

Anything
is
Possible

Show
Respect



Ashby School

Empowered to Learn

We are looking to
recruit a
Cover Supervisor

Grade 7

Required from
Easter 2025 or earlier if possible

Accept
Responsibility

Build
Resilience



Cover Supervisor

Grade 7, Points 11-14

Actual salary: £19,266 - £20211.69

32.5 hours a week, 38.4 weeks a year

Required from Easter 2025 or earlier if possible

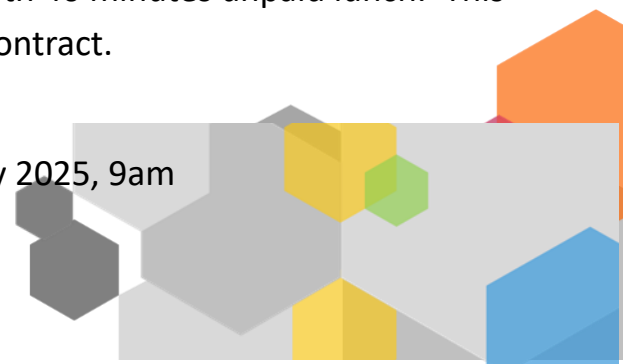
Do you want a job that is fulfilling? Do you love and value supporting young people? Do you believe in the opportunity for every child to have the best possible opportunity to learn? Are you patient, tenacious, optimistic and a great communicator? Then Ashby School could be the place for you!

We are looking to expand our excellent team of Cover Supervisors to support students in the case of absence of their usual classroom teacher. We want to appoint an individual who can command respect, who understands how to communicate with young people, who is interested in being a learner and who works well as part of a team. We also seek to appoint someone who understands that this role is not always needed every lesson of every day and, as such, is willing to work with students in alternative capacities supporting learning in its broadest sense.

Cover Supervisor is also an excellent opportunity to start your journey into teaching. We believe that Ashby is a great place for students to take their next educational steps. We also believe it is an equally great place to consider your next steps into a role in education. Whether this is building experience for an application to train as a teacher or exploring whether education is a good fit for you, this role is offered in conjunction with a full suite of continuing professional development.

Hours of work are 8.30 am – 3.25pm Monday to Friday with 40 minutes unpaid lunch. This is for 38 weeks plus 2 training days. This is a permanent contract.

Completed application to be sent by Monday 24 February 2025, 9am



Job Description

Job Title	Cover Supervisor
Grade	Grade 7, Points 11-14 FTE £25998 - £27273 Actual - £19,266 - £20211
Hours and Weeks	32.5 hours a week, 38.4 weeks a year 8:30am-3:25pm including 40 minutes unpaid lunch

Personnel within this role are employed under the following Job Description and Person specification below. Details of specific roles are directed as necessary by the school.

Job Description

Overall	<p>All employees employed within this job description must be willing to:</p> <ul style="list-style-type: none"> • Provide small group sports coaching and education for identified students within and beyond the mainstream curriculum. • Take responsibility for groups or classes of students in the short-term absence of their usual teacher, primarily but not exclusively within PE and practical subjects. • Support the wider educational purpose of the school
School Culture	<p>Educators make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge and up-to-date teaching skills and are reflective; forge positive professional relationships; and work with parents in the best interests of their students.</p> <ul style="list-style-type: none"> • Contribute to a culture where students experience a positive and enriching school life. • Be proactive and positive in interactions with young people within and beyond the role and support students social times as need arises. • Work to establish a staff culture that promotes excellence, equality and high expectations. • Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
Job Description	<p>To take responsibility for groups or classes of students in the short-term absence of their usual teacher. In this context, the Cover Supervisor will be responsible for:</p> <ul style="list-style-type: none"> • supervising work that has been set in accordance with school policy; • liaising with teaching staff with regard to work set for a class; • managing the behaviour of students to ensure a constructive environment whilst undertaking work; • responding to any questions from students about process and procedure; • dealing with any immediate problems or emergencies in accordance with the school's policies and procedures; • collecting any completed work and resources after the lesson and returning them to the appropriate teacher or subject leader; • reporting back, as appropriate, using the school's agreed referral procedures, on the behaviour of students during the class, and any other issues arising; • Student registration of a class. • In a controlled environment, to supervise students who have been isolated from their peers as a behaviour sanction. • To support the work of the curriculum areas. • Take part in whole school INSET activities to enhance job effectiveness.

