



St Paul's Way

Education • Foundation • Trust



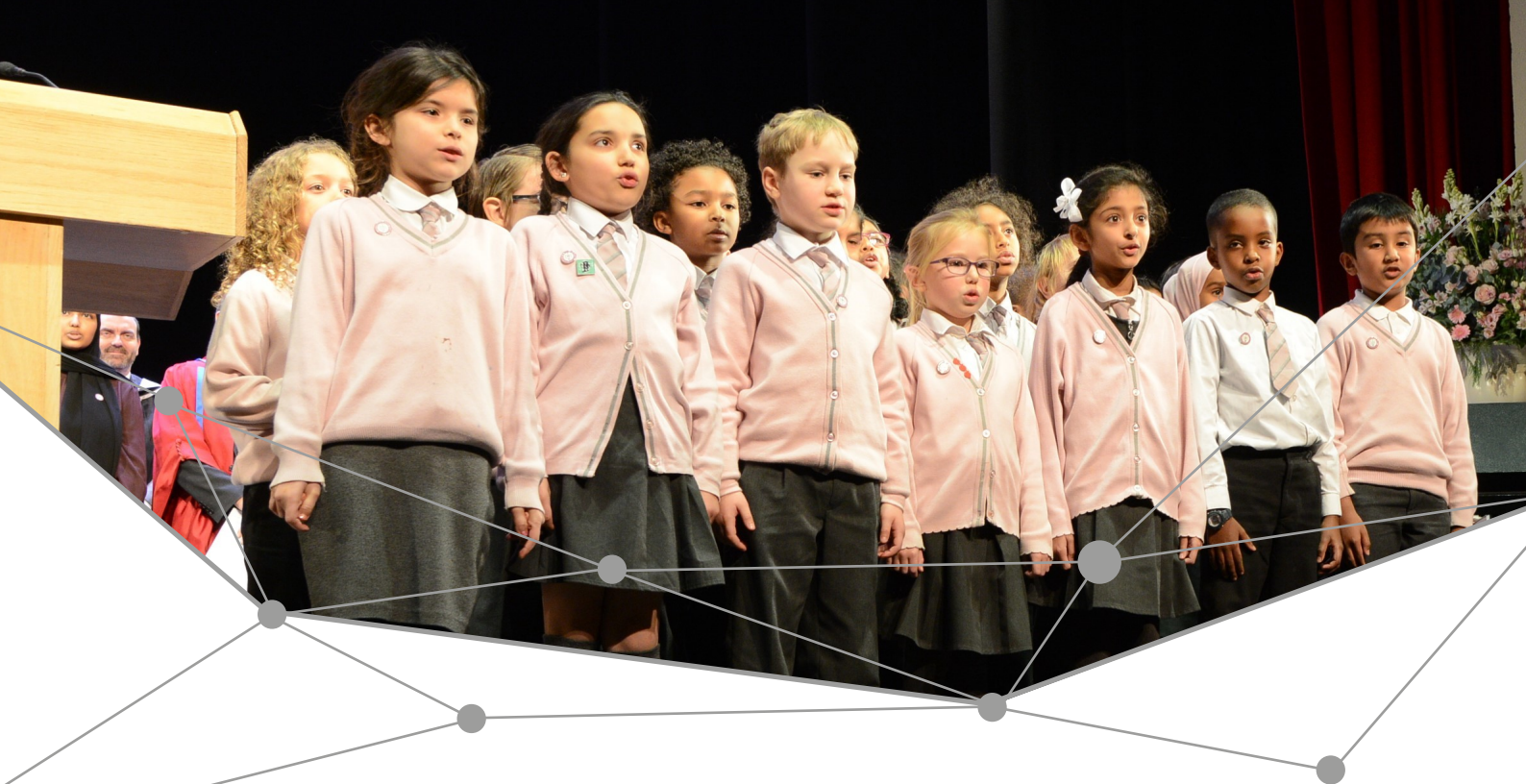
Candidate Information Pack

Cover Supervisor

*'the best place to learn in, the best place to work in
and the best place to partner with'*

UST

University Schools Trust



“ Providing transformational educational opportunities for all children...”



St Paul's Way Trust School

University Schools Trust

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Welcome



At St Paul's Way Trust we expect each of our graduates to be fully prepared for the opportunities and the demands of the adult world. During each child's school career we place strong emphasis on six key areas: Communication, Investigation, Networking, Participation, Scholarship and Vision. It is because students learn to excel in these areas that they gain the confidence to become successful global citizens.

