</b>
Required from:	<b>As soon as possible</b>
Responsible to:	<b>SLT member responsible for Cover/Cover Manager</b>
Scale:	<b>Grade 6 – Pro Rata, Part time hours over 5 days</b> <b>Term time only plus one week</b> <b>30.42 hours per week (6 hours 5 mins per day)</b>
Pro rata salary:	<b>Current pro rata salary is £17,086 to £19,783</b>

## **OVERALL RESPONSIBILITY**

To teach cover lessons for absent teachers and to prepare a bank of materials for use within cover lessons for all subject areas.

## **SECTION 1 – DUTIES**

### **Teaching and Learning**

1. Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to Child Protection Procedures and Pastoral Need.
2. Register and actively teach the assigned class or classes to the best of their ability - using the instructions in the class folder.
3. Follow the set work as left by the teacher or as directed by the Progress Leader. (Head of Department)
4. Give explicit learning objectives and outcomes using Assessment for Learning techniques and ensure students are clear what they have to do in the lesson.
5. Use a variety of teaching methods and learning strategies to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.
6. Normally undertake only non-hazardous practical activities, e.g. cut & stick.
7. Be aware of students with Special Educational Needs, medical conditions, behavioural support plans.
8. Set homework as directed by the subject teacher or Progress Leader.
9. Have high expectations of the students' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
10. Maintain a high standard of discipline by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident. Particular attention should be paid to reinforcing and implementing the 'Code of Behaviour' and/or 'School Rules' and the 'Policy on Rewards and Sanctions'.
11. Collate records of all rewards and incidents of inappropriate behaviour relating to students in the class and inform the relevant Progress Leader.

12. Collect all work done during the lesson, retaining it until it can be passed on to the class teacher, via the agreed route, upon their return. Also collect in/stock-check and return all equipment and apparatus to their correct location.
13. Report any problems with the set work to Progress Leader - especially if it is inappropriate or below an agreed standard.
14. Mark the work when requested to do so. Marking should be in accordance with the Subject Marking Policy.

### **Curricular Knowledge and Understanding**

1. Have a working knowledge and understanding of the National Curriculum programmes of study.
2. Have a good knowledge of any other statutory requirements related to the students' education or welfare
3. Keep up-to-date with research and developments in pedagogy and curriculum content.
4. Support the ongoing developments in Literacy, Numeracy, ICT skills in subject teaching.
5. Use detailed subject knowledge to deal effectively with subject-related questions raised by students and any common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.

### **Other Duties**

1. Direct the use of any support staff or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
2. Assist in the supervision of examinations, both public and internal as directed.
3. When not actively covering:
  - plan effective lessons with subject teachers for absence known in advance and become familiar with the requirements of the set work.
  - work with Progress Leaders to prepare a bank of materials available for unexpected absence.
  - work with the appropriate Progress Leaders in the cases of prolonged teacher absence to ensure continuity and progression for the class.
  - use own subject specialist knowledge in order to prepare appropriate materials for cover lessons.
  - assume a Teaching Assistant role determined by the SENCO.

### **Continuing Professional Development**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

3. Maintain a professional learning portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.

## **SECTION 2 - ADDITIONAL DUTIES FOR THIS POST**

Any other tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's continuing professional development programme.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties, including the provision of high-quality teaching and learning and the pastoral care of the students in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

## **GENERAL**

- To be professional at all times and develop our Character Education Programme: LORIC
- To work within school policies and procedures.
- To support the promotion of positive relationships with parents and outside agencies.
- To attend skill training and participate in personal/performance development as required.
- To take care for their own and other people's health and safety.
- To be aware of the confidential nature of issues.
- You should be in possession of a First Aid qualification or be willing to be First Aid Trained.
- Work smoothly and harmoniously with other members of staff.
- Be of smart appearance, be efficient, energetic and proactive.
- The duties may be varied by the Headteacher and/or Governing Body to meet changed circumstances in a manner compatible with the post held.



### School Priorities 2022-2024

- Improving the **attendance** of students, particularly those that are persistently absent
- Improving the **attitude** to learning and promoting the resilience of students
- Embedding high quality **teaching** within a challenging curriculum
- Increasing the rate of **progress** and attainment in all subjects
- Developing a **culture** of equality, diversity, and inclusion

### Impact

Attendance is 95% (above the national average) and a reduction in the percentage of persistent absence (below the national average)

- Performance of students to be comparable, or better than similar students nationally, most notably disadvantaged, boys, and in science
- Progress 8 score to be consistently zero or better across all subjects
- Basics: 9-4 80% 9-5 60%
- Lancashire Equality Mark status achieved

### Vision Statement

We continually strive to:

- Provide outstanding educational standards and outcomes, driven by our Dedication to Excellence.
- Develop the whole child, enhancing their character through our LORIC skills and core values.
- Promote a culture of inclusion, equality, and diversity.

