

COVER SUPERVISOR CANDIDATE APPLICATION PACK

Closing date Friday 25th January 2019

Interview Date TBC



'Creating tomorrow's citizens today'

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Welcome to Simon Balle All-through School

I am delighted that you are requesting information for the post of Cover Supervisor and I look forward to reading your application.

Simon Balle All-through school is a unique setting. It is only the second all-through school in Hertfordshire, where, from September 2015 reception aged children joined our highly successful and over-subscribed school. Currently we have 240 children in our Larch Centre – two forms in reception, two forms in Year 1, Year 2 and Year 3.

Our school has an excellent reputation as a school which has an incredibly strong ethos of individual, community and academic success. Our approach is innovative, creative and flexible.

We are a school which is driven by clear beliefs and values. This was seen so clearly by “Her Majesty’s Inspectors” when Ofsted visited our school in May 2018. They observed that:

“Strong moral values underpin the school’s ethos and aims. Leaders treat all pupils as individuals”

We are indeed relentless in our quest. We believe that at Simon Balle our pursuit must be to educate future generations with the knowledge, skills and wisdom by providing a first class education.

“Pupils typically experience teaching which is of a consistently high quality. Teachers have strong and secure subject knowledge and convey their enthusiasm for their subject very well to pupils and keep them up to date with the latest developments”

Our aspirations and expectations for each young person are very high. We do not accept second best academically and this can be clearly seen when analysing our examination results. Students make great progress here in their studies.

“Pupils progress is rapid and sustained. All groups of pupils achieve very well across a wide range of subjects”

“The curriculum is broad and balanced and provides children with excellent opportunities to develop their skills and nurture their talents”

“Pupils respond to their teacher’s high expectations. They are expected to try hard and achieve highly whatever their starting points. Pupils relish the opportunity to challenge themselves”

The school creates an extremely happy and positive learning environment where all children flourish. Children are expected to learn to be independent in terms of how they conduct themselves and their ability to develop study habits. This belief in the worth of the individual means that we simply care and the children know this daily.

“Teachers will move mountains to make sure you’re happy”

It is a calm and orderly school. We educate all children to learn how to live well together, to show dignity and respect.

“Pupils’ behaviour is exemplary. Relationships between teachers and pupils are strong. They are exceptionally well mannered and are well equipped to be model citizens”

So, our mission is to develop the whole person. Our range of enrichment opportunities is impressive and in particular we are well known for the outstanding musical experience our students get as well as the incredible sporting successes.

Our students thrive; most stay on into our successful sixth form and indeed others transfer to join them. The majority of students go onto university courses or prestigious apprenticeships, following their dream in a wide range of subjects.

With a common and shared vision, parents work very closely with us and thus a true partnership is formed.

“Parents and carers, staff and pupils are overwhelmingly positive about the school and its aims. Communication with parents is highly effective”

“The school has been the best I could have hoped for, for my son. He has made fantastic progress and enjoys going to school. I can honestly say I would not want my children to attend any other school”

We are so proud of our community here in Hertford. Our students leave us fully prepared for the next stage in their lives. Thus we are indeed *“creating tomorrow’s citizen’s today”*.

I look forward to receiving your application and hopefully meeting you in the near future.

Alison Saunders
Headteacher

Information About Hertford

What constitutes a great town? The answers could include components such as a friendly and active community, good schools and public amenities, leisure and recreational facilities and a pleasing and safe environment; these may be top of the list. Great transport link, convenient and exciting shopping areas, a wealth of clubs and societies, interesting and historical architecture and beautiful surrounding countryside may also feature as important factors. Throw in a river or two, a common, a castle and an island and the town is imbued with assets that make it special. To find a town that boasts all of these assets you need look no further than Hertford.



Hertford is a delightful mixture of old streets and wide public places whilst being a thriving contemporary town with many independent shops and businesses. It has a lively café culture, a great selection of pubs and restaurants, a theatre, cinema and music venues.

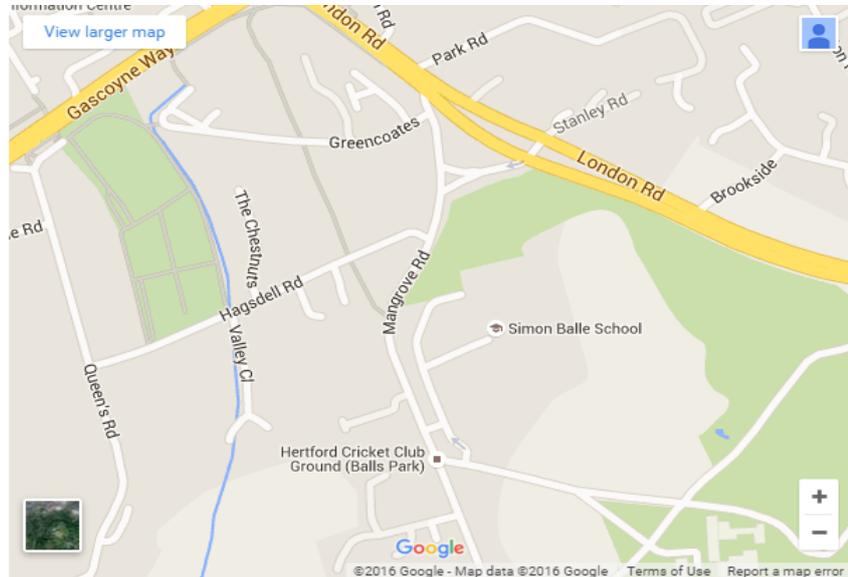
Transport links and a proximity to London, Harlow and Stevenage make commuting from Hertford a viable option. Both Stansted and Luton airports are within easy reach. There is a very good selection of primary and secondary schools in Hertford which really has something to offer everyone no matter what their age.

There is a lot more to tell you about Hertford but to find out even more go to

http://www.localauthoritypublishing.co.uk/flip_guides/hertfordguide/index.html

How to find us

Simon Balle School
Mangrove Road
Hertford
Herts
SG13 8AJ
Tel: 01992 410400
Fax: 01992 410401



The school office is open between 7:45 am and 4:30 pm Monday – Friday

email admin@simonballe.herts.sch.uk (please note this email address is monitored throughout the school day during term time and checked at least twice a week during school holidays)

Mangrove Road

Hertford, Herts

SG13 8AJ

Tel: 01992 410400

www.simonballe.herts.sch.uk

Simon Balle All-through School

Job Description and Person Specification for Cover Supervisor

Spring 2019

In the absence of the class teacher you will work as a cover supervisor across the school (Reception to KS5) under supervisory arrangements established by the school.

At Simon Balle we make the education of our students our first concern, and are accountable for achieving the highest possible standards in work and conduct. Staff act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as a cover supervisor up to-date and make positive professional relationships.

All staff are expected to model and uphold the vision and values of the school ensuring everyone is nurtured, inspired and achieves.

Part one: Teaching

A cover supervisor must:

1. Set high expectations which inspire, motivate and challenge students. To undertake whole class supervision in the absence of the class teacher, delivering work previously prepared by the class teacher

- establish a safe and stimulating environment for students
- set goals that stretch and challenge students
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

2. Promote good progress and outcomes by students

- be aware of students' capabilities and their prior knowledge, and build on these
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English and maths

4. Manage behaviour effectively to ensure a good and safe learning environment

5. Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving your own performance through appropriate professional development, responding to advice and feedback from colleagues
- to attend staff meetings as appropriate
- to take part in training activities (Inset)
- to follow all school policies

Part two: Personal and professional conduct

A cover supervisor is expected to demonstrate consistently high standards of personal and professional conduct by -

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries
- 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

The post and job description will be revised annually by the Headteacher and may be subject to amendment as the needs of the school require, but only after full consultation with the post holder concerned.

PERSON SPECIFICATION		<i>Essential/ Desirable</i>
1. Experience		
	Working with young people within a school classroom setting	E
	Efficient administration and good organisation.	E
	Experience of working with Behaviour Management, Child Protection and Special educational needs.	D
2. Qualifications/Training		
	GCSE English and Maths at Grade C or above or equivalent e.g. NVQ level 3	E
	HLTA qualification	D
	A levels/degree	D
	Willingness to undertake further relevant study or training.	E
3. Knowledge, Skills and Abilities		
	Communicate effectively orally and in writing to a range of audiences.	E
	Build effective relationships with young people, providing support for their learning and setting clear boundaries for them.	E
	Build effective relationships with teachers and other school staff.	E
	Use ICT for administration purposes and a willingness to use it with pupils.	E
4. Personal Qualities		

4.1	Excellent attendance and punctuality	E
4.2	Hard working, flexible and reliable	E
4.3	Positive and optimistic	E
4.4	The ability to work under pressure and maintain a sense of humour	E
4.5	A genuine commitment to and liking for young people, and high expectations for their progress and welfare	E
4.6	The confidence to manage and supervise effectively whole classes	E



Simon Balle All-through School

Guidance Notes and Information for Applicants for Support Staff Posts

INTRODUCTION

The application process is in 2 parts in order to serve 2 separate purposes.

