



## Teaching and Learning Cover Supervisor

Ashlawn School is recruiting a Teaching and Learning Cover Supervisor to provide cover supervision when the teacher responsible for the class is absent on short-term absence (which may be planned or unplanned).

The post requires an individual who is enthusiastic and energetic, with good literacy, numeracy and ICT skills. This post would suit someone who has an interest in the education of our students, excellent communication skills, proven organisational skills and the ability to work under pressure.

You will enjoy support and guidance from a friendly team who work together and aim to give the best possible educational experience for their students.

The post is very rewarding and is ideal for people who are looking for experience in a school setting prior to commencing teacher training. The school is known to promote from within and to encourage employees to train to become teachers through the TLET Teaching School. The Transforming Lives Educational Trust is growing and there is great opportunity for progress.

### Job Specifics

<b>Start Date:</b>	Post is available for an immediate start
<b>Salary:</b>	NJC07, £20,092.00fte - NJC 11, £21,748.00fte pro rata per annum <i>Actual salary £13,449.92 - £14,558.47</i>
<b>Hours:</b>	30 hours over 5 days, Monday to Friday
<b>Working weeks:</b>	Term time plus 3 teacher training days
<b>Contract:</b>	Permanent

### Why Work for Ashlawn School

- A large, outstanding bi-lateral school committed to supporting all members of the school community to succeed
- Ashlawn is an oversubscribed, outstanding school, well respected within the local community and rated as in the top 15% of schools nationally by the *Real Schools Guide*
- You'll be working within a community of passionate, committed colleagues who genuinely support each other
- A staff wellbeing team implements various strategies to boost staff engagement including various activities, events, conferences
- Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community
- To be part of an 11-18 provision with opportunities to teach in the Sixth Form

### How to Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply online today by downloading an application form from our [TLET vacancies](#) page.

### We look forward to hearing from you!

If you have any questions about the role or would like to visit Ashlawn School, please email the TLET HR team, [careers@tlet.org.uk](mailto:careers@tlet.org.uk).



If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual school within the Transforming Lives Educational Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

## Recruitment Timeline

Monday 18 October	Position advertised
Monday 29 November	Closing date for applications (12pm) References will be requested at this stage
Monday 29 November	Final Shortlisting and contact with candidates
To be confirmed	Interviews

## Safeguarding

We believe in the safeguarding and welfare of children and expect all staff to share this view.

The Transforming Lives Educational Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

The Department for Education (DfE) has set out statutory guidance *Keeping Children safe in Education* for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as:

‘...protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of ‘children’ includes everyone under the age of 18.



## **Information for Candidates**

### **Welcome from The Chair and CEO Of Transforming Lives Educational Trust**

Thank you for the interest you have shown in Ashlawn School and the wonderful opportunity to work here.

We hope that this pack gives you an insight into our remarkable school and why we are justifiably proud of it, our students and staff.

Ashlawn School has been praised by Ofsted, has recently been ranked in the top 15% of schools across the country by the Real Schools Guide and is consistently one of the top performing schools in the county. That does not mean that we want to rest on what we have achieved – the school recognises that we can continue to make progress and raise the bar higher.

As the school is part of an ambitious multi-academy trust, the Transforming Lives Educational Trust, the preferred candidate will have the desire and commitment to work with the Trust to support our strategic objectives and growth strategy, which includes the opening of a new free school in 2021.

Please take the time to review the information in this pack. Please contact our recruitment partners or the school if you have any questions.

Kind regards

Stewart Jardine and James Higham  
Chair of Trust Board and Chief Executive Officer



## Welcome from The Principal of Ashlawn School

Thank you for your interest in our school.

I know well the excitement of considering a new challenge and opportunity and am pleased that you are considering applying to this exciting post. I also know that recruitment is a two-way process. We are looking for the right person for the position; someone who really buys into our vision of ensuring that all students have the right opportunities to maximise their potential in all areas. You are looking for the right school in which to develop and progress, to contribute to the success of others and to get the support that you need to feel happy in your role. We hope that you agree that Ashlawn is exactly that kind of school, I certainly do.

We welcome visits to Ashlawn prior to application because we are proud that:

- Ours students are motivated and want to succeed
- Behaviour is excellent
- The variety of opportunities both within and out of the classroom provides all students with the opportunity to develop their interests and skills in a wide range of areas

At Ashlawn School, everybody counts. Staff and students will talk about the support they get from each other – we truly are a community. Our key aim is to give every child the opportunity to flourish and develop into life-long learners, engaged in the world around them and ready to take their place in the world as resilient, caring, disciplined, well-educated and employable adults.

If you want to teach and develop in a highly effective team, contribute to our excellent standards and have high aspirations for young people then Ashlawn School is the right school for you!

We look forward to meeting with you, so you too can appreciate our wonderful school and its community.

