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Job Application Pack

Cover Supervisors

School: Cambourne Village College

Salary: NJC Scale 4 (range 7-11)
£20,444 to £22,129 FTE)

Pro rata salary: £14,115 to £15,278

Contract: Fixed term or Permanent

Start date: ASAP

Application closing date: Midday on 31
August 2022

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Welcome from the CEO

We are delighted you are interested in joining one of the Academies in our Trust.

The Cam Academy Trust is a community of schools in and near South Cambridgeshire and Huntingdon which offers 'Excellence for All' students from aged 3 to 18 in 11 schools incorporating pre-school, primary phase, secondary and sixth forms.

School years are a critical period of all our lives as we develop the skills, knowledge and behaviours needed to become successful members of our communities. We want all young people proceeding through all our schools to become capable, caring and confident.

All within The Cam Academy Trust are committed to giving all our pupils the very best grounding that we can through exceptional teaching and learning and outstanding pastoral support.

Each of our academies has its own Principal or Headteacher who works with their own team of high-quality staff and these staff also work with each other to share best practice to ensure our pupils are well educated and well cared for.

Our over-arching purpose is simple: we want to secure educational excellence for all with our Academies working at the heart of and serving their local communities.

A handwritten signature in black ink that reads "S. Munday".

Stephen Munday CBE

About our Trust

The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy trust so that more schools could join and work closely with us.

As this partnership developed it was only right that the name changed with it as further schools/academies joined, including from the primary as well as secondary phase of education. The Comberton Academy Trust was renamed 'The Cam Academy Trust' – a clear statement that the Trust is greater than the sum of its parts.

The Trust currently comprises seven primary phase schools and four secondary schools, two with Sixth Forms. We are excited that a third Sixth Form is due to open at Cambourne Village College in 2023.

Our Primary phase schools are: Everton Heath Primary School (just inside Bedfordshire), Gamlingay Village Primary, Jeavons Wood Primary School, Cambourne, Offord Primary School, Offord D'Arcy, Hartford Infant and Pre-School, Hartford Junior School and Thongsley Fields Primary and Nursery School, Huntingdon. Bourn Primary Academy joined as the first Associate Member in 2021.

Our Secondary schools are: Comberton Village College (and Comberton Sixth Form), Cambourne Village College, Melbourn Village College and St Peter's School (and Sixth Form), Huntingdon.

The Trust strives for 'Excellence for All' and at the heart of this are six core principles which drive everything it does.

These are:

The Excellence Principle – Education must be of the very highest standard

The Comprehensive Principle – Education must be for all kinds and abilities

The Broad Education Principle – Education must incorporate a broad range of subject areas and personal development

The Community Principle – Every Academy must be at the heart of its local community and serve it well

The Partnership Principle – Each Academy must seek to work positively in partnership with others for mutual benefit

The International Principle – The curriculum inside and outside the classroom must have a clear international dimension.

Benefits

We offer the following benefits, designed to promote your wellbeing and make your time with The Cam Academy Trust satisfying and rewarding.

Core benefits

- Holiday – Up to 30 days' paid holiday a year plus bank holidays for full time non-teaching staff (statutory leave for teaching staff)
- Paid leave – enhanced sick pay, maternity pay and adoption leave pay (linked to service) and paid leave for unforeseen personal situations
- Pension – a generous defined benefit pension with the Local Government Pension Scheme or Teachers' Pension Scheme
- Death in service payment – lump sum payment and an ongoing pension for your partner & children (subject to conditions & membership of our pension scheme)

Health and wellbeing

- Employee counselling and support – free, independent 24/7 help and advice for work-related issues, as well as problems affecting your home life
- Wellbeing groups – arrangements may differ from school to school (secondary school staff)
- Environment – good working environment with excellent facilities (facilities may differ from school to school)

Professional development

- Professional development – full and part-funded training courses and a wide range of learning opportunities available to all staff

