

# Briefing Pack for Applicants Cover Supervisor



## STOCKSBRIDGE HIGH SCHOOL

— This is Just the Start —

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**

## Section 1: Post Advertisement

<b>Post:</b>	<b>Cover Supervisor</b>
<b>Location:</b>	<b>Stocksbridge High School</b>
<b>Pay scale:</b>	<b>NJC Grade 4, Point 7: £25,584 to 12: £27,711 gross per annum</b>
<b>Actual</b>	
<b>Annual Salary:</b>	<b>£13,880.51 to £15,034.50 (under 5 years of service)</b>
<b>Contract:</b>	<b>Permanent, 22.2 hours per week, 41 working weeks</b>
<b>Start date:</b>	<b>As soon as possible</b>

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Stocksbridge High School joined the Trust in December 2017 and is developing this partnership and making rapid improvements for our pupils and community.

Stocksbridge High School is a 11-16 comprehensive school with 800 students on roll. We are an ambitious and inclusive school rooted firