



AYLESBURY
GRAMMAR SCHOOL
Founded 1598

Recruitment Pack

PASTORAL SUPPORT OFFICER AND COVER SUPERVISOR

Application Deadline – 10am, Monday 5 January 2026

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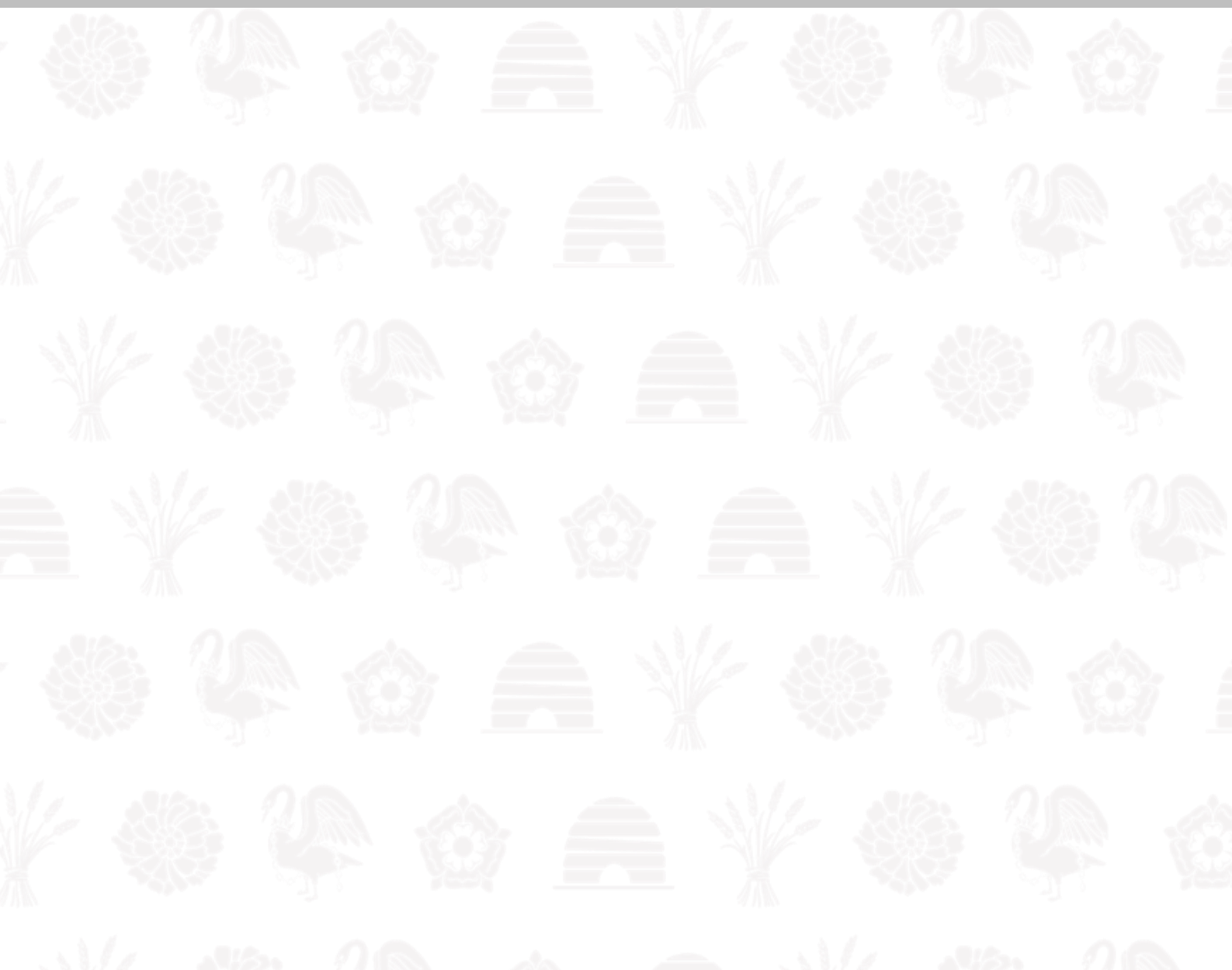
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Welcome from the Headmaster

Dear candidates

Thank you for your interest in Aylesbury Grammar School. I am delighted you are considering being a part of our School.