Our undergraduate curriculum, which promotes both academic excellence and the development of well-rounded citizens, is the result of very close work with two of our Trustees: Queen Mary University of London and King's College, London. It is precisely because of our unique relationship with these Higher Education institutions, alongside our other University Trust Partners, including Warwick University, University College London, The University of Greenwich and the University of East London, that we are able to provide this exciting, relevant and robust learning experience.

Philip Akerman

Executive Headteacher

The superb outcomes and the impressive university/career destinations achieved by our students, are testament to the success of our model and our belief that every child can fulfil their potential. Our accomplishments, however, have always been underpinned by the strong partnership forged with our families and the local community.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

www.spwt.net

If you are interested in applying for the post and would like to arrange an informal discussion or a visit to our school, please contact the HR Department on:
020 7987 1883 or
email hrhelpdesk@spwt.net

Our Offer to you

Exceptional outcomes

- Exceptional A-Level results
- 96% of SPWT graduates going on to study at university.
- Most oversubscribed school in the borough
- Top attendance in the borough.

Bespoke career pathways

- Teacher Development Trust 'Bronze' award for professional learning
- IOE accredited leadership courses (NPQML/NPQSL/NPQH)
- Lead Practitioner development programme
- Bespoke career pathways for teaching and non teaching support staff.
- Faculty-led CPD budgets.

Partnerships

- University partners including those from Russell Groups.
- UST lead school.
- Opportunities to positively affect student life chances in schools across London.
- Annual Science Summer School hosted by Professor Brian Cox, the school's patron.

Attractive pay/conditions

- Inner London pay spine.
- Access to car parking facilities.
- Finance guidance and support.

Great location

- Located on Hackney/Tower Hamlets border.
- Walking distance from Victoria Park/Mile End Park.
- Easy access to the Central line and Devons Road DLR.
- Short commute from Canary Wharf.
- Short commute to Westfield Stratford.

Unique curriculum

- Music scholars programme.
- Faraday school.
- Academic sixth form.
- Lead members of the Tower Hamlets Art Network (THAT).
- Inclusive provision including Deaf Support Base.
- Greenhouse tennis provision for students.

