

## HIGHSTED GRAMMAR SCHOOL



Highsted Road, Sittingbourne, Kent ME10 4PT

Headteacher: Anne Kelly BA MBA

Telephone: 01795 424223

[www.highsted.kent.sch.uk](http://www.highsted.kent.sch.uk)

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### Cover Supervisor/Teaching Assistant

32 hours weekly, term time only  
Highsted Academy Trust pay band 5  
£17,651 - £19,414 pro rata

We are seeking a flexible and highly motivated Cover Supervisor/Teaching Assistant to supervise pupils, at this outstanding girls grammar school. The successful candidate's duties will include supervision of pupils in the classroom and support on an individual or small group basis.

Experience of working with young people would be an advantage but specific training will be given to the successful candidate.

Applications are invited from creative and ambitious colleagues who can make a substantial impact on our continuous improvement.

**Please contact Linda Sayers at the school or visit the website to download further information and an application form: [www.highsted.kent.sch.uk](http://www.highsted.kent.sch.uk)**

(Closing date noon 17 July 2017)

Interviews 19 July 2017

*Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.*

*Highsted Grammar School is an Equal Opportunities Employer.*





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## GENERAL INFORMATION

**Summer 2016 school performance:  
 GCSE results achieved by pupils at the end of key stage four**

	2016	2015
Average point score per pupil	462.2	490.9
Percentage A*/A grades	45.5	47.9%
Percentage of pupils gaining at least five A* - C grades, including English and maths	97.2%	97.6%
Percentage of pupils gaining at least two A* - C grades, science	97.2%	98.4%
Percentage of pupils gaining at least one A* - C grades, MFL	86.2%	89.7%

Pupils	APS	% achieving 5+ A*-C, including Maths & Eng	% achieving English Baccalaureate*	% achieving 2+ Science A*-C	% achieving history or geography A*-C	% achieving 1+ MFL A*-C
<b>Highsted 2016</b>	<b>462.2</b>	<b>97.2</b>	<b>84.8</b>	<b>97.2</b>	<b>97.2</b>	<b>86.2</b>
England 2014	355.1	53.4	22.9	47.5	43.8	36.1
Kent 2014	371.0	58.1	26.8	47.9	42.2	35.9

\* **English Baccalaureate** consists of A\*-C grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

**A/AS-level results achieved by students at the end of Year 13**

	2016	2015
Percentage pass rate	<b>100%</b>	99%
Percentage A*-B grades	<b>69%</b>	52.3%

*'Highsted Grammar School is an outstanding school. It knows its strengths and areas requiring improvement very well.'*

*'The school is ambitious for its students and is very effectively focusing the staff team and the girls themselves on raising their expectations and achievements.'*

*'The school effectively enables girls to make excellent progress. They achieve the highest academic standards.'*

*'The curriculum gives girls an outstanding range of experiences and there is excellent involvement in extra-curricular activities.'*

*'There is a strong mutual respect between staff and girls. Initiative is encouraged and girls say that they get on very well together, help one another and enjoy school.'*

(Ofsted Inspection report 2009)

Highsted Grammar School is a small girls' grammar school (around 831 on roll, including 224 in Sixth Form) situated in the North Kent town of Sittingbourne. As an outstanding school, we were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and GTP trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Pupils are granted places at the school on the basis of success in the Kent selection tests, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Recently, Highsted was placed 92<sup>nd</sup> in the top 100 secondary schools (The Telegraph) based on our 2015 A-level results.

The school, sponsored by Microsoft, received specialist school status through science and we are currently implementing major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition and the school's Special Choir has recorded a CD of its Christmas repertoire. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has now become a regular part of the summer term enrichment programme, supported by substantial grants from the EU. In 2008, the school established a new

partnership with the Lycée Prieur in Auxonne, Burgundy. Last year more than 35 students from Years 9, 10 and 12 participated in our European programmes.

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

Anne Kelly (March 2017)

**HIGHSTED GRAMMAR SCHOOL: JOB PROFILE**  
**RESPONSIBILITIES FOR EDUCATIONAL SUPPORT STAFF**

**Job Title:** Cover Supervisor/Teaching Assistant

**Reports to:** KS3 Learning Mentor

**Postholder's name:**

**Date:** September 2017

**Grade:** Highsted Academy Trust Band 5 £17,651 - £19,414 pro rata

**Hours:** 8.30 am to 3.30 pm three days a week and 8.30 am to 4.30 pm two days a week to cover Aim High Club, 32 hours per week, term time only.