As a member of our team, you would play a pivotal role in supporting the School to deliver an uncompromised curriculum and life enriching opportunities, together with extraordinary care and support.

As a School, we are expertly placed to enable our students to flourish whilst also ensuring they are well equipped to understand and meet the challenges they face with empathy and humility. Our staff know and understand each student to enable them to find their place in the world.

We have a School community of 1336 students, including over 400 in the Sixth Form. We employ over 140 staff across the School who are all committed to a culture of innovative teaching, learning and achievement through their pioneering expertise and with enviable support from the Governing Body, AGS PTA, the Old Aylesburian and wider Aylesburian community.

Our team is diverse with a healthy mix of youth and experience, with relationships between staff, students, and with parents, extremely positive and caring.

Key to this are our core values of respect for ourselves, our peers and our community, whilst aspiring to achieve the best we can in our relationships and our interests.

Aylesbury Grammar School has occupied the current site in the centre of Aylesbury since 1907 and is a long-standing part of the community. We have an innovative and ambitious School Development Plan to continuously evolve and improve. We benefit from an ambitious refurbishment plan which, in recent years, has included a new Science Centre with 15 state of art Science Laboratories, new Sixth Form Centre, Library, Health and Fitness Suite, and work on the extensive refurbishment of the Art, DT and Engineering building, alongside the new School entrance area.

We are a School proud of its past but positioned to define its future. With 425 years of history, we are forward-thinking and dynamic with a focus on exceptional learning and teaching, enrichment, and the development of our staff.

There is a selfless commitment amongst those who work here, and we welcome applications from high-calibre, positive and motivated people.

Kind regards

Mark Sturgeon
Headmaster



Our School



NURTURE YOUR CHARACTER



MOTIVATION

- ENCOURAGEMENT
- CHALLENGE
- RECOGNITION

EMBRACE OPPORTUNITY



INNOVATION

- ADVENTUROUS
- INQUISITIVE
- LIMITLESS

CELEBRATE DIFFERENCE



OWNERSHIP

- EMPATHY
- RESPONSIBILITY
- REFLECTION

LEAD WITH HUMILITY



RESILIENCE

- ADAPTABILITY
- PURPOSE
- TENACITY

FLOURISH IN ALL YOU DO



COURAGE

- FORTITUDE
- ENDEAVOUR
- SELF-EXPRESSION

PASTORAL CARE

- Extraordinary care and support
- Belonging and camaraderie
- Self-expression and identity

CURRICULAR

- Pioneering expertise
- Uncompromised curriculum
- Growth through achievement

EXTRA CURRICULAR

- Life enriching opportunities
- Self-discovery through participation
- Selfless commitment



PRODUCTIVITY



INDUSTRY



LOYALTY



INTEGRITY



UNITY

Our School



Floreat Ailesburia

Founded by Sir Henry Lee in 1598, Champion of Queen Elizabeth I, Aylesbury Grammar School was a 'free School for Aylesbury' with the vision to promote the local area to flourish through educating its young people.

In 1907 the School moved to its present site and became co-educational. In 1959 the creation of Aylesbury High School meant the girls moved next door and Aylesbury Grammar School returned to being a boys' School.

Despite the separate site, our strong links with our sister School remain and provide a unique opportunity for our boys to grow up in their formative years in the company of their female counterparts, whilst also benefiting from the advantages of focused learning amongst their peer group.

This unique collaboration provides a sensitive, mature and well-rounded interaction for our students to develop a true sense of character and to flourish in today's world.



Pioneering Expertise

Employing exceptional staff is the backbone to inspiring our young people to explore for themselves who they want to be and to find their place in the world.

