



INFORMATION PACK  
**Cover Supervisor**

Thank you for your interest in The Swan School, part of the River Learning Trust.

The Swan became Oxford's first completely new secondary school for over 50 years when it opened in September 2019.

When full, we will have approximately 1,200 students on roll, of whom around 300 will be in the Sixth Form. Our students are drawn from a local catchment area and the school will be at the heart of the community. Learning from the most successful approaches at the best schools, The Swan School provides a uniquely challenging and structured experience in a caring and disciplined environment.

The ethos is academic; we regard an excellent academic education as the entitlement of all young people, no matter what their background or previous experiences of learning. Our students are inspired and nurtured, acquiring the knowledge and skills to think critically and creatively.

They learn to be confident, resilient



and ambitious, and have high expectations in terms of their own achievements and their contribution to wider society.

To achieve these aims we draw on best practices proven elsewhere, including a longer school day on Tuesdays that enables enrichment activities to be embedded in the curriculum.

Students read and are read to and we expect all students to work to the best of their abilities and have excellent attendance and behaviour. If you have any questions or would like to speak to someone about this post, please contact our school office via [office@theswanschool.org.uk](mailto:office@theswanschool.org.uk) or on 01865 416 070.

We very much look forward to hearing from you.

*Emily Harris and Matthew Larminie,  
Acting Headteachers.*



## **A Unique Curriculum - Ambitious and Inclusive**

The curriculum at The Swan School is tailored to provide a rigorous academic education. We have the highest expectations of what students can learn and encourage them to learn quickly and securely, while being considerate of different starting points. We know that giving all young people access to knowledge through which they can be successful promotes social justice and ensures students have a full range of opportunities open to them.

The subjects taught are broadly traditional, but all students are motivated to stretch themselves beyond what is normally expected in English, mathematics, sciences, a modern foreign language, history, geography and religious education. Alongside this, and seen as of equal value, is their learning in art, design and technology, and music, in which they are taught to both appreciate the achievements of others and to develop their own creative abilities. In all subjects, the emphasis is on expertly-designed learning with high levels of structure.

There is absolute clarity for all on what students are expected to know and do at each point. No time is spent on tasks that don't move students on. This is also evident in the provision of home learning – some of which is completed during tutor time, and some at home.

This is purposeful, clear and useful, normally involving practice or learning of key vocabulary in all subjects.



## **Electives**

Our longer day on a Tuesday also means time for 'electives' every week. Electives are timetabled slots in which students choose from a range of enriching activities alongside the main curriculum. Currently these include specialised sport, music, drama, additional languages and volunteering.

Electives are a chance for students to explore existing passions and discover new ones.

They are a compulsory part of school life so that enrichment is an entitlement for all, not an optional extra for a few.

Everyone at The Swan School works hard, guided by the belief that, through effort and dedication, wonderful things can happen.

Students are expected to show commitment, self-discipline and responsibility in their studies.

As a result, they produce work of the highest quality and learn to achieve more than they ever believed possible.

### **Co-curricular Activities**

Students at The Swan School are able to access a wide range of activities outside the curriculum, helping them to develop confidence, curiosity and resilience, and ensure their development into well-rounded young people.

Students will be active participants in the school, local community and beyond. They learn consideration and kindness, and contribute to society. Swan students have 40 minutes of tutor time every day where we focus on their personal and social development.

Tutors and co-tutors guide their tutees through a centrally planned 'pastoral curriculum' that includes PHSCE topics, values-based activities, and opportunities to debate topical issues in 'Thought for the Week'.

Tutor time also includes 'guided reading' where tutors read to their tutees for 20 minutes to help develop their literacy, love of reading, and cultural capital.

### **Support and Inclusivity**

The Swan School is an inclusive school, where all students learn well, no matter what their previous experiences of learning, background or circumstances.

Our experience in schools confirms that all young people can learn challenging content. Therefore, our approach to teaching students with SEND or other barriers to learning is to ensure that classroom delivery and organisation is of the highest standard, and to intervene immediately when evidence shows that a student is falling behind.

If a student demonstrates lower than expected levels of literacy or numeracy in the early years, intensive teaching will be provided to ensure that this is, where possible, remedied. An outstanding learning support team and the extra-flexibility provided by the extended day allow us to make sure that no student falls behind or does not make good progress. Good schools do not give up on students.

### **Family Lunch**

Students and staff sit and eat together every day to promote healthy eating, caring for others, maturity and conversation skills. This communal approach helps all our students to learn good habits, consideration for others, and also how to engage in discussions with confidence. Breakfast and healthy snacks at break are also available.



# RIVER LEARNING TRUST

The Swan School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools and a school-centred initial teacher training provider across Oxfordshire, Berkshire and Wiltshire.

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## OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles. We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

## WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

## THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

# THE TRUST'S SCHOOLS

We currently educate around 14,500 pupils and have around 2,000 colleagues working in the trust. The SCITT trains around 110 trainees across some 40 schools in Oxfordshire, Berkshire and Wiltshire.