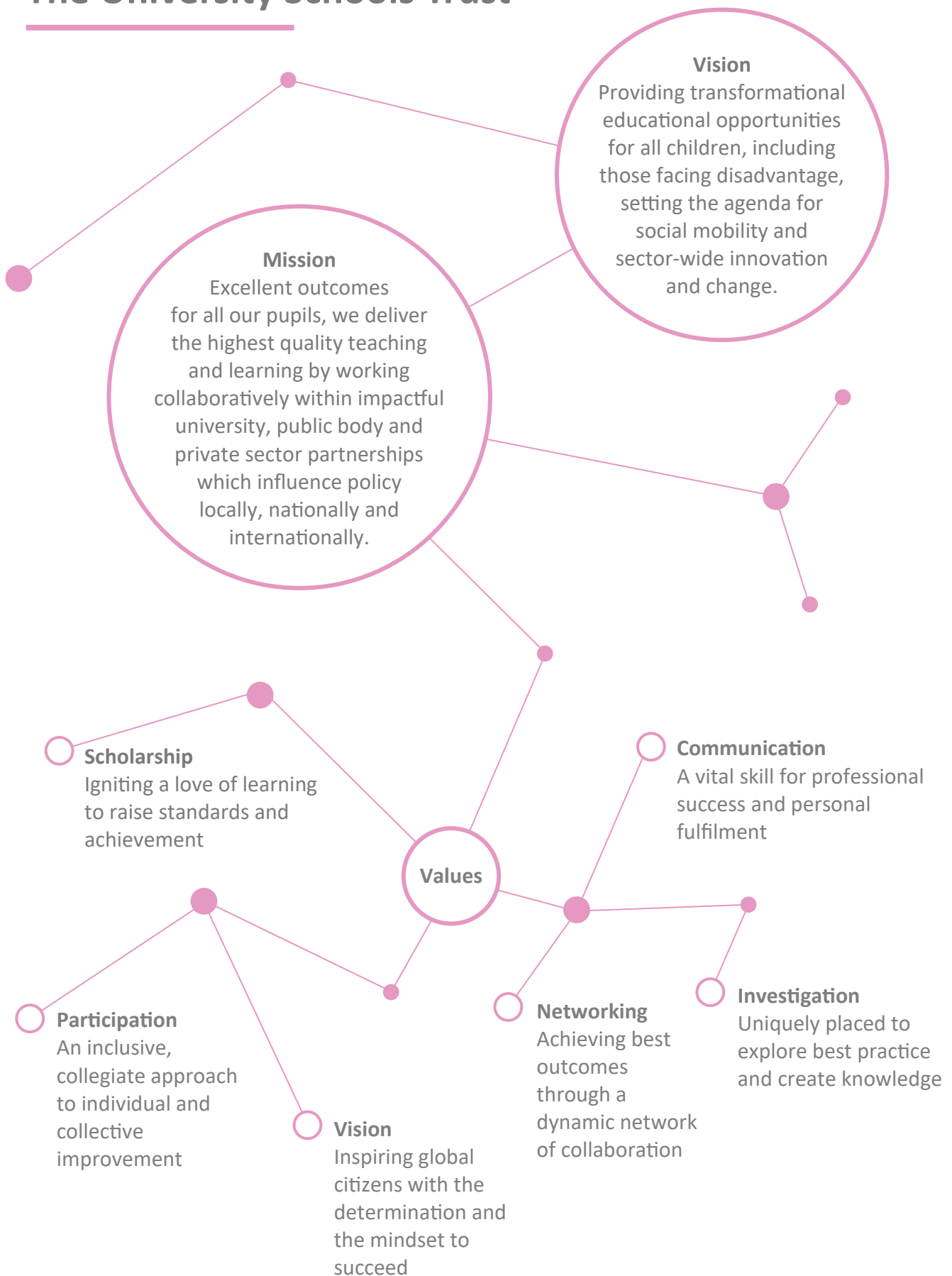
Workload and well-being

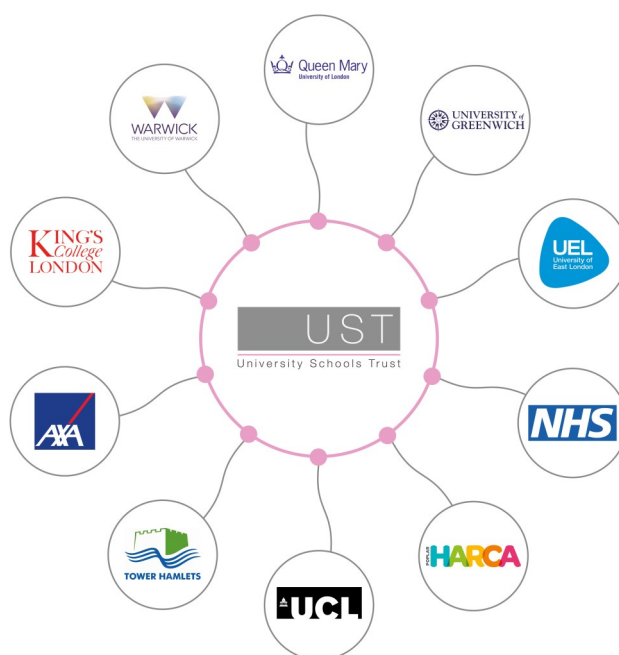
- 'Purposeful practice' workload tool.
- On-site gym access.
- Local incentives/discounts.
- Access to Cycle/Tech scheme.

Policies driven by professionals

- Faculty lead feedback policies.
- Teacher led curriculum design.
- 'Purposeful practice' staff consultation to reduce teacher workload.

The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate, share and continually raise our standards.

The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning.

Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

www.ust.london/444/school-of-education

Our School

St Paul's Way Trust School is the secondary phase of an all-through school with St Paul's Way Foundation School. The school consists of 1,189 students on roll.

The school plays a pivotal role within the local community. The school received 540, 1st choice applications for the 2019 intake in year 7, making it the most popular school in the borough for the fifth consecutive year. We have created a culture that is committed to ensuring that students and staff excel. Leaders are relentless in ensuring that students receive the highest quality of provision in terms of curriculum and extracurricular opportunity.

Through the school's extensive network of partnerships through the University Schools Trust and beyond, there is a culture of high expectation of outcome beyond just the classroom and students are offered an extensive range of opportunities to excel. Leaders are ambitious in their vision for the school. They continually set and achieve ambitious targets in terms of student outcomes, attendance, and destinations.