We aim to recruit members of staff who are leading practitioners in their fields or who show outstanding potential. As well as appointing experienced staff, we also train those new to the profession recruited directly from university or those who have been successful in another career and seek a new challenge.

Professional development is at the heart of our approach. Time and resources are available to our staff whatever the stage of their career.

We use professional research and pioneering expertise both in and outside the School. We collaborate with international partners and always look to improve the School, ensuring it is uniquely placed to prepare the next generation of students and staff.



Belonging and Camaraderie

Our well-established House System provides a sense of ownership, belonging and a healthy level of competition and camaraderie.

It has a hugely positive impact on our community and for our students in their academic work, extra-curricular contribution and development into authentic, empathetic and resilient young adults.

For our staff, who are assigned to a House, it provides a shared sense of belonging, loyalty and camaraderie.



Life Enriching Opportunities

We actively promote self-discovery through participation, as well as encouraging the students to attempt new and unfamiliar activities to broaden their horizons.

These life-enriching opportunities are extensive with clubs and activities taking place enhancing classroom learning and enjoyment.

Our colourful range of music, drama, performing arts and clubs/societies provides all students with the opportunity to participate, to collaborate and be part of School life.

Our School



Self-Discovery through Participation

Physical activity is key to maintaining a healthy, active, balanced lifestyle, supporting physical and mental well-being. Our sports clubs and practices are open to all students, irrespective of ability and passion promoting a selfless commitment to their chosen sport.

Whether an elite, representative, House or recreational sportsman, the School encourages and provides opportunities for everyone to participate. School teams and matches involve many students and nearly all students participate in the vast programme of House sports competitions.

Our offering is extensive ranging from cricket, handball, badminton, athletics, rugby, football, swimming, squash, tennis, basketball, and cross country.



Achievements

We are proud and remain humble that our School is consistently celebrated as one of the top state schools in the country – recently the top performing grammar school in Buckinghamshire for Value Added at A Level.

In Key Stage 3, GCSE and A Level, our students make outstanding progress and are prepared for the next stage of their education or chosen career with confidence.

The uncompromised breadth of the curriculum available enables all students to pursue the widest range of careers and studies at university or in the workplace. Through exceptional advice and guidance our students leave the School with aspirations to the most highly ranked courses and careers, at organisations and universities across the country where they will feel fulfilled and happy.



Role Description

PASTORAL SUPPORT OFFICER AND COVER SUPERVISOR

We are recruiting for a committed, organised and dynamic individual to become our Pastoral Support Officer and Cover Supervisor

Role purpose

- A. To assist in the educational and social development of students as part of the Pastoral Team
- B. To assist in the educational and social development of disadvantaged students
- C. To oversee the functions of the Compass (Pastoral Area)
- D. To provide support as a Cover Supervisor as part of the role

Main duties and responsibilities

Pastoral Support

- A1. To contribute to the monitoring of and follow up actions related to target setting and performance Data as directed by the Heads of Year
- A2. To assist with monitoring and coordination of the school rewards and sanctions data
- A3. To contribute to the school's focus on improving attendance - punctuality
- A4. To contribute to the orderly organisation of the school environment and the management of good conduct taking appropriate action in line with the school's behaviour policy and liaising with the respective line managers
- A5. To promote the school's approach to anti-bullying, including planning anti-bullying activities/strategies
- A6. To provide administrative support to Pastoral Team
- A7. To liaise with staff and parents as appropriate and to attend evening events where applicable
- A8. To work with individuals or small groups, planning for and supporting their needs
- A9. To organise the detention system on behalf of Heads of Year
- A10. To liaise with relevant external agencies
- A11. To accompany students on school visits when required
- A12. To undertake other duties as requested by line managers

Disadvantaged Students

- B1. Work with and support the Pupil Premium and Bursary Leader to assist the development of students in receipt of Pupil Premium
- B2. Maintaining student data and funding records for students in receipt of Pupil Premium
- B3. Coordinating support and interventions for students in receipt of Pupil Premium
- B4. Meeting with students in receipt of Pupil Premium to discuss progress
- B5. Communicating with families of students in receipt of Pupil Premium to provide feedback
- B6. Assisting with the management of funding and resources with the Pupil Premium and Bursary Leader

