



**Being the best we can be**



## **Cover Administrator**

**Required as soon as possible**

**Recruitment Information Pack**

Scalby School

Fieldstead Crescent, Scarborough, YO12 6TH

## Contents

Welcome from the Headteacher	3
Our results	4
Application process and how to apply	5
Job Description/Person Specification	6-11



Dear applicant,

Allow me to extend a warm welcome from all governors, staff and students of Scalby School.

I was delighted to be appointed Headteacher in January 2018 and while any Head will say their school is special – I truly believe Scalby is.

It is hard to encapsulate in words the full dynamism and vibrancy of our school. We are hugely proud of our students and privileged to serve them and this community. We see it as our professional and moral duty to prepare them as individuals to play their part as active citizens – rounded and centred and aware of all they might contribute to the world. In practical terms, this commitment is manifested in the lessons we deliver, the extra-curricular opportunities we offer and in the wider opportunities we promote.



Scalby is a school with a strong academic tradition but we are equally committed to the Arts, to sport and to collective and individual achievement beyond the classroom. Our annual productions held at the Stephen Joseph theatre are testament to this, and over the years we have seen productions of Macbeth, Romeo and Juliet, Our House to name but a few.

We have developed and benefited from our partnerships within Scalby Learning Trust, Scarborough Teaching Alliance and local secondary and primaries – a few reasons to join us!

In recent years enormous strides have been made to further increase learning standards. This hard work has seen results improve consistently and led to Ofsted rating our school as 'Good' in 2012 and in 2019. I truly believe we are a school with highly effective teachers producing outstanding outcomes for our students.

I hope you can see that this is an excellent time to join Scalby. If successful you will join a staff team of wonderful professionals who have ambition for our students and for themselves. I take pride in ensuring colleagues receive opportunities to develop their skills and experiences – and we have an enviable reputation for delivering high quality professional development.

I hope that you will take the time to come and see and experience for yourself the warm and welcoming atmosphere which makes our vision a reality.

Good luck with your application.

Michael McCluskie  
Headteacher

## Our results

Scalby School's 2019 GCSE results are once again characterised by high levels of achievement.

Provisional analysis shows that, for the fourth year in a row, our students made significantly better progress than their peers did nationally. Results in English, Maths and Science are above the national averages at Grade 4 and Grade 5, with 36% of students achieving a Grade 7 or better in English, 28% achieving Grade 7 or better in Maths and 21% achieving Grade 7 or better in two sciences.

This year's results are particularly pleasing because of the high number of students who achieved Grade 8 and 9 across a number of subjects. None of these fantastic results would have been possible were it not for the professionalism and dedication of our teachers and learning support teams. These results mean that our students leave us now being able to access a wide range of post-16 courses at college and they have the skills and knowledge valued by employers."

Our success in our GCSE results follows our positive Ofsted inspection in February this year. With a similar Progress 8 score to 2018, which places us in the top 20% of schools nationally, we are delighted that the high quality of education on offer has been doubly validated at a national level.



## **Application Process**

The closing date for all applications is **Friday 9<sup>th</sup> July 2021 at 9am**

Interviews will be held week commencing Monday 12<sup>th</sup> July

Completed applications must be returned to Cindy Brooke (PA to the CEO) at [c.brooke@scalbyschool.org.uk](mailto:c.brooke@scalbyschool.org.uk)

**If you think you're the person for the job, please complete the enclosed application form with a covering letter, no more than two sides of A4, and send to the email address above by the closing date.**

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within a week of the closing date please assume your application has been unsuccessful.

## **Queries**

Please contact James Annetts at [james.annetts@northyorks.gov.uk](mailto:james.annetts@northyorks.gov.uk) or on 07966 261249.