***Purpose of job***

To supervise whole classes during short-term absence of teachers, registering the class and conveying instructions for the lesson as provided by a teacher. The cover supervisor will ensure the good behaviour of the pupils and make sure they engage in the learning activity. The post holder will be required to respond to pupils' general questions and provide feedback to the teacher on broad issues such as behaviour but will not be expected to undertake any planning, preparation, delivery or assessment of pupils' progress. Establish and maintain relationships with identified pupils and groups in order to provide support for their individual needs.

***Dimensions***

1. Budget:  
None

Line management responsibility:  
None

Undertake supervision of a class of up to 32 pupils.  
Work directly with individual pupils who have a specific educational need.

2. *Statistical information relating to the scope of the job.*

School roll: 831

Agreed by: .....

Approved by: .....

Date: .....

### ***Principal accountabilities***

- Supervise pupils engaged in learning activities to ensure that the learning objectives set by the teacher are achieved also ensuring inclusion and acceptance of all pupils within the classroom in order to promote equal opportunities.
- Act as a role model and set high expectations of conduct, establishing and maintaining good standards of behaviour.
- Provide general encouragement and support to pupils in lessons.
- Keep appropriate records, as agreed with the teacher, to enable objective and accurate feedback to the teacher and pupils on the conduct of the lessons.
- Support the use of ICT and other equipment and materials to enable pupils to achieve the learning objectives set by the teacher.
- Accompany staff and pupils on educational visits, taking an active supervisory role as required.
- Undertake internal/external examination invigilation under the direction of the Examinations Officer.
- In line with school policy, undertake a degree of responsibility for the behaviour of pupils around the site.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting any concerns to the appropriate person, to maintain a safe and secure learning environment for pupils.
- Provide sensitive individual support for children identified as being vulnerable or needing assistance within school to achieve their personal education plans.

### ***General***

- When not engaged in principal responsibilities, to provide administrative support as required by the Office Manager.
- Use any free time to liaise with Heads of House or Subject Leaders to familiarise themselves with appropriate cover work and behaviour management techniques.
- Participate in training and other learning activities as required and attend relevant meetings to ensure own continuing professional development.
- Participate in the performance management arrangements.
- Fulfil, as an employee, legal obligations under Health and Safety requirements, namely those of personal safe practice and the promotion of Health and Safety procedures generally.

This job profile is subject to the conditions of employment contained within the Kent Scheme Terms and Conditions. It is reviewed annually and aspects may be amended through negotiation.

### ***Scope for impact***

Support staff in schools make a strong contribution to pupils' learning and achievement. As Cover Supervisor, the post holder will have sole responsibility for pupils in the classroom. Although the teacher would have set the learning plans the post holder must ensure the objectives are achieved by the pupils within a safe and secure environment, ensuring good behaviour at all times.

In supporting individual pupils, Teaching Assistants contribute directly to pupils' learning and will have a significant impact on the development of their life skills and academic progress.

### ***Job context***

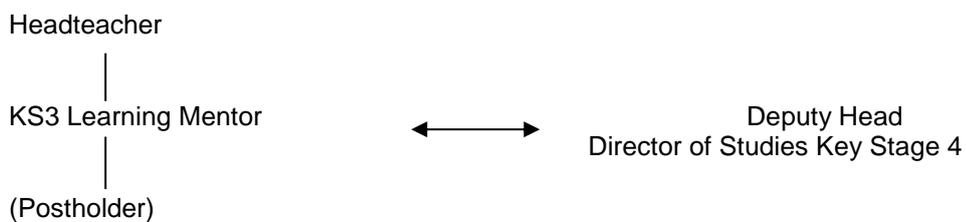
The post holder will be in charge of individuals or groups of up to 32 pupils. They must give clear instructions for the lesson provided by the teacher ensuring that learning outcomes are achieved.

The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person.

The post holder must have excellent communications skills to be able to inform, persuade and negotiate with pupils and provide feedback to other professionals and parents as required.

The post is based solely within the school, although opportunities to participate in school visits will be available.

**Organisational structure**



**Confidentiality**

All personal information regarding pupils, parents, employees at the school to which the Cover Supervisor/Teaching Assistant may have access in the course of her work are to be regarded as strictly confidential in all respects even within the working environment. Disregard of confidentiality will be grounds for disciplinary procedure.