The Compass (Pastoral area)

- C1. To be based in The Compass at allocated times and to supervise students present
- C2. To ensure The Compass remains a welcoming and supportive environment for students
- C3. To co-ordinate work set for internal isolation and fixed term exclusions
- C4. To supervise Homework support sessions

Cover Supervisor

- D1. To take a class register, using the school MIS system, or, if this is not available, to complete a printed register handed in to the School Office for all classes covered
- D2. If there is an assembly, to accompany the class to their required location and ensure that they take their correct places and are supervised during the assembly
- D3. To ensure that the learning and activities left by the absent teacher is conveyed to the class effectively
- D4. To assist students in performing the set tasks by providing practical advice and guidance
- D5. To use rewards and sanctions in accordance with school policy and issue using the MIS system
- D6. To ensure that school policy relating to classroom management and discipline, as outlined in the school handbook, is adhered to in the classroom
- D7. To be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection and to report all concerns to an appropriate person
- D8. To contact the Cover Manager or School Office when additional help is required in the classroom
- D9. For registration, to communicate the Daily Notices to the Tutor Group
- D10. To check your emails and online computer folders for the day's work
- D11. To read the work for the day before lessons begin (where possible) and ensure that you have the materials needed to supervise the classes
- D12. Ensure all students have access to the work set via Google Classroom where appropriate
- D13. Ensure all students have a charged device and all offer electronic equipment required for the lesson and where missing, report on the MIS system
- D14. Ensure all students are sitting in their allocated position in reference to the seating plan
- D15. To provide feedback on each lesson to the absent teacher using the electronic Cover Lesson Feedback Form
- D16. To record any problems in classes and the action you have taken on the MIS system

General and Other Duties

- To take responsibility for health and safety in the workplace by undertaking risk analyses for the immediate work area and following guidance in the AGS Health and Safety Procedures Manual
- To supervise students as directed on occasion
- To carry out any other duties that may reasonably be required by the Headmaster or the line manager
- To promote the safety of students and help to safeguard student wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE), THE School's Child Protection Policy and the School's Staff Code of Conduct

Person Specification

The successful candidate is likely to possess many of the following personal characteristics, experience, skills, and knowledge.

Qualifications (Desirable)

- Maths and English to GCSE or equivalent
- Graduate status or equivalent

Experience (Essential)

- Proven administrative experience to a good level

Experience (Desirable)

- Working in a school environment
- Working with young people

Personal Skills (Essential)

- The ability to work as part of a team
- The ability to work independently and to take direction
- Excellent communication (oral and written) skills
- Excellent organisational skills including recording, monitoring and checking progress where key tasks are concerned
- High attention to detail and a high level of accuracy
- A personal commitment to professional development and the updating of role-related skills
- Working to deadlines
- Use of IT packages and skills
- Knowledge of safeguarding in schools
- Ability to cope under pressure
- Ability to ensure confidentiality of information
- Understanding of the needs of the students, visitors and staff
- Have up-to-date knowledge of relevant legislation and guidance in relation to working with and the protection of children and young people

Guidance for Applicants

The Role Profile and Person Specification for this role are essential to the selection and recruitment process. They form the starting point for consideration of a candidate's eligibility for interview and guide the selection panel. It is important that you use both documents to prepare your application form. Application forms are to be found on the School website under Vacancies.

The Role Profile sets out the role, tasks and responsibilities to be undertaken by the successful candidate. It is a written statement of what is expected by the post holder. It provides basic guidance on day-to-day tasks and responsibilities. It includes information about the way in which the role should be approached and what the role needs to be successful.

The Person Specification sets out the criteria used to identify the most suitable candidate for the role. It specifies the particular experience, skills, knowledge and personal qualities required. The selection panel will use information from the application form to assess whether a candidate has met the criteria.