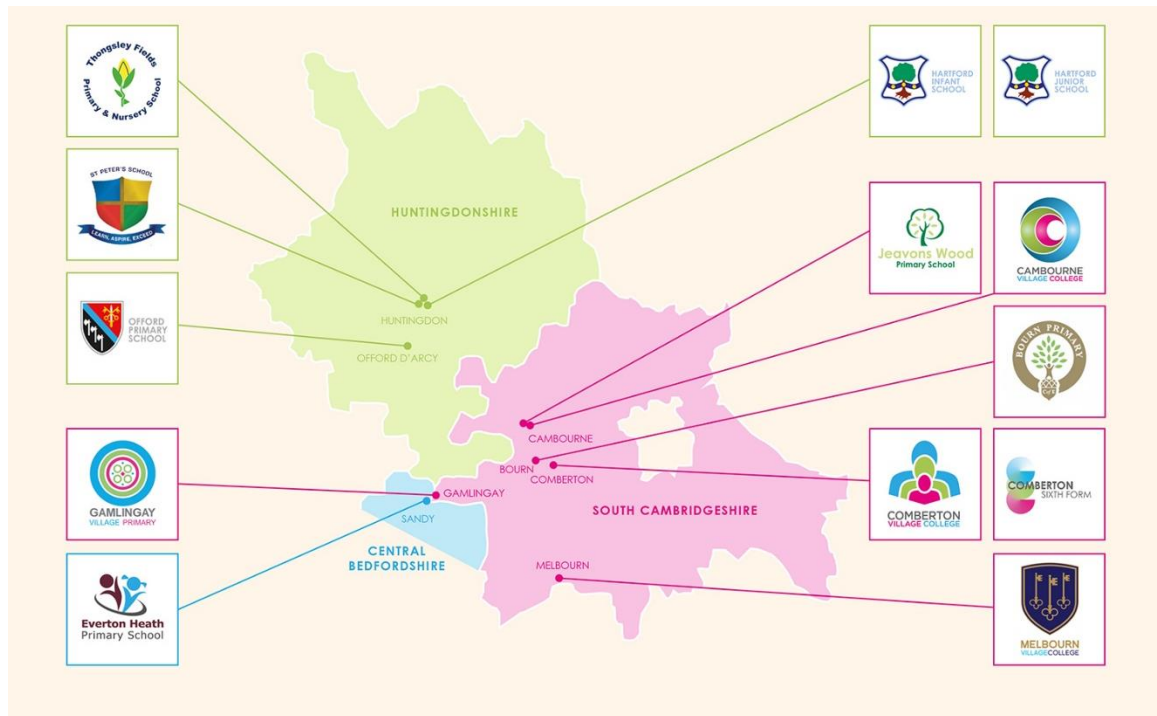
Employee discounts

- Car parking – free and on-site
- Hot drinks – tea & coffee making facilities provided for all staff
- Cycle-to-work scheme – save £££ on a new bike and accessories
- Subsidised membership to the [Chartered College of Teaching](#) (teaching staff)

Work-life balance

- Flexible working – all staff can make a request to work flexibly
- Teacher cover - We have Cover Supervisors reducing the amount of cover required by teachers and PPA periods are on timetables and not used for cover purposes (school teaching staff)

Our Schools



Comberton Village College & Comberton Sixth Form



Comberton Village College is a thriving community of approximately 1800 students, including 500 in the Sixth Form which was added to the school in 2011.

It was established in 1960 as part of Henry Morris' vision for schools being village colleges at the heart of their community and not just places for children to learn. It has a vibrant Adult Education department as well as an on-site Sports and Arts Centre, including a full-size artificial football pitch and spacious performance hall. Current improvements to the much-extended site include the installation of a £multi-million ground-source heat pump to move away from the use of oil.

Cambourne Village College

Cambourne Village College opened as a Free School in 2013 as the first new village college in Cambridgeshire for 30 years. It serves the community of Cambourne, a group of villages located between Cambridge and St Neots.