## Job Description

<b>POST: Cover Administrator</b>	
GRADE: Grade C/D (SCP 2-6)	
RESPONSIBLE TO: Business and HR Manager	
<b>JOB PURPOSE:</b>	<ul style="list-style-type: none"><li>• Managing and organising cover for absent staff both teaching and non-teaching.</li><li>• Organising and providing induction and support for supply staff both teaching and non-teaching.</li><li>• Ensuring that safeguarding requirements and other relevant regulations are in place and adhered to including the completion and recording of necessary checks.</li><li>• Monitoring relevant budgets.</li><li>• Providing cover supervisors with induction and training</li><li>• Contributing to the overall ethos, work and aims of the school.</li><li>• Providing administration support to the behavioural management team.</li></ul>
<b>DUTIES AND RESPONSIBILITIES</b>	
<b>Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the headteacher.</b>	
<b>Conditions of employment</b>	
<p>The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment). You will be required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body, uphold the school's policy in respect of child protection and safeguarding matters. You shall be subject to all relevant statutory and institutional requirements and may be required to perform any other reasonable tasks after consultation. This job description allocates duties and responsibilities but does not direct the 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.</p>	
<b>Operational</b>	<ul style="list-style-type: none"><li>• Manage the staff cover system to ensure continuity in teaching and learning.</li><li>• Keep records on covers completed by individual staff to ensure that regulations are adhered to.</li><li>• Liaise with supply and recruitment agencies in engaging appropriately qualified supply staff to cover absences and temporary vacancies.</li><li>• Organise the appropriate deployment of teachers, supply staff and cover supervisors to cover absences and emergencies.</li></ul>

	<ul style="list-style-type: none"> <li>• Provide staff with cover details at the start of the day and when emergencies occur.</li> <li>• Act as the main point of contact for any problems that may occur in relation to cover.</li> <li>• Organise and provide work sent in by absent teachers.</li> <li>• Along with the SENCo organise cover for absent Teaching Assistants.</li> <li>• Arrange cover for the Alternative Learning Centre.</li> <li>• Provide a daily cover sheet, updated as require, on SharePoint.</li> <li>• Organise any room changes.</li> <li>• Advise the line manager and/or senior leadership team on any urgent matters relating to cover arrangements.</li> <li>• To record absences on the school's management system and produce reports for payroll and senior leadership team.</li> <li>• To organise and provide work and materials (including registers and resources) for both cover and the students in behavioural consequences.</li> <li>• To provide cover to the administration team on the school holiday rota.</li> <li>• To organise work and cover for any off-site students.</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>• Establish and maintain good relationships with all staff, students, visitors, suppliers, and agencies.</li> <li>• Identify the training needs of cover supervisors and organise appropriate development opportunities in liaison with their line manager.</li> <li>• Maintain attendance and training records for cover supervisors.</li> <li>• Involvement in the recruitment of cover supervisors when required.</li> <li>• Deal with any disciplinary issues in accordance with school procedures and policies and as directed by their line manager.</li> </ul>
<b>Administrative/Financial</b>	<ul style="list-style-type: none"> <li>• Ensure that all administrative duties, checks, and documentation are completed to the required level of accuracy including returns and reports.</li> <li>• Process, input and extract information and statistics from school's database system/s as required and prepare reports for her/his line manager, the headteacher and the governing body.</li> <li>• Deal with correspondence promptly and as required.</li> <li>• Monitor and review relevant budgets ensuring best value principals are followed where possible.</li> <li>• Ensure that financial procedures and activities are carried out in accordance with school policies and procedures, for example, authorising payment of supply staff invoices.</li> <li>• Calculating the costings of cover and approving relevant invoices.</li> </ul>