We are committed to treating all our applicants fairly and with respect, irrespective of their actual or assumed background, disability or any other protected characteristic.

Shortlisting

The procedure used to arrive at a short list will allow sufficient time for a thorough and rigorous analysis of all applications. A selection panel, the members of which will also make up the formal interview panel, will carry out shortlisting.

Decisions about who is invited for interview will be based on how well applicants meet the role profile and the person specification criteria.

References

References of shortlisted candidates will be requested before the interview. Referees will be contacted via email and, on occasion, may be contacted by telephone.

At least one referee should be your current employer and a contact at your last post working with young people if not currently doing so.

The Interview Day

During the Interview Day, we will take every opportunity to find out if you are the right person for the role. Similarly, it is an opportunity for you to find out more about the School and those who work here. The interview is a two-way process. We encourage you to visit us beforehand if you are able.

The Interview Day will offer you a range of different opportunities to demonstrate your potential to meet the requirements of the post. Some or all of the following activities and procedures may be used:

- Observed discussion with selected members of staff or learners on specific topics or area of leadership and management
- A task in which you may have to complete a practical piece of work which is related to the role, for example a time management or in-tray exercise
- Observation of teaching, if applicable
- A presentation
- A formal interview
- A tour of the School

Guidance for Applicants

The Panel

There will be a panel of interviewers. Interview panels are made up of senior staff and governors. A minimum of one person on the panel will have undertaken Safer Recruitment Training. In making the final decision whether to appoint, the following good practice guidelines will be observed:

- The chair of the interview panel will seek each panel member's assessment of each candidate and use these to inform the final decision
- Sufficient time will be given for the panel to deliberate on the decision
- The chair of the interview panel will summarise each candidate's written application, responses and references to support clarity in coming to judgements
- The method of reaching a decision will include discussion and gradual elimination and will be agreed with the interview panel in advance and made clear to all
- All papers relating to the interview process will be collated, one copy held confidentially, and all other copies shredded
- The statutory requirement that the full Governing Body should ratify appointments at Deputy Headteacher level and above will be fully met
- All appointments are subject to satisfactory references, DBS, proof of Right to Work, satisfactory checks on the Teaching Regulatory Agency and medical clearance

The interview will also include a 'personal' section where suitability for working with young people will be explored including questions on previous experiences. Aylesbury Grammar School is fully committed to safeguarding and promoting the welfare of young people.

Unsuccessful Candidates

Unsuccessful applicants are able to request feedback as a developmental opportunity.

Completed Applications

Completed Applications or for further information please contact:

Donna Miles, Headmaster's PA and HR Officer

Direct Dial – 01296 480223

dmiles@ags.bucks.sch.uk

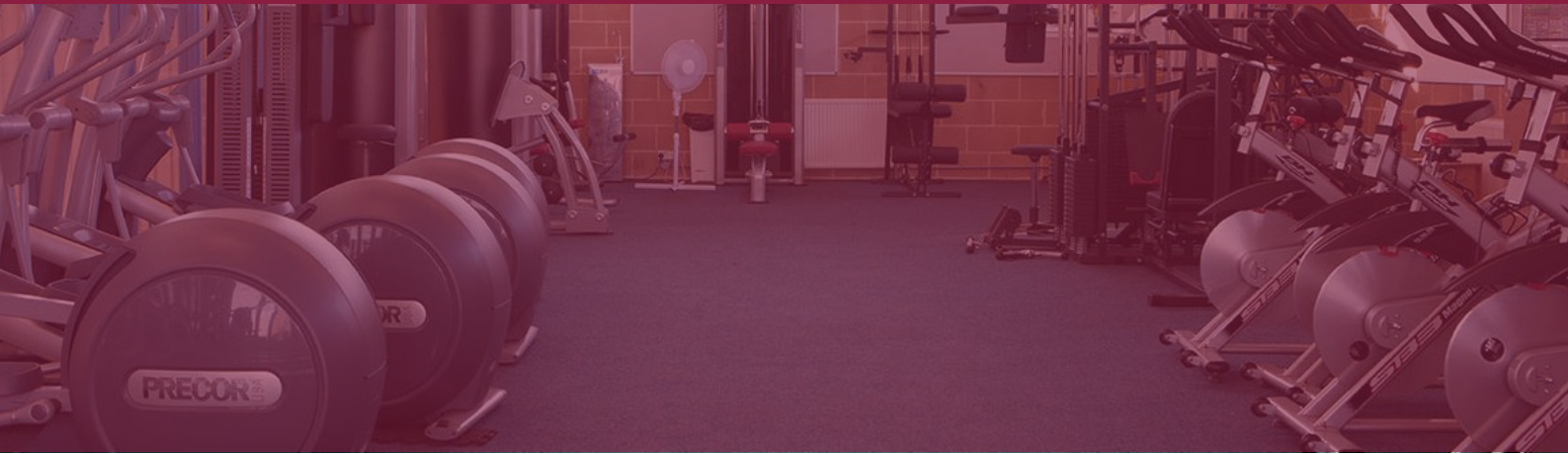
Links

Aylesbury Grammar School Teacher Application Form - <https://www.ags.bucks.sch.uk/about-us/vacancies/>

Equalities Statement - <https://www.ags.bucks.sch.uk/wp-content/uploads/2020/12/Equality-Statement-Objectives-Compliance-Dec-2020.pdf>

Privacy Notice - <https://www.ags.bucks.sch.uk/wp-content/uploads/2023/01/Privacy-Notice-for-Job-Applicants-November-2022.pdf>

Staff Benefits



Long Service Awards

As a Bucks school we participate in the long service award scheme.

5 years non-teaching staff receive an additional 5 days annual leave / holiday pay

10 years – all staff receive a payment of £100

15 years – all staff receive a payment of £150

20 years – all staff receive a payment of £225

25 years – all staff receive a gift to the value of £300

30 years – all staff receive a gift to the value of £375

35 years - all staff receive a gift to the value of £450

Cycle to Work Scheme

As part of a salary sacrifice scheme a bicycle and accessories can be purchased using the Cycle to Work scheme. Repayments are deducted from your gross monthly salary which means you will pay less income tax and national insurance whilst also spreading the cost.

Non-Teaching Staff Annual Leave

The annual leave entitlement for full-time employees is dependent on salary range.

22 days for salary range 1-3

23 days for salary range 4-5

25 days for salary range 6-12

A further 5 days holiday is added after 5 years' service.

Parking

Free parking for staff is available on site.

Pension

Eligible staff are automatically enrolled into the relevant pension scheme:

Teachers' Pension Scheme (TPS) for Teaching Staff

Local Government Pension Scheme (LGPS) for Non-Teaching Staff

Both schemes are Defined Benefit Schemes. That means, the amount you'll receive at retirement depends on your salary and how long you have paid in and not on the performance of any stock market investment.

Employee contribution rates are dependent on salary and range from 7.4% to 11.7% for Teachers and 5.5% to 12.5% for Non-Teaching Staff.

Aylesbury Grammar School also makes generous employer contributions to both schemes, currently 28.68% TPS, 22.1% LGPS. The minimum contribution a UK employer must make to a pension scheme is 3%.

Life cover is also provided by way of Death in Service benefits payable to your nominated beneficiaries.

Education Support Partnership

Aylesbury Grammar School provides staff with free of charge access to the Education Support Partnership, offering confidential advice and counselling 24 hours a day, 365 days a year.

Use of School Gym

AGS has a large fitness and conditioning room which includes free weights, weight machines, two multi-gyms, exercise bikes, cross trainers, and rowing machines. This facility is extensively used by the students and is staffed by a Fitness and Conditioning expert before school, at lunchtimes and after school. The facility is available for staff use with the agreement of the Director of Sport.

Nurturing Character Since 1598



Tel: 01296 484545
Web: ags.bucks.sch.uk

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