- a) The main Job Application Form asks for details information about you and your work history. The purpose of the form is to make sure that, as far as possible, applicants who might be at risk to children are not considered for appointment. The details that is asked for complies with national guidance on safe recruitment procedures for appointments to schools.
- b) The Letter of Application is the key document that is used for shortlisting and selection.

By separating the 2 parts, it is possible to avoid unlawful or unfair discrimination. These include discrimination on the grounds of sex, race, religion, disability, age and sexuality, but also discrimination for reasons that are not related to the ability to do the job.

You must complete all parts of the application form. CVs are not acceptable; neither is an application form that simply refers to an enclosed CV.

POST APPLIED FOR

This might have already been completed for you. If not, please complete yourself.

PERSONAL DETAILS

The information given here will be used to contact you and to identify you accurately when contacting referees. The information will not be used in the selection process.

CURRENT EMPLOYMENT

Please give details of your current employer. Complete this section also if you are employed in a voluntary capacity. If you are currently not in employment, then say so here.

PREVIOUS EMPLOYMENT

It is very important that you list your previous employment in chronological order. All employment, including self-employment, consultancy, part-time and temporary jobs and unpaid employment, must be included.

EDUCATION AND QUALIFICATIONS

Make sure that you give all of the information needed. That should include qualifications and training that, whilst not essential, are useful and relevant to the job.

LEISURE INTERESTS

This is your opportunity to describe any interests or experiences that could be relevant to the post for which you are applying.

MEMBERSHIP OF PROFESSIONAL BODIES

Please give details of any memberships you may hold with professional bodies (e.g. Institute of Chartered Secretaries). Please also provide details of your involvement with these bodies.

TRAINING AND DEVELOPMENT

This is your opportunity to describe any training courses, seminars, special projects and personal development courses that could be relevant to your application. You need also to mention how you have put these to use in your current and previous employment.

REFERENCES

References will be taken up before interview, so you need to be sure that your referees are willing and able to provide a reference. One reference must be your current Head Teacher if you are currently employed as a teacher.

The 'Status' of each referee would be, for example, 'current employer' or 'university tutor'. Each referee must be able to comment on your professional abilities. **Note that references from friends or relatives are not acceptable.** We may approach previous employers who have not been identified by you as a referee and may seek further information from referees who have supplied a reference. Previous employers will be asked whether there are any concerns about your suitability to work with children.

FROM WHICH SOURCE DID YOU LEARN OF THIS VACANCY?

Your answer to this will help us to identify how best to target applicants for similar posts in the future.

ARE YOU A RELATIVE OR PARTNER OF ANY EMPLOYEE OR GVERNOR OF THE SCHOOL?

We need to know this in order to ensure a fair selection process. If you are related to anyone at the School, then we will avoid asking your relative or partner to be part of the selection process.

HAS SOMEONE COMPLETED THIS FORM ON YOUR BEHALF?

Please let us know whether you have completed this form yourself or someone else has completed this form. Note that your certification that the information is correct will be valid whether or not the form has been completed by you.

I CERTIFY THAT THE INFORMATION GIVEN IS CORRECT TO THE BEST OF MY KNOWLEDGE

Your application will not be considered unless you sign this paragraph.

GENERAL INFORMATION TO CANDIDATES

DISCLOSURE AND BARRING SERVICE

If you are appointed, you will be required to complete a disclosure application that will be sent to the Disclosure and Barring Service. The DBS will provide a report to you and to the School on whether you have any history conviction, including cautions and bind overs. All posts in Schools are exempt from the Rehabilitation of Offenders Act 1974; this means that you must declare all convictions, including those what would generally be regarded as 'spent'. The existence of a criminal background does not automatically mean that you cannot be appointed but it may do so.

HEALTH ASSESSMENT CHECK

If you are appointed, you will be required to complete a Pre-Employment Health Questionnaire. Your appointment will be subject to a satisfactory clearance.

THE ASYLUM AND IMMIGRATION ACT 1996

It is a criminal offence for the School to employ someone who does not have the right to work in the UK. If you are appointed you may be asked for documentary evidence of your right to work.

COMPLAINTS PROCEDURE

If you feel you have been unfairly treated, you have the right to complain. If you wish to complain, you should write to the Chair of Governors at the School and state why you think you have been treated unfairly. Any complaint should be made no later than 14 days after you are informed of the result of your application.



