



Cheney School

Think for yourself; act for others



JOB INFORMATION PACK

Cover Supervisor

HEADTEACHER'S WELCOME

We are a school: we will educate a new generation to view the world critically, make their own decisions, and act in a way that benefits the wider community, not just themselves.

This is summed up in our motto, "think for yourself; act for others."

Cheney is a genuinely comprehensive school, in the best sense of the term, with a fully inclusive intake, which represents not just our catchment area, but also modern Britain.

The ideals of the comprehensive movement have been met in Cheney, in a way that is very rare.

We value creativity over conformity; education over league tables; the needs of students over data; self-discipline over sanctions; nuance over simplification; curiosity over acceptance; honesty over

reassurance; the judgement of our community over the judgement of the official world.

We value emotional intelligence equally to academic intelligence; well-being equally to success; self-knowledge to factual knowledge; humanity to rigour.

This is not to say that the things we value less are worthless; in their place, and in their time, quite the reverse.

In fact, we believe if we get the first things right, the second will follow.

Please contact us if you have any questions or would like to visit.

While you are here, you might like to visit the Rumble Museum, the only Arts Council-accredited museum in a state school, and a great example of what creativity and curiosity looks like at Cheney.





GREAT REASONS TO WORK AT CHENEY



Noticeable warmth and friendliness of staff and students



Employee Assistance Programme – free counselling and practical advice



Genuine priority of staff workload in decision making



Comprehensive support programme for ECTs



Positive commitment to the environment (Sustainable Secondary of the Year 2024)



Thoughtful and extensive CPD offer for all teaching and support staff



Cycle to work scheme, E-bike loan scheme and EV charging



Staff social events, sport and other activities



TESTIMONIALS FROM STAFF

“Everyone is encouraging and wants you to succeed and fulfill your potential.”

“I feel valued and feel part of something beautiful.”

“The staff really make the school, it is because of them that the school is such a nice place to work.”

“The school obviously cares about its pupils, but it cares about its staff just as much.”



RIVER LEARNING TRUST

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

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 16,000 pupils and have around 2,200 colleagues working in the trust. The SCITT (school-centred initial teacher training provider) trains around 110 trainees a year in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gillotts 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
Cutteslowe Primary School
Edith Moorhouse Primary School
Edward Field Primary School
Garsington CofE Primary School

ALTERNATIVE PROVISION

Meadowbrook College

TEACHER TRAINING

OTT SCITT

TEACHING SCHOOL HUB

Oxfordshire Teaching School Hub



JOB DESCRIPTION

Title of Post:

Cover Supervisor

Contract Terms:

Part time

Grade:

Grade 7, Pay Scale 13 - 17

Accountable to:

Cover Manager

Job Purpose:

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

Main Responsibilities:**Support the absent class teacher:**

- 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:

- 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.
- Recognising different needs and ensuring that all students have equal opportunities to learn and develop.
- 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:

- Keeping up to date and complying with policies and procedures
- 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 other areas of the school
 - Accompanying school trips

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Cover Supervisor

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Part time

Grade:

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Accountable to:

Cover Manager

- General administrative duties within the school including filing, photocopying, mounting displays etc.
- The Cover Supervisor will be expected to attend an annual performance appraisal, school and departmental meetings and training or INSET sessions as directed by the Cover Manager.

General Responsibilities:

- At all times act in accordance with agreed local and national policies and procedures;
- Contribute to the overall ethos of Cheney School and 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.

PERSON SPECIFICATION

(E) Essential

(D) Desirable

Qualifications

- 5 A-C's at GCSE (or equivalent) including English and Maths. (E)
- Trained in Safeguarding. (D)
- Willing to undertake relevant training, to learn new skills and update existing knowledge, skills and understanding. (E)
- Further professional training. (D)
- Degree and/or professional qualification. (D)

Experience, Skills and Knowledge

- Evidence of being an effective member of a team. (E)
- Recent successful experience of working with young people across the age and ability range in a secondary school setting. (D)
- Working within an education services environment. (D)
- Administrative/organisational experience. (E)
- Positive working relationships with all stakeholders. (E)
- Experience of promoting high expectations and aspirations. (E)

Personal Attributes

- Ability to form excellent working relationships with staff and students. (E)
- Ability to promote calm and conducive learning environments. (E)
- Ability to work calmly in challenging circumstances. (E)
- Excellent record of attendance. (E)
- Ability to recognize and respect confidentiality. (E)
- The ability to 'think on your feet'. (E)
- Motivation to work within a busy and exciting team. (E)
- Resilience. (E)

Safeguarding

- Understanding of current statutory processes, procedures and associated documentation (E)

Safeguarding Statement

Cheney 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.



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www.cheneyschool.org