With best wishes  
Siobhan Evans  
Principal



## About Transforming Lives Educational Trust

The Transforming Lives Educational Trust (TLET) was established in October 2016 and is a Charitable Trust and Company Limited by Guarantee. TLET grew out of a partnership between a high performing secondary school and primary school in Rugby, Warwickshire. The desire to work together arose from continuing population growth in the local community, our belief that we can shape and influence practice wider than our current schools, and the desire to provide the community with more high-quality school places. The Trust currently comprises of a secondary academy, Ashlawn and an infant academy, Henry Hinde, with the addition of an established Teaching School Alliance, a sponsored junior academy, Henry Hinde Juniors and a secondary free school (Houlton School) due to open in Rugby in 2021. Currently we are responsible for approximately 2000 children and young people, 350 employees and £12m of public money.

## Our Vision

**Learning Today for the World of Tomorrow**

The Transforming Lives Educational Trust believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential. We want our family of academies to provide a springboard for our children, young people and staff so that they become exemplary citizens who strive to stretch their potential and become transformers in a diverse and ever-changing world.

## Our Principles

Ensuring the Quality of Teaching and Learning - *we shall do this through:*

- implementation of best practice and proactively raising standards
- collective accountability for pupil/student progress, attainment and enrichment
- currency of occupational competence and professional development
- child centred funding enabled learning NOT funding driven enabled learning

Ensuring an Inspiring Learning Environment - *we shall do this through:*

- establishing a culture based on openness, respect, integrity, and inclusivity
- application of innovative systems of learning and pedagogy
- resourcing according to learning and educational demand
- utilisation of best fit learning environments within and across the Trust



Ensuring Financial Viability - *we shall do this through:*

- driving efficiency through funding leverage and economies of scale
- operating shared central and/or distributed services
- managing through approved and monitored call down budgets
- setting financial KPIs and efficiency metrics

## **Our Values**

To help us fulfil our vision, we have a number of core values that drive all that we do. These serve as our guiding principles and should be nurtured for their own sake. We believe that our values stand the test of time and allow us to stay true to our purpose.

Our values are built around five key beliefs that we believe make us trustworthy by everyone within, or considering joining, the TLET. We believe that trusted relationships should underpin all that we do and achieve, and we place no high importance than that on our values. Put simply, we aim for others to have trust in the Trust.

*Tend the team – listening to, sharing with and learning from others so that we nurture the potential of all (loyalty)*

*Reach for excellence – only comparing ourselves to the best – seeking to match and then surpass it (excellence)*

*Utilise innovation - seeking forefront thinking and creativity, and leading the change (courage)*

*Seize success – holding onto our mission and building on our achievements (tenacity)*

*Thank as you go - recognising the contribution of others to the Trust's successes (kindness)*

TRUST therefore helps us ensure that the organisational behaviours across our family of academies are consistent and of the highest standard. We expect all our academies to abide by these values, especially when making difficult decisions – indeed, no value is more or less important than another, and all need to be upheld in our day-to-day behaviours and actions.

TRUST helps us to do just that – to provide all staff and learners, especially those new to the TLET, guidance on how we do things. It is our moral compass and guides us, helping us to realise success in being the best we can be.

## **Our Strategic Aims:**

Below are listed the core objectives for the Trust. It is the responsibility of all employed and associated with the organisation to work towards the furtherance of these objectives:

- Our children achieve more, and make better progress, by attending a TLET academy than would otherwise be expected.
- Others within and beyond the education sector hold our academies, and the Trust, in the highest regard.
- Our accommodation and premises are safe, well maintained and with facilities that are constantly improving.
- Infrastructure and management systems are effective and cohesive, underpinned by sound financial management.
- Our Trust has at least seven operational academies, with due regard to growing responsibly, sustainably and with a mix of primary and secondary phases.

In addition, we are also proud to have the Ashlawn Teaching School as the professional development centre for schools, academies and trusts in the Midlands. Our purpose is to provide high quality training, support and induction for the teaching profession.



## About Ashlawn School

Ashlawn is situated two miles from Rugby town centre on the edge of open countryside. We are one of only a few bilateral schools in the country, offering places to students of all abilities with a grammar stream for the most able. The school currently is oversubscribed and has about 1750 students on roll, 130 teachers and an active support staff. There are 425 students in the Sixth Form who are undertaking a variety of one and two year courses.

Ashlawn is a warm, happy school. Our outstanding facilities and resources complement a positive, purposeful atmosphere in which everyone works hard and with purpose.

The school is an exciting place in which to learn. We pride ourselves on being a forward-thinking and exciting centre of learning with excellent results. Our record of success is reflected in our A level and GCSE results and we are committed to providing the highest standards of provision.

In 2013 we were delighted when Ofsted recognised the school as outstanding in every category and shortly afterwards we were designated a National Teaching School with responsibility for teacher training and supporting other schools in our region. This success is testimony to the aspirations and efforts of our community – our students, their families and our staff.

Enrichment opportunities are also a key part of our school life. Ashlawn has a strong heritage in the cultural, creative and leadership activities which extend learning.

Visits and other enrichment activities are organised in all subjects and across all year groups, including yearly ski trips to Germany, international trips by PE to Chicago, ICT to New York and Languages to France and Germany. Students have had the opportunity to participate in World Challenge to India, Peru and Vietnam.

We are proud of our international partnership with a school in Japan through which students regularly communicate developing an understanding of cultural values and traditions.