## SECONDARY SCHOOLS

Cheney School  
Chipping Norton School  
Gillotts Secondary School  
Gosford Hill School  
Kingsdown School  
The Cherwell School  
The Marlborough CofE School  
The Oxford Academy  
The Swan School  
Wheatley Park School

Horspath CofE Primary School  
Larkrise Primary School  
Madley Brook Primary School  
Middle Barton Primary School  
New Marston Primary School  
Rose Hill Primary School  
Sandhills Primary School  
Seven Fields Primary School  
Tower Hill Primary School  
Witney Community Primary School  
Windrush CofE Primary School  
Wolvercote Primary School

## PRIMARY SCHOOLS

Barton Park Primary School  
Bayards Hill Primary School  
Beckley CofE Primary School  
Charlbury Primary School  
Cuttleslowe Primary School  
Edith Moorhouse Primary School  
Edwards Field Primary School  
Garsington CofE Primary School

**SCITT**  
OTT

**TEACHER SCHOOL HUB**  
Oxfordshire Teaching School Hub



# JOB DESCRIPTION

**Title of Post:**

Cover Supervisor

**Grade:**

Grade 7

**Contract Terms:**

Permanent

**Accountable to:**

Senior Leader

**PURPOSE OF THE POST**

To support teaching and learning by supervising whole classes during the short-term absence of teachers.

**Main Responsibilities**

Support the absent class teacher by:

- supervising whole classes undertaking pre-planned learning activities which have been set in accordance with school policy on cover arrangements
- collecting finished work or homework as necessary and returning it to the class teacher
- promoting positive attitudes and high standards of behaviour, dealing promptly with conflicts and incidents using the school's agreed Behaviour Policy
- reporting any behaviour issues or other matters in line with the school's policy.

Support students by:

- responding to students and providing general guidance or advice about process and procedures
- establishing good working relationships with students, acting as a role model and setting high expectations of behaviour
- promoting and enabling the inclusion of all students within the classroom
- providing a consistent approach whilst responding to individual students' needs
- encouraging students to interact and to work cooperatively with one another
- promoting independent learning
- using agreed policies to recognise and reward achievement.

Support the curriculum by:

- helping students to access pre-planned learning activities
- ensuring that students have the necessary equipment and resources to participate in the lesson.

Support the school by:

- keeping up to date and complying with policies and procedures relating to:
  - Child Protection
  - Health and Safety
  - Confidentiality and Data Protection
  - Behaviour
- recognising different needs and ensuring that all students have equal opportunities to learn and develop
- contributing to the overall ethos and aims of the school.
- when not undertaking cover supervision, cover supervisors should expect to be deployed in a range of activities which may include the following:
  - invigilation of examinations/tests
  - small group work within the Learning Support Faculty
  - supervising students in the isolation channel
  - accompanying school trips
  - general administrative duties within the school including filing, photocopying, mounting displays etc.
- The Cover Supervisor will be expected to attend an annual Performance Management Interview, school and departmental meetings, training or INSET sessions as directed by the Cover Manager.
- To comply with all Health & Safety requirements.

General responsibilities as part of the Trust

- To support teaching and learning by providing high quality support as part of a committed and flexible team;
- At all times act in accordance with agreed local and national policies and procedures;
- Contribute to the overall ethos/work/aims of the River Learning Trust;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Participate in training and other learning activities and performance development as required;
- Carry out other duties as required from time to time by line manager;
- Follow the Trust's Health and Safety rules and procedures and adhere to safeguarding principles.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

## NOTES

While every effort had been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The Swan School and the River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance.

Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.

## SUPPORT FOR THE SCHOOL

- Where appropriate, attend regular whole school and team meetings
- Undertake appraisal, training and mentoring
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- To flexibly work with the Line Manager concerning time arrangements

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# Person Specification

Criteria	Qualities	Essential / Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good general level of education, at least 5 GCSEs (A-C) including Maths and English or further relevant experience in the absence of formal qualifications.</li> <li>• Evidence of further and personal development</li> <li>• First Aid Qualification.</li> </ul>	E  D D
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Previous experience of working with children or young people in a classroom environment.</li> <li>• Experience of working in a secondary school.</li> </ul>	E  D
<b>Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• An ability to use ICT as a learning and administrative tool.</li> <li>• An ability to work as part of a team.</li> <li>• An ability to work to deadlines.</li> <li>• Ability to supervise whole classes and maintain a positive learning environment.</li> <li>• An ability to support students through the pastoral programme and extra-curricular activities.</li> <li>• Effective interpersonal skills with the ability to communicate effectively with students and adults.</li> </ul>	E  E E E  E  E
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A fundamental belief that all children can achieve great things, no matter their background or prior experiences.</li> <li>• An ability and willingness to empathise and listen, and to be self critical and be reflective.</li> <li>• Enthusiasm, hard-work integrity, creativity, flexibility and resilience.</li> <li>• Interest in developing own personal skills.</li> <li>• An understanding of, and commitment to, equal opportunities in its widest sense and a commitment to inclusive education.</li> <li>• A sense of fun as well as the ability to work hard and calmly under pressure.</li> <li>• A commitment to child protection in its broadest sense to empower learners and prevent harm.</li> </ul>	E  E E  E E  E  E



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[www.theswanschool.org.uk](http://www.theswanschool.org.uk)