In 2017-2018, 98% of students from SPWT Sixth Form went to university. 66% of students went onto study at Russell Group Universities. Ambitious targets have been set for this year's GCSE and A Level outcomes, in keeping with the trend of high performance at both Key Stage 4 and 5 that exceed both local and national averages.

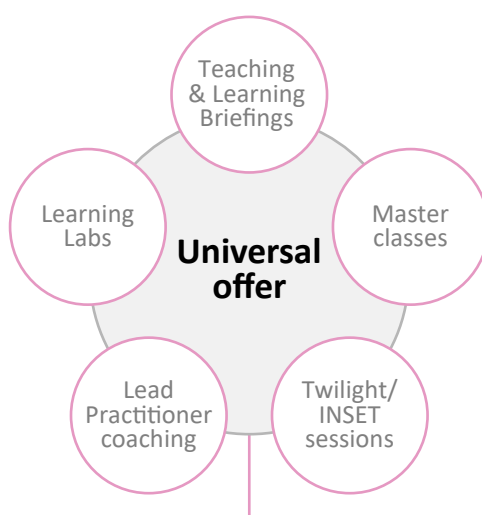
St Paul's Way Trust School provides an inspirational physical learning environment for children and young people, and warmly welcomes the community. Secure access between public and private areas enables pupils and members of the local community to easily access the school's extensive dual use community facilities, which include a theatre and a large public sports provision.

The school benefits from a Science Research Centre; a project managed by Queen Mary University of London (QMUL) and an additional set of outdoor tennis courts that were completed in Autumn 2018, funded by extended grants from London Marathon Trust and the Tennis Foundation.

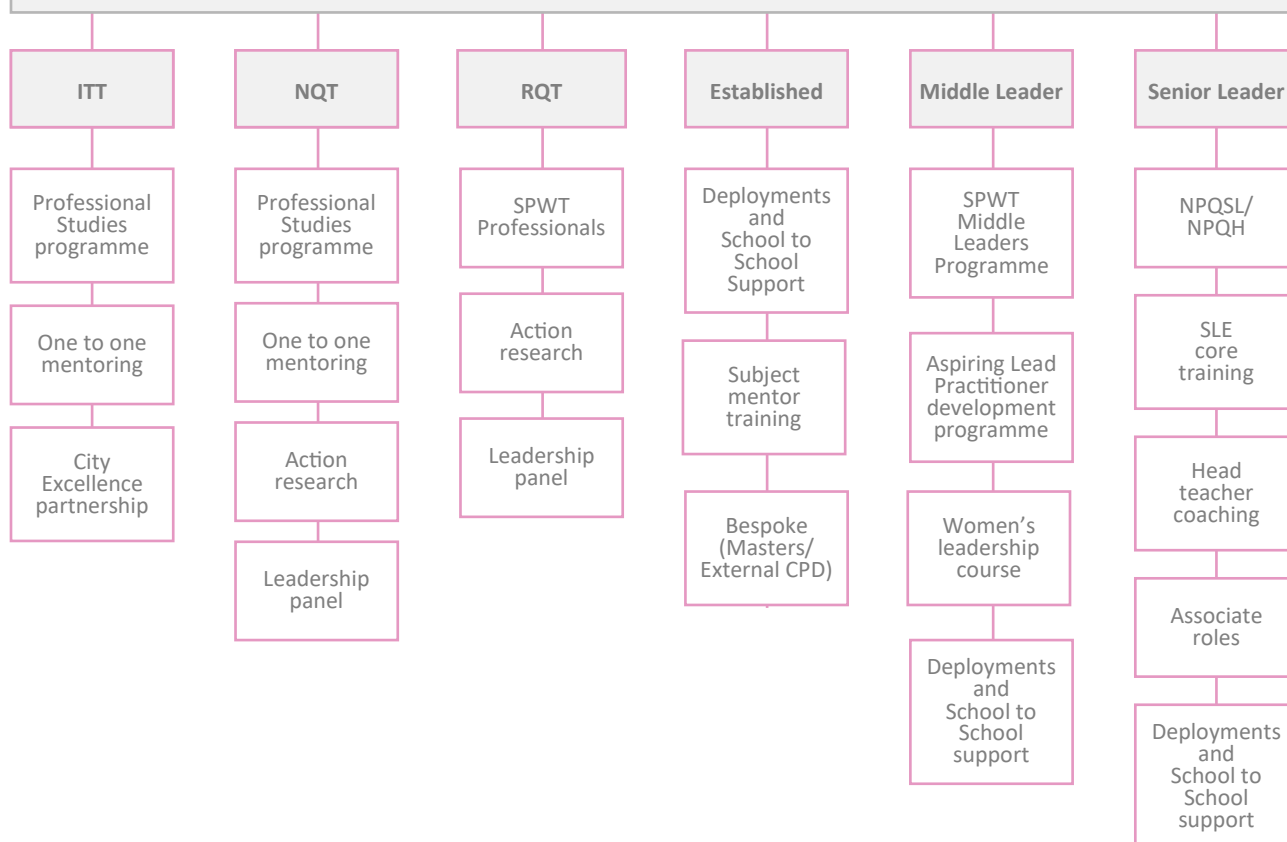
Development and Networking Opportunities