It has been repeatedly grown since its inception and now has plans for further expansion to include a sixth form from 2023 and further capacity to match growing demand for families moving into Cambourne West, the fourth of the villages it serves. It, too, offers extensive arts and sports facilities for community use.

It was the first school in the Trust to equip its students with iPads, an initiative now being rolled out across the Trust.



Melbourn Village College



MELBOURN
VILLAGE COLLEGE

Melbourn Village College is the smallest and oldest of the village colleges in the CAT community. With around 600 students in Years 7-11, it still offers an innovative curriculum with Mandarin taught to all from Year 7 with the option to take the language at GCSE level and, recently, at A Level in conjunction with Comberton Sixth Form.

Melbourn is undergoing considerable investment and improvement with a new artificial pitch that opened in late 2021 and work due to start on upgrading classrooms in summer 2022.

St Peter's School, Huntingdon

St Peter's School is located in the heart of Huntingdon and offers a nurturing and supportive environment for around 1200 students from a diverse multi-cultural catchment.

The school joined the Trust in 2016 and has undergone significant change with Ofsted now rating it as a 'Good' school. There has also been major investment in its buildings and infrastructure with a complete refurbishment of the Sixth Form and more work scheduled for Summer 2022.



Everton Heath Primary School



Everton Heath
Primary School

Located just over the Bedfordshire border, Everton Heath is the smallest school in the Trust with just over 70 students. However, the installation of two new classrooms in 2021 has given it capacity to grow.

It has joined forces with larger neighbours, Gamlingay Village Primary (less than two miles away) and the second smallest Trust school, Offord Primary, in a new collaborative West Village Partnership. It is a catchment school for Comberton Village College.

Everton Heath Primary School is part of the newly formed West Village Partnership.

Gamlingay Village Primary

Established as a full primary school by the Trust in 2018 from Gamlingay First School, it was relocated to the former middle school site following a major upgrade to the existing buildings.

It is now a thriving school for more than 380 pupils and includes specialist primary provision for students on the autistic spectrum, many of whom go on to Comberton Village College's similar secondary offering as Comberton is the school's designated 11-16 provider.



Gamlingay Village Primary School is part of the newly formed West Village Partnership.

Hartford Infant and Preschool



Renamed in early 2022 to reflect the addition of a bespoke preschool, the team are proud of their caring, secure and purposeful environment to nurture youngsters at the start of their educational journey.

The school shares a site with the Junior School in a suburb of Huntingdon and most pupils make the natural transition across the playground before going on to St Peter's, allowing them the full educational experience within the Trust.

Hartford Junior School

Hartford Junior School has two-form entry at the start of Key Stage 2 with the majority switching from the Infant School next door.

Rated 'Good' at their first inspection since joining the Trust in 2017, they are proud of their progress in recent years, based on their ethos of 'effort, encouragement and excellence'.



Jeavons Wood Primary School, Cambourne



Jeavons Wood is one of four primary schools located in the growing South Cambridgeshire community of Cambourne and is a feeder school for Cambourne Village College.

It has more than 400 pupils in a modern, airy building constructed 10 years ago and works unswervingly to support all their pupils both socially and academically.

Offord Primary School

The newest full members of the Trust, Offord joined in 2019 and undergone significant changes with a new headteacher and the recent collaborative partnership with Gamlingay and Everton Heath.



They are the first primary school in the Trust to obtain enough iPads for every pupil after securing a generous donation from a local charity which supports education in Offord D'Arcy and Offord Cluny.

Offord Primary School is part of the newly formed West Village Partnership.



Thongsley Fields Primary & Nursery School, Huntingdon

Thongsley Fields Primary & Nursery School was created in 2003 from separate junior and infant schools built to serve families on the Oxmoor estate in Huntingdon. They joined the Trust in 2018 and with a new headteacher are developing grand plans for their curriculum., their grounds and the provision and support for pupils and their families.

Like Hartford Junior School, they are a partner primary for St Peter's School with whom they share a Governing Body.