<b>General</b>	<ul style="list-style-type: none"> <li>• Attend school events as required.</li> <li>• Participate in school emergencies as required, including locating students and staff, contacting emergency services, and completing necessary documentation.</li> <li>• Attend relevant meetings and training sessions.</li> <li>• Undertake first aid training and responsibilities as required.</li> <li>• Keep up to date with associated developments and changes in requirements and regulations and communicate appropriate information to colleagues.</li> <li>• Record and action relevant processes in relation to the behaviour process, including communication with students, parents, and staff.</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Know about relevant Government and local guidance, policies, and procedures, and how they work in the wider workforce.</li> <li>• Adhere to data protection legislation.</li> <li>• Be responsible for promoting and safeguarding the welfare of children and young people.</li> </ul>
<b>Systems and Information</b>	<ul style="list-style-type: none"> <li>• Be aware that different types of information exist (for example, confidential information, personal data, and sensitive personal data), and appreciate the implications of those differences.</li> <li>• Share information appropriately – in writing, by telephone, electronically and in person.</li> <li>• Have an awareness and basic knowledge of the most recent legislation and the common law duty of confidentiality.</li> <li>• Ensure that information systems are in place to ensure that accurate electronic and manual records are maintained and updated as required.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the Trust's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health &amp; safety responsibilities as an employee and where appropriate any additional specialist or managerial health &amp; safety responsibilities as defined in the Health &amp; Safety policy and procedure.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li> <li>• Ensure services are delivered in accordance with the aims of the equality Policy Statement.</li> <li>• Develop own and team members understanding of equality issues.</li> </ul>



<b>Flexibility</b>	<ul style="list-style-type: none"> <li>The Trust provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Trust Policies and Procedures.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect, and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture, and values.</li> <li>Understand your own role and its limits, and the importance of providing care or support.</li> </ul>
<b>Date of Issue:</b>	May 2021

## PERSON SPECIFICATION

### COVER ADMINISTRATOR

<b>Essential upon appointment</b>	<b>Desirable on appointment</b>
<p><b>Qualifications and experience</b></p> <ul style="list-style-type: none"><li>• Experience in the line management and recruitment of staff.</li><li>• Evidence of working in a busy administrative environment.</li><li>• Substantial knowledge of office and admin systems.</li><li>• Knowledge of the wider Microsoft functionality (Microsoft 365/SharePoint/One Drive).</li></ul>	<ul style="list-style-type: none"><li>• Knowledge of school procedures.</li><li>• Experience of SIMS (Schools Management Information System) or working in a school or similar environment.</li><li>• Experience of working with young people and supporting them with their learning.</li><li>• Experience of making contact and dealing with external agencies.</li></ul>
<p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"><li>• Ability to build and form good relationships with colleagues and external agencies.</li><li>• Ability to work constructively as part of a team.</li><li>• Able to lead, develop and motivate a team of staff, delegating duties as required.</li></ul>	<ul style="list-style-type: none"><li>• Working knowledge of relevant policies, procedures, codes of practice, and awareness of relevant legislation e.g., safeguarding</li><li>• Understanding school roles and responsibilities, including own.</li></ul>
<p><b>Occupational Skills</b></p> <ul style="list-style-type: none"><li>• Excellent ICT skills and ability to use the keyboard with speed, accuracy, and precision.</li><li>• Excellent Interpersonal and communication skills</li><li>• Problem solving skills.</li><li>• Highly developed organisational skills</li><li>• High level of literacy and numeracy skills.</li><li>• Ability to work independently and on own initiative.</li><li>• Leadership skills</li><li>• Report writing skills.</li></ul>	

<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Studied to a minimum standard of GCSE (grade A*–C) or equivalent, in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Further or higher education qualifications relevant to the field.</li> </ul>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Attention to detail, neatness, and accuracy.</li> <li>• Dependability and reliability</li> <li>• Ability to work successfully as part of a team &amp; lead a team.</li> <li>• Confidentiality</li> <li>• Ability to prioritise conflicting demands and pressures.</li> </ul>	
<p><b>Other Requirements</b></p> <ul style="list-style-type: none"> <li>• To be committed to the trust's policy and ethos.</li> <li>• To be committed to Continual Professional Development.</li> <li>• Ability to understand the appropriate relationships and personal boundaries with children and young people.</li> <li>• Enhanced DBS clearance required</li> </ul>	