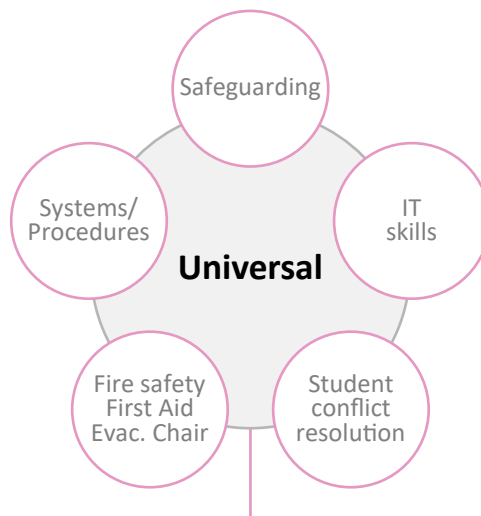
SPWT offers all staff teaching and non-teaching opportunities to train and develop as professionals at all stages of their careers.

Our CPD Offer:



Bespoke career stage courses in addition to your universal offer





Our CPD Offer: The School Community





Job Description

Job title:	Cover Supervisor	Start Date:	January 2022
Location:	St Paul's Way Trust School	Grade & Salary Range:	Scale 6, SP 18-20
Line Manager:	Deputy Head, Quality of Education	Contract Type	TT+ 1 week, permanent

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee. Through our influential trust partners, we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

Job Summary:

- To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life.
- To supervise whole classes during the short term absence of teachers. Cover supervisors will give instructions for the lesson as provided by a teacher and the primary focus of the role will be to maintain high expectations of learning and behaviour, and follow the cover supervisor expectations, as given by the school.
- To respond to general questions and provide feedback to teachers but not be required to undertake specified work (Planning, preparation, delivery, and assessment, recording and reporting of achievement, progress and development).

DUTIES & RESPONSIBILITIES

- Supervising work that has been set in accordance with the school's policy, responding to any questions from pupils about process and procedures.
- Support the Curriculum Plan and learning programmes set by the teacher.
- Collect any completed work after the lesson and return it to the appropriate teacher. Provide feedback to the classroom teacher on the pupils' progress against lesson plans and conduct of the lesson.
- Take the register and log any rewards/ concerns on SIMS
- Deal with any immediate problems or emergencies according to the school's policies and procedures.
- Directly supervise classes in the short-term absence of their usual teacher, including taking responsibility for directing the work of other adults attached to the class in a supportive capacity.
- Ensure all pupils understand what the cover work requires of them and supervise pupils' completion of the work set by the usual class teacher or other appropriate person, in accordance with the school's policy.
- Support the learning needs of pupils during the lesson by providing such guidance and advice as might in other circumstances be provided by an effective teaching assistant.
- Manage the behaviour of pupils on entry to and exit from the teaching space and whilst they are undertaking the work set, according to school policy, in order to secure a positive and constructive learning environment.
- Be fully aware of the full range of school policies and procedures, particularly those regarding Health and Safety, equal opportunity and SEN.
- Undertake training as required to develop the skills necessary to: Safely manage classroom activities, the physical learning space and the resources for which lead persons in a classroom are responsible
- Understand and be able to use a range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs.
- To manage the work of teaching assistants and ensure they are deployed effectively in the classroom. To provide feedback to TA's on their performance and talk to the teacher about any issues in relation to this.
- Undertake form tutor responsibilities as required. Supervising students during their form tutor period, including supporting activities related to the personal and social development of the student, possibly as part of the school's PSHE and/or citizenship programmes. Ensuring students in the tutor group are registered- usually using electronic registration, though sometimes also using paper registers.
- Following up on student absence, in line with the particular school's absence monitoring procedures.
- Following up on information relating to student behaviour, both as regards rewards and consequences, in line with the school's behaviour policy.
- When not required for cover supervision, provide assistance and other support as directed to teachers or other members of the support staff as appropriate.