Highlights of the school year include a school production, dance and drama activities and performances. Art is celebrated with the annual exhibition, which is open to our local community while music ensembles, choirs and bands celebrate cultural diversity.

Leadership is central to inspiring students to set and reach their own goals for successful and fulfilling lives. Students take on many leadership responsibilities including the School Council, Student Leaders, and many older students' mentor younger students. Extra-curricular clubs cater for, amongst other things, aspiring scientists, designers and journalists supporting the Ashlawn ideal that extra-curricular activities encourage students to learn the importance of developing their own talents and contributing to the wider community.



## Job Description

<b>Post:</b>	Teaching and Learning Cover Supervisor
<b>Hours:</b>	30 hours, over 5 days, Monday to Friday
<b>Working weeks:</b>	Term time plus 3 days
<b>Salary:</b>	NJC07, £20,092.00fte - NJC 11, £21,748.00 pro rata per annum <i>Actual salary £13,449.92 - £14,558.47</i>
<b>Academy/College:</b>	Ashlawn School - Transforming Lives Educational Trust
<b>Contract</b>	Support Staff terms and conditions
<b>Responsible to:</b>	Assistant Principal
<b>Job purpose:</b>	Provide cover supervision for lessons when the responsible teacher is absent
<b>Main Role and Responsibilities:</b>	
<p><b>Support to Pupils</b></p> <ul style="list-style-type: none"> <li>• Establish productive working relationships with pupils, acting as a role model and setting high expectations</li> <li>• Promote the inclusion and acceptance of all pupils within the classroom, encourage them to interact and work co-operatively with others and engage in all activities.</li> <li>• Monitor and provide for the care, safety and welfare of pupils.</li> </ul> <p><b>Support to Teachers</b></p> <p>Provide cover supervision when the teacher responsible for the class is absent on short- term absence (which may be planned or unplanned). Cover supervision involves:</p> <ul style="list-style-type: none"> <li>• Supervising a whole class to undertake set work/activities (see below*) and can include introducing and closing the class.</li> <li>• Maintaining good order and managing behaviour constructively.</li> <li>• Promotion of self-control and independence.</li> <li>• Keep pupils on task as necessary.</li> <li>• Responding appropriately to questions raised by pupils.</li> <li>• Collecting any completed work and returning it to the appropriate teacher.</li> <li>• Dealing with immediate problems and emergencies in accordance with the school's policies.</li> <li>• Reporting back on behaviour of pupils during the class and any issues arising.</li> </ul> <p>Examples of activities:</p> <ul style="list-style-type: none"> <li>• Pencil and paper set work, revision, questions or tests.</li> <li>• Practising spellings or other factual recall activities.</li> <li>• Taking registration while the children undertake reinforcement activities.</li> <li>• Supervising set work, following introduction and explanation by a teacher, with or without the possibility of the teacher returning later in the lesson.</li> <li>• Supervising group activities such as board games, mathematical games, memory or co-ordination skills games, use of construction materials, practice and/or revision sessions.</li> <li>• Undertake routine marking of pupils' work (eg: tests, multiple choice questions, spelling).</li> </ul> <p><i>This job description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.</i></p>	



## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

**Essential:** - without which prospective candidates are likely to be rejected.

**Desirable:** - useful discriminators for long-listing good candidates.

Please make sure, when completing your application form, you give **clear examples** of how you meet the **essential and desirable criteria**.

<b>Job Title:</b>	Teaching and Learning Cover Supervisor
<b>Reports to:</b>	Vice Principal

**The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.**

Specification	Essential	Desirable
<b>Qualifications/ Training</b>	<p>Maths &amp; English GCSE 4 (C) or above</p> <p>A good working knowledge of computer software packages including Microsoft Word, Excel and Outlook</p>	<p>A level qualification or equivalent</p> <p>Qualification in relevant subject eg childcare</p>
<b>Experience</b>	<p>ICT competence</p> <p>Experience of working on own initiative and making decisions</p>	<p>Experience of working with young people in a relevant professional environment (education, youth, health, social work)</p> <p>Experience of working with students within a school</p>
<b>Knowledge/Skills (Ability to)</b>	<p>High level written communication and interpersonal skills</p> <p>Ability to manage and promote good behaviour in others</p> <p>Use of initiative Willingness to undertake appropriate professional development</p>	<p>Working knowledge of relevant policies / procedures / codes of practice / legislation, including Data Protection and Child Protection</p> <p>A good working knowledge of computer software packages including Microsoft Word, Excel and Outlook</p>



<p><b>Knowledge/Skills (Ability to)</b></p>	<p>Good time management skills</p> <p>Ability to handle sensitive and confidential information and issues appropriately</p> <p>Ability to self-evaluate learning needs and actively seek CPD</p> <p>Ability to work independently</p> <p>Ability to work as part of a team</p> <p>To establish good working relationships at all levels – students, teachers, senior management, board of trustees etc.</p>	<p>Positive approach to personal development</p> <p>Ability to motivate others</p>
<p><b>Personal Qualities</b></p>	<p>Calm</p> <p>Enthusiasm</p> <p>Flexible Reliable</p> <p>Self-motivation</p> <p>Professional and confident</p>	