Bourn Primary Academy

Bourn Primary Academy, a single form entry Church of England school, became the Trust's first associate members in September 2021, cementing an already close relationship with both Comberton and Cambourne Village Colleges, which it lies between.

All the Trust's services are available to Bourn, which is in the Comberton catchment, and they now work closely with all the other schools and staff across the Trust, sharing experiences and best practice.



Safeguarding Children and Young People

The Cam Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check, barred list check and other relevant pre-employment checks.

The Vacancy

Cover Supervisors at Cambourne Village College

Required as soon as possible

Salary: NJC Scale 4 (range 7-11 £20,444 to £22,129 FTE) Actual salary from £14,115 to £15,278 per annum, paid across 52 weeks

Hours of work: 30 hours per week, or part-time hours, term time only (39 weeks)

Actual hours: 8:30 to 3:05pm

Contract: Fixed term or Permanent for the right candidate

The Role

We are seeking Cover Supervisors to supervise planned lessons during the short-term absence of the class teacher at Cambourne Village College.

Cambourne Village College is an Ofsted 'Outstanding' rated, over-subscribed secondary school, eight miles from Cambridge. We opened as an academy of the Cam Academy Trust in September 2013. Our ethos is aspirational and inclusive, our staff is highly motivated, our pupils courteous and hard-working, and we have excellent facilities. Planning is underway to open a 350 place sixth form, with 175 students in each of Years 12 and 13, effective from 2023. Joining Cambourne Village College represents a unique opportunity to work in a newly-established school within a wider, high-quality Academy Trust that gives excellent possibilities for professional and career development.

How to apply:

Please complete the Support Staff Application Form located on the Cambourne Village College website (www.cambournevc.org/contact-us/vacancies) and attach a letter of application (consisting of no more than 2 sides of A4 when printed). In your letter of application, please explain:

- The reason for your interest
- Your relevant track record that confirms you could fulfil the expectations of the role
- Your reflections on how you could contribute to the further development of Cambourne Village College as a truly excellent school

Applications should be submitted to our HR Department via email: HR@cambournevc.org Tel 01954 284034. For further information, please contact Deputy Principal, Philippa Boyns pboyns@cambournevc.org .

Closing date: Noon on Thursday 31 August 2022. The college reserves the right to interview and appoint within the application window

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate.

Information about Cambourne Village College

Context

Cambourne is a new settlement, eight miles west of Cambridge. It is already a significant community and construction of Cambourne West, a further 2400 new homes with associated facilities, is under way on land adjacent to our campus.

Cambourne Village College opened as a new 11-16 Academy and Free School of the Cam Academy Trust (formerly the Comberton Academy Trust) in September 2013. The College opened with six forms of Year 7 pupils and grew by one new intake each year, our fourth intake reaching Year 11 in September 2020. CamVC was initially built for a roll of 750 students, but has expanded rapidly to accommodate nine forms of entry, with a current roll of approximately 1230. Our intake is truly comprehensive, with 30% of the dwellings in Cambourne comprising social housing whilst the remainder is mainly mixed, new, privately-owned houses. We are now working with the Local Authority to expand our accommodation to admit up to 1650 students (11 forms of entry) in our 1116 school. As the logical sequence to our rapid and successful growth, planning is also underway to open a 350 place sixth form, with 175 students in each of Years 12 and 13, both effective from 2024.

Students in our current Year 9 will be first to access this provision. Building plans are well developed and our Heads of Department will shortly be beginning Key Stage 5 curriculum planning. The school has rapidly gained the support of the local community and co-operates strongly with its four catchment primary schools, all situated in Cambourne.

The CAM Academy Trust

All staff at Cambourne Village College, along with those at Comberton Village College, Melbourn Village College and St Peter's School, Huntingdon, are employees of the Cam Academy Trust, whose CEO is Stephen Munday. The Trust has recently become significantly cross-phase with the membership of seven primary schools and more under negotiation. The schools share a number of high-level executive Trust staff, for example in Finance, IT and HR, and seek to collaborate on educational matters wherever possible. Cambourne Village College has worked in particularly close partnership with Comberton Village College from the outset; it is envisaged that our new sixth form will work in close collaboration with those at Comberton and St Peters. The Trust is working on strengthening the educational links across the schools; all secondaries now use an online platform, the CATalogue, to allow the sharing of resources across our schools. The College is fortunate to be supported by a team of skilful and dedicated school governors, led by Dr Kris Stutchbury.