	<ul style="list-style-type: none"> • Accompany students on trips, visits, and other educational activities. • Support the work of classroom teachers when not deployed directly covering a class. • Support and contribute to the development of an “activity bank” of resources. • Support and contribute to the creation and maintenance of classroom displays. • Invigilate internal and/or external examinations. • To support general school administration when demand for cover is low.
Conduct	<p>An educator is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout an educator’s career.</p> <ul style="list-style-type: none"> • Educators uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: • Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position • Having regard for the need to safeguard students’ well-being, in accordance with statutory provisions • Showing tolerance of and respect for the rights of others • Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • Ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law <p>Educators must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>

Person Specification

Essential	Desirable
<p>Great interpersonal skills. Ability to work effectively as part of a team. Level 2 qualifications in maths/numeracy and English/literacy. Effective ICT skills, particularly word, excel & outlook. Familiarity with an area of technical support. Knowledge of relevant health and safety procedures. Ability and willingness to undertake professional development. Empathy with young people and a desire to see them reach their potential regardless of barriers.</p>	<p>Experience of working in a school environment. Experience of technical/practical working. Technical qualifications pertinent to the role. Role specific ICT skills Awareness of child protection</p>





Anything
is
Possible

Show
Respect



Ashby School

Empowered to Learn

Accept
Responsibility

Build
Resilience

Recruitment Pack



Ashby
Sixth
Form



Message from the Headteacher

Thank you for expressing an interest in this post at Ashby School. Ashby is a school with a proud history and a strong position in the local community; where students are delighted to learn, and staff are excited to work. Ashby School is a thriving, successful and over-subscribed 11-19 Academy with over 1,600 students on roll including 500 in Ashby Sixth form. Conveniently located close to the M42 and M1, within easy reach of several areas of outstanding natural beauty and with the National Forest on the doorstep, the school is set in its own attractive grounds in the expanding market town of Ashby-de-la-Zouch, Leicestershire.



Ashby School has recently completed age-range change and now provides a through education for student from Years 7 to 13 in conjunction with our excellent Ashby Sixth form which welcomes 250 students a year from a range of local schools. We are thrilled that age range change has allowed us to increase our engagement in our local community and believe all our students benefit from this change.

Part of the LIFE Multi-academy Trust, our School and Sixth Form pride themselves on putting students at their heart. We want all our students to be happy and successful and are committed to ensuring that all students fulfil their academic potential. However, at Ashby, we realise that academic success is only a part of our role as educators. We offer our students a range of opportunities to enable them to embrace our core values; to 'Show Respect'; 'Accept Responsibility' and 'Build Resilience' to prepare them for their successful futures. We were delighted to see our approach to this work and the results of our recent improvement and innovation reflected so positively in our Ofsted inspection in January 2024 where we were judged to be a good school with a good Sixth Form provision.

Ashby is also a school built on the power of its staff. We have a great team of professionals, with exceptional subject knowledge, who enthuse students about the subjects they love. Ashby School also takes huge pride in growing the professionals of the future; working closely with a range of local ITT providers, as well as utilising professional development opportunities both within and beyond the MAT to ensure that investing in our staff is a key feature in our improvement strategy. This is evidenced by so many of our staff staying at Ashby year after year with several growing from their NQT year into Senior Leadership positions and giving back to their school community through the work they do.

Such investment in staff is also indicative of our willingness to work with those we employ. We know that through a career, things change and new challenges arise. We are proud of the work that we do with staff

We look forward to your application and showing you that 'Anything is Possible' in such an innovative and exciting setting!

Dr Jude Mellor





Our Ethos

'Empowered to Learn'

We want every student to have the support they need to succeed, while recognising that success looks different for every student. We also appreciate that students need to learn to be empowered; it is this ethos that underpins our commitment to develop the whole child both within and beyond the classroom.