Simon Balle All-through School

Application Form

Support Staff

Post Applied for

PLEASE COMPLETE IN BLACK TO FACILITATE PHOTOCOPYING

You are requested to complete this form (using supplementary sheets if there is insufficient space for any entry). **All sections must be completed.**

PERSONAL DETAILS (block capitals please)

Surname	Preferred Title	
First Name(s)	Previous Surname (if applicable)	
Home Address	Email	
	Telephone (Home)	
	Telephone (Work)	
Post Code	Telephone (Mobile)	
CURRENT OR MOST RECENT EMPLOYMENT		
Employer's Name		
Address		
Job Title	Grade	Salary

Date Started	Are you still employed?	Yes/No
If YES , amount of notice required	or, if NO , the date employment ended:	
Brief description of the main duties of your job		

PREVIOUS EMPLOYMENT DETAILS

Please list all your previous jobs with dates to the nearest month starting with the most recent (you should include all periods of work experience, work placements or voluntary work and periods when you were not in employment).

From	To	Name and Address of Employer	Job Title	Reason for Leaving

EDUCATION/QUALIFICATIONS

Please give details of your education including any professional qualifications, starting with the most recent attained.

Dates Attended		Name of Secondary School/College/ University or other	Qualifications gained		
From	To		Level and Subject (eg GCSE English)	Grade	Date achieved

LEISURE INTERESTS

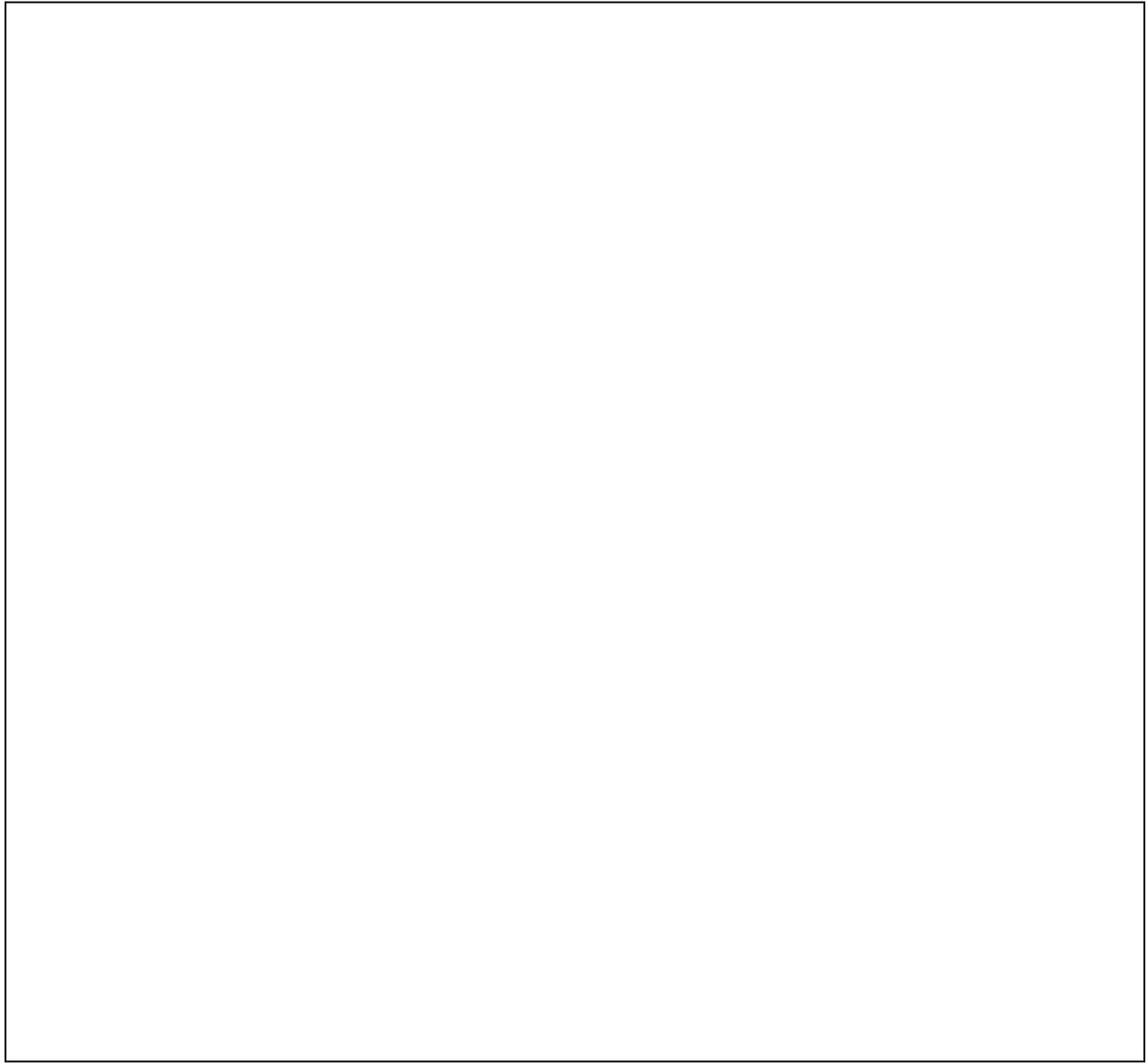
Please state briefly what your main leisure interests are, particularly where these are relevant to the work for which you are applying.