Designations

Following its first, highly successful, Ofsted inspection, the College gained Leading Edge status and successfully bid to become a Teaching School within the Cambridge Area Teaching Schools Alliance. From September 2019, CamVC also became a partner school of the Faculty of Education at the University of Cambridge. We are actively developing our work with trainee teachers, and employ a number of Specialist Leaders of Education to increase our capacity to take on a range of school-to-school support work. The College encourages research, with staff participating in projects at

a range of levels, including the SSAT Lead Practitioner programme and Masters level degree courses. We are continually developing our CPL offer for our staff, with many teachers participating in the Trustbased Developing Effective or Developing Outstanding Teacher programmes. The Cambridge Maths Hub is located at the College.

In 2018, Cambourne Village College was a finalist in the Pearson School of the Year Awards, winning Silver in the 'Making a Difference' category – a huge accolade for a school only five years old, and a reflection of the very strong relationships already developed with the local community. In 2019 we were further awarded International School status.

Standards

Extremely high standards of achievement and pastoral care have been quickly established, as recognised by the 'Outstanding' grade in all four Ofsted inspection categories, awarded to the College in May 2015 – a rare achievement for a new secondary school in its fifth term of opening. An annual Cross-Trust Review process confirms these high standards are maintained.

The first set of GCSE results for the College were awarded in summer 2018, the school achieving above the national average ranking for the KS4 Overall Progress 8 measure at 0.34. Results for summer 2019 were also very pleasing with Progress 8 reported at +0.45, with 52% of pupils gaining 5 GCSEs including English and Maths at Grade 5+, and 71% at Grade 4+. We are building on these very strong results with projects under way to develop whole-school reading and vocabulary acquisition, pupils' skills of metacognition, and to narrow the differential between boys' and girls' achievement.

Broad Education

The school's formal day runs from 8.35am to 3.00pm with 6 timetabled lessons of 50 minutes per day, run over a two-week cycle. Details of the curriculum taught in each subject can be found on our website under the *Parent, Carer and Student Information* tab. However, we believe that education should be broad and should give opportunities to develop individual interests. Many members of staff also offer activities within a very full and wide-ranging extra-curricular programme that runs each day from 3.00 p.m. There are many school trips and visits, both national and international, supported by a central Trips Administrator.

The College has engaged in a rolling programme to equip all pupil with iPads to enhance their learning, with all pupils in Years 7-11 having their own device from September 2021. Teaching staff and teaching assistants all have their own iPad; teachers also have laptop computers and all classrooms are equipped with Apple TV. Extensive training and support for development of staff IT skills has been a feature of school life since our opening, and has received a tremendous boost during the recent lockdowns!

The Village College

The outlook and ethos of Cambourne Village College are fully in line with the tradition of Village Colleges established as the vision of Henry Morris in the first part of the

twentieth century for community-based schooling. Cambourne Village College has, from the outset, sought to be at the heart of its community and to serve the needs of the whole town, not just our 11-16 year olds during the designated school day. In normal times, the College is open on almost every evening and weekend for adult education classes and extensive community use of our excellent facilities.

Pastoral Organisation

Pastoral care in the College is overseen by the Deputy and Assistant Principals responsible for the supervision of the year teams. Each year team consists of a Head of Year, Assistant Head of Year, Pastoral Support Assistant, and team of tutors, this team remaining in place as the cohort moves up the school. Most teaching staff will have responsibility for a tutor group and most teachers carry out 4 supervisory duties around school over the two-week cycle. Pupils see their tutors for morning registration and have a weekly assembly. The school has a strong and ever-developing focus on inclusion and wellbeing, with a team of counsellors in place and a wide range of inclusion support available to pupils.