- Undertake administrative tasks to support the teachers in the school, including photocopying and typing and maintaining pupil's portfolios and records of work undertaken.
- Undertake exam invigilation as required, including ensuring compliance with QCA regulations as appropriate.
- To deliver structured intervention and catch-up programmes to support the development of literacy and/or numeracy skills, and other intervention programmes as directed.
- To support the organisation of the learning environment, including the production, maintenance and storage of resources.
- To attend formal meetings during contracted hours to discuss students' progress with parents and other professionals as part of the relevant staff group.
- To accompany students and teachers on educational visits and trips during contracted hours, being responsible for student's safety and engagement in learning activities.
- To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the postholder

Staff Development

- To continue personal development in the relevant areas
- To engage actively in the Performance Management process
- Participate in whole school and CPL programmes

Student Support and Progress

- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To contribute to the preparation of Action Plans and other reports as required
- To alert the appropriate staff to problems experienced by students
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to personal development, CEIAG and enrichment according to school policy
- To apply the Behaviour for Learning policy so that effective learning can take place
- Meet with students over whom there are concerns and contact home where necessary in conjunction with student support teams
- Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads

General administration

- Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality
- Ensure that communications are responded to in a timely manner and agreed deadlines are met

Equality and Diversity

- The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Health and Safety

- The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and

(continued)

- Safety at work Act 1974 and all other relevant subordinate legislation.

Safeguarding

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

COMMON ROLES OF THE ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area .

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority

Signed _____ Date _____
Postholder

Signed _____ Date _____
Headteacher

St Paul's Way Trust School Cover Supervisor Person Specification		
Knowledge and Experience	Essential	Desirable
Good understanding of effective procedures for managing and promoting positive behaviour among pupils.	✓	
Experience in urban schools		✓
Skills and Abilities	Essential	Desirable
The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff	✓	
Good level of ICT skills	✓	
Ability to lead and manage own work effectively and take responsibility for own professional development	✓	
Ability to recognise and respond to the needs of children of different attainment levels	✓	
The ability to lead, motivate and inspire pupils, support staff and to forge positive relationships with parents	✓	
Personal Qualities	Essential	Desirable
Excellent interpersonal and communication skills	✓	
Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels	✓	
Commitment to contributing to school life as a whole, and willingness to be involved with clubs and community projects		✓
An appetite and stamina for challenging work	✓	
A proactive approach to continuous professional development	✓	
A passionate belief in the success of young people and obtaining high standards	✓	
Flexible, adaptable, results orientated and able to prioritise, resilient under pressure	✓	
Other	Essential	Desirable
Commitment to equality of opportunity and the safeguarding and welfare of all students	✓	
To undertake, within reason, other various responsibilities as directed by the Deputy Headteacher	✓	
This post is subject to an enhanced Disclosure & Barring Service check	✓	
Engaging With Others	Essential	Desirable
Excellent interpersonal and communication skills (both oral and written)	✓	
Ability to deal with staff, pupils, parents and outside agencies, including the ability to promote the image of the School.	✓	
Ability to work constructively as part of a team, understanding school roles and responsibilities and the post holders' position within these.		✓

St Paul's Way Trust School Cover Supervisor Person Specification (continued)		
Engaging With Others (continued)	Essential	Desirable
An understanding of the necessity for maintaining strict confidentiality, where appropriate.	✓	
Valuing Diversity	Essential	Desirable
Experience, or empathy with, working in a multicultural environment	✓	
Learning Effectively	Essential	Desirable
Willingness to undertake further training as required.	✓	
A commitment to continuous professional development	✓	

Application and Selection Process

All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

- Visit [www.spwt.net/contact vacancies](http://www.spwt.net/contact-vacancies) and follow the link to complete your application form.

Deadline for applications to be received is **Midday, Monday 13th December 2021.**





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