'Anything is Possible'

Society is evolving rapidly which makes the future possibilities endlessly exciting for our students. We want them to embrace these opportunities, develop the skills they need to navigate the challenges ahead and embody our ethos that 'Anything is Possible'.

Our staff go the extra mile every day. Alongside our academic successes, we believe in creating a school community that reflects the kind of society in which we want to live.

We seek to embed these in all we do as embodied by our innovative and unique Empowering to Learn curriculum at the heart of our Key Stage 3 provision.

Our Student Experience

Our Key Stage 3 curriculum provides a broad and balanced experience for our students meeting the National Curriculum requirements alongside our own Empowered to Learn curriculum which invests in our young people by growing skills for learning and life. The result is a varied curriculum delivered in fantastic facilities that supports progression to Key Stage 4 and beyond.



Our Key Stage 4 curriculum incorporates a broad and balanced offer that is flexible enough to meet the needs of our individual students and best supports both achievement and progression to further education be that within our own Sixth Form or beyond. A significant number of our KS4 students study a language at GCSE.

Ashby Sixth Form provides a wide range of qualifications for students who have studied in our own Key Stage 3 & 4 but also welcomes around half its students from schools from the wider locality. Providing the broadest curriculum offer in North West Leicestershire, students' progress from our Sixth Form into Apprenticeships, employability and university equipped with the qualifications, skills and experiences to make them successful, whatever path they choose.



Our Pastoral Support

Each of our year groups are led by a pastoral Year Team Leader and supported by Pastoral administrative team who focus on supporting our Looked After Children and those in receipt of Pupil Premium as well as wellbeing.



Our dedicated Inclusion support includes:

- The LINC Learning and Inclusion Centre where our dedicated team of Teaching and Learning Support Assistants work with students with Special Educational Needs in both classroom settings and intervention groups.
- Our students focused well-being provision.
- The Gateway, an on-site Alternative Provision supporting students who find mainstream learning more challenging through facilitating a range of hybrid learning models.

Our Curriculum & Learning Support

We support our students' learning through a range of staff positions including:

- Our Teaching Assistants who support individual and small groups of students with a range of learning needs
- Our cover supervision team who work with students in the event of staff absence to maintain learning.
- Our library team who support our students to open their minds through reading
- Our technicians who work in our practical subjects to both support and facilitate learning in a student facing way.
- Our administrative support who ensure the smooth running of our school
- Our data team who support tracking and intervention of student progress

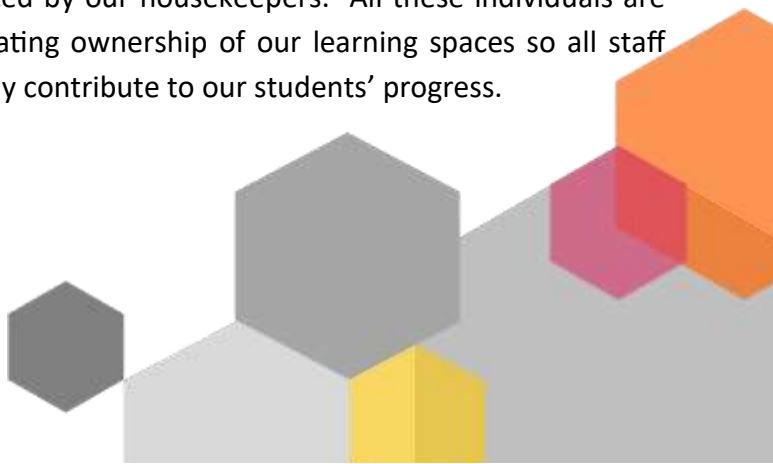


Our Premises, Catering and Cleaning Team

We strongly believe that where we create the right environment for learning, our students have the best possible chance of success. We do this through investment in our premises, catering and cleaning teams



all supported by our housekeepers. All these individuals are key to creating ownership of our learning spaces so all staff can tangibly contribute to our students' progress.