The Premises

We are fortunate to work in a newly-built school, furnished, decorated and equipped to a high standard, with excellent facilities for teaching and learning. Sports facilities include 3G pitch, sports hall and gymnasium; performance facilities are under further development and include drama/dance studio and large performance hall. Music is taught in a separate, dedicated wing. High speed broadband, good access to computers and sets of class iPads enhance learning. Since its outset, the College has employed a full-time, qualified librarian. The library is a vibrant learning space and is highly valued by pupils and staff.

The Staff

Our staff are highly skilled, highly committed, innovative, mutually supportive and sociable. Joining Cambourne Village College represents a remarkable and exciting professional opportunity. It offers the chance to help to establish a new and rapidly growing school whilst working within a wider high quality Academy Trust which gives excellent possibilities for professional and career development.

Staff morale is extremely high, evidenced in our Investors in People report: 'People describe high levels of camaraderie and teamwork, also the opportunity to influence change. There is shared motivation to achieve and people are loyal and enthusiastic about the Academy. There is a culture of praise and recognition, which people buy in to'. In our most recent staff survey (November 2021), over 90% of all staff agreed or strongly agreed with the statement: 'I am proud to work at Cambourne Village College.'

School Ethos

All of our work is carried out in the context of our Ethos Statement, to which all members of the College were invited to contribute in the summer of 2017:

Cam VC: Aspiring to Excellence

- *We are a dynamic, innovative and outward-looking school. ○ We value every individual and seek the best possible outcomes for each one. ○ Our staff is highly qualified, exceptionally committed and continually learning.*
- *We nurture mutually beneficial partnerships which enhance our pupils' opportunities and well-being.*
- *We are sustained by collaboration, mutual support and trusting relationships.*
- *We are an open, friendly school, where all people feel they belong.*
- *We are proud to serve our community of Cambourne and want Cambourne to be proud of us*

Teaching and Learning

- *We have the highest aspirations for all pupils and the utmost belief in each individual.*
- *We deliver a rich and diverse curriculum, rooted in the needs of our pupils.*
- *We strive to remove all barriers to learning and refuse to allow disability or social disadvantage to limit our expectations or the achievements of our pupils.*
- *We inspire our pupils through excellent teaching.*
- *We value the expertise of our subject specialists, entrusting them to hone pupils' skills and to ensure access to powerful knowledge.*
- *We access technology for optimum impact.*
- *Our teaching is underpinned by meaningful data and rigorous, accurate assessment.*
- *We work together and across departments, sharing good practice to enhance performance and relationships.*
- *We create opportunities for research and professional learning for all members of staff, through our Teaching School and wider partnerships.*

Our Pupils

- *Our pupils enjoy school. They engage actively in their learning, inspired by excellent teaching and a sense of shared purpose.*
- *Our pupils are confident learners; they build self-esteem and are willing to challenge themselves, take risks and learn from mistakes.*
- *Our pupils attain standards which reflect their full academic potential.*
- *We foster imagination, adaptability, resilience and ambition.*
- *We create opportunities for every pupil to build independence, teamwork and leadership.*
- *Pupils treat each other and staff with respect and consideration.*
- *Positive behaviour is an inherent expectation.*

Leadership

- *Our leadership teams guide the school with vision and discernment.*
- *All leaders are role models: they act with integrity, are highly visible, and are approachable by all.*

- *Teaching and learning is at the heart of all decision-making.*
- *We believe in devolved leadership; middle leaders are highly trusted and empowered to have impact.*
- *All staff have opportunities to contribute their expertise to strategic school decisions.*
- *Communication across the school is direct and timely.*
- *Our leaders know the staff, communicate how much they are valued, and seek to sustain their well-being.*

Parents

- *We seek to engage with all parents in relationships based on mutual trust and respect.*
- *We believe in frequent and open communication, aiming to work with parents to maximise each child's school experience*
- *We have policies that are clear and easily understood, encouraging parental engagement and support.*
- *We maximise the use of technology to ensure full and swift communication.*