MEMBERSHIP OF PROFESSIONAL BODIES

Name of Institute/Professional Body	Current Level of Membership (eg corporate)	Membership Number
Please give details of your involvement with these bodies (eg attendance at meetings)		

TRAINING AND DEVELOPMENT

Please include details of any training (eg courses, seminars) and development (special projects, personal development courses) relevant to your application. Also include how you keep your job skills up to date.



REFERENCES

Please give the names, addresses and status of two referees who may be approached now, **one of whom must be your present or most recent employer. References from friends or relatives are not acceptable.**

1) Name		Status
Address		
Telephone	Email	
2) Name		Status
Address		
Telephone	Email	

If you are known to the referees by another name (eg previous name) please inform them of your present name and advise that we may be in contact.

From what source did you learn of this vacancy?	
Are you a relative or partner of any employee or governor of the School?	Yes/No
If yes, please give details	
Has someone else completed this form on your behalf?	Yes/No

If yes, please provide the person's name and an explanation

I certify that the information given above and overleaf is correct to the best of my knowledge. I accept that if any of the enclosed information is found to be untrue or misleading after my appointment, I may be liable for dismissal without notice.

Signature

Date

In the interests of economy, receipt of this application may not be acknowledged unless specifically requested (in which case please enclose SAE)

**YOU NOW NEED TO COMPLETE THE ENCLOSED
PERSON SPECIFICATION FORM**



PERSON SPECIFICATION FORM

Name:	
Job Title:	

PLEASE COMPLETE IN BLACK TO FACILITATE PHOTOCOPYING

Complete this form using supplementary sheets if there is insufficient space for any entry

- It is essential that you complete and return this form
- This form is your chance to show us how well you can do this job
- Remember just saying you can do it is not enough; we need an example
- You can use examples from work, school, college, hobbies, voluntary work or daily life.

Example: Ability to prioritise workload

In my current job I plan my work on a daily basis but adjust it when an urgent query or problem arises, eg when another team member unexpectedly calls in sick. I always raise any urgent issues with my manager.

Skills and Abilities

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EXPERIENCE

RECRUITMENT MONITORING FORM

Simon Balle All-through School operates an Equal Opportunity Employment policy and we are committed to recruiting the best person for the job, regardless of any factor other than the ability to do the job. The way we monitor this is to ask you to complete this form.

The form will not be seen by those involved in the assessment of your application. We need your name on this form to link it to your application details. All information will be treated in the strictest of confidence and the form will be separated from your application upon receipt.

Full Name:

Job Title:

Gender

Female

Male

Date of birth:

Disability

Disability is defined in the Disability Discrimination Act 1995 as “a physical or mental impairment, which has a substantial and long term adverse effect on a person’s ability to carry out day to day activities”. For example, this can include diabetes, learning difficulties hearing or speech impairments, arthritis and heart problems.

Do you consider yourself to have a disability as defined above?

Yes

No

Information Refused

Ethnicity

Please tick the appropriate box below

WBRI	White, British	
WIRI	White, Irish	
WOTH	White, any other White Background	
MWBC	Mixed, White and Black Caribbean	
MWBA	Mixed, White and Black African	
MWAS	Mixed White and Asian	
MOTH	Mixed, any other mixed background	
AIND	Asian or Asian British, Indian	
APKN	Asian or Asian British, Pakistani	
ABAN	Asian or Asian British, Bangladeshi	
AOTH	Asian or Asian British, Any other Asian Background	
BCRB	Black or Black British, Caribbean	
BAFR	Black or Black British, African	
BOTH	Black or Black British, Any other Black background	
CHNE	Chinese	
OOTH	Any other ethnic background	
REFU	Did not wish to be recorded	

From what source did you learn of this vacancy?

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