Staff Wellbeing

Staff wellbeing, and ensuring a healthy work/life balance for our staff is very important. We have lots of wellbeing initiatives in place to support staff in their roles, including:

- A wellbeing specific e-mail up for you to use when you need to talk to someone
- Weekly staff challenges to encourage team building and fun
- Weekly check-in email for staff to feedback on what is going well and what needs to improve
- Weekly nominations of other staff who have gone above and beyond which are then celebrated in the whole school weekly briefing
- Arranged Monthly wellbeing activities for example badminton, yoga etc.
- Wellbeing working group who organise activities and review initiatives
- Secret buddy initiative in place (over 20 staff taking part)
- Wellbeing posters so you can easily see who our Wellbeing group members are and other helpful websites and numbers
- Employee Assistance Program which gives you access to:
 - ◆ Confidential, independent and professional (including legal and financial) support and advice
 - ◆ Counselling Options
 - ◆ Life Coaching and Mindfulness
 - ◆ Manager Assist for those in Supervisory roles
- Half-termly whole school breakfasts/treats and a Christmas Lunch
- Staff Social Events including a Christmas and Summer Party and external trips
- Staff football, swimming and book clubs
- Staff able to use the new fitness suite on the Sixth Form site
- Free tea and coffee
- E-Mail restrictions for a good work/life balance (weekdays 7am-7pm)
- Trust Long service awards
- Menopause Policy
- Presumed Professionalism or time accrued in Lieu arrangements to support attendance at appointments
- A Trust Flexible Working Policy

Vision:

Our Trust has a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.



Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to contributing to our communities and leading beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating exceptional performance and contributions inside school and in the wider world
- Valuing and promoting the celebration and understanding of equity, diversity and the qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported paying first attention to the most vulnerable
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our value

The LiFE Multi Academy Trust currently consists of 10 Schools; Ashby School, Bosworth Academy, Braunstone Frith Primary Academy, Countesthorpe Academy, Desford Community Primary School, Dovebank Primary School, Kingsway Primary School, Ibstock School, Ivanhoe School and Winstanley School.

At LiFE Multi Academy Trust and Ashby school we embed the principles of equality, diversity and inclusion into everything we do. As a Trust we actively encourage applications from those in minority groups and with diverse backgrounds.

LiFE Multi Academy Trust and Ashby school are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.



Safer Recruitment Applicant Information

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Ashby School has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce.

The post you are applying for involves working with children and/or young people and you will be subject to Ashby School's safer recruitment process.

PRE- EMPLOYMENT VETTING

As part of its safer recruitment and selection process, Ashby School operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below.

Declaration of Previous Convictions

The amendments to the Rehabilitation of Offenders Act 1974, Exceptions Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions is available on the Ministry of Justice website.

Should you be shortlisted for the position, you will be required to complete a criminal records self-declaration form in order to provide any information about any unspent and unprotected criminal records that you may have.

Disclosure and Barring Service (DBS)

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS Disclosure; this will include a check against the Barred List.

A Barred List check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

We will also retain, with the permission of the applicant, the DBS Disclosure documents of any 'hold' candidates. These documents will be destroyed once a decision (offer and acceptance) has been reached.

Where an applicant is not normally resident in the United Kingdom or has been resident outside the United Kingdom for more than six months, a certificate of good conduct will be required from the previous country of residence.



Qualifications

If the post applied for requires a specific qualification, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

Registration with a Professional Body

If the post applied for requires registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

Ashby School will verify registration/membership with the relevant professional body.

References

Applicants are required to provide a minimum of two referees, one of which must be your most recent employer. One reference must be from a referee where the employment involved working with children and/or young people wherever possible.

If you have worked in a school, the referee must be the Headteacher/Business Manager of that school.

If you have undertaken voluntary work with children and/or young people, you should use the leadership of such voluntary provision as a referee.

In addition, Ashby School will seek references from educational establishments for those applicants with no previous employment history.

Under no circumstances will Open References (i.e. addressed “to whom it may concern”) be accepted.

In all cases, Ashby School will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Eligibility to Work in the UK

Ashby School has a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Medical Assessment

All offers of appointment will be subject to the satisfactory outcome of a medical assessment procedure.

IMPORTANT NOTICE TO ALL APPLICANTS

As stated previously, all offers of appointment are made subject to the satisfactory outcome of the pre-employment checks for the post.