Community and Partnership

- *We are a Village College and embody this ethos.*
- *We work in full co-operation with our Trust partners to enhance all our pupils' education.*
- *We build local partnerships across all phases of schooling to ensure cohesive educational experiences.*
- *We engage with our local business community to sustain growth and opportunities for our mutual benefit.*
- *We work with our Locality Team, social and health workers, and all other relevant agencies to integrate support and sustain our pupils' well-being.*
- *We seek international partnerships to widen our pupils' understanding of their place in our world.*

Job Description – Cover Supervisor

Hours of work: 30 hours per week or part time positions considered. The post holder will be based at Cambourne Village College

Salary - NJC Scale 4 (range 7-11)

Line of Responsibility

The successful candidate is directly responsible to the Cover Manager.

Job Purpose

To supervise classes across the curriculum in following a programme of study during the short-term absence of their class teacher at Cambourne Village Colleges.

Operational

- Under the direction of the appropriate teacher, supervise pupils in class during the absence of their class teacher.
- Attend staff briefings and whole staff meetings.
- Take class registers, as and when appropriate.
- Liaise with Heads of Department, where necessary, to clarify lesson details
- Liaise with TAs regarding individual pupils being supported in class.
- Administer clear instructions, based on the detailed work set, and actively participate in the supervision of the class.
- Use the school Behaviour Management System to log feedback on pupils' participation and behaviour.
- Contribute to behaviour management within the school, in accordance with the school's behaviour policy.
- Provide feedback on learning activities and contribute to school review and development planning.

Support to Heads of Year/Heads of Department Administration

- To provide support/administration under the direction of the Heads of Year/Heads of Department.

Exam Invigilation

- Assist with the invigilation of examinations, as and when requested to do so.

Possible additional areas of responsibility

- Minibus driving (if applicable)
- First Aid cover

Support for the School

- Attend and actively participate in staff meetings
- Contribute to the maintenance of a safe and healthy environment
- Contribute to and participate in school events and activities
- Develop and maintain effective working relationships with other staff and parents/carers

General

The post holder will:

- Assist in escorting students on educational visits and participating in extra-curricular activities as required.
- Participate in school emergencies as required, including co-ordinating arrangements, locating students and staff, providing contact details and completing necessary documentation.
- Attend relevant meetings and training sessions as required

Conditions of employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- The post holder is required to uphold the College's policy in respect of Child Protection matters.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- The post holder shall be subject to all relevant statutory and institutional requirements.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
- All staff participate in the College's performance management scheme.

Person Specification

Essential	Desirable
Qualifications and experience	
<ul style="list-style-type: none"> • GCSE English and Maths at grade C or higher 	<ul style="list-style-type: none"> • Educated to degree level • A qualification related to supervising and/or directing pupil/student activity.
Experience	
	<ul style="list-style-type: none"> • Willing/able to undertake first aid training • Working in a school or similar public/educational establishment • Working with students of a similar age • Liaising with other professional colleagues • Driving licence.
Knowledge and Skills	
<ul style="list-style-type: none"> • Manage classes of pupils, delivering instructions and maintaining a purposeful learning environment • Use school IT systems to deliver learning and reports • Follow direction from line manager/ staff member/s covered for • Participate in exam invigilation as required by Line Manager • Keep a record of cover completed and a record of the work set for classes • Assist in classroom support, or administrative tasks, if not needed for cover • Ability to communicate effectively both verbally and in writing 	

Personal Attributes	
<ul style="list-style-type: none">• Commitment to the highest standards of child protection.• Able to maintain an atmosphere conducive to learning in a classroom without a teacher's presence.• Desire to enhance and develop skills and knowledge through CPD• Ability to use own initiative• Able to work flexibly in responding to supporting others on the team in the event of absence• A personal manner in keeping with the school ethos towards parents, children the community and wider world.• Work autonomously in completing core job functions.• Able to present a suitable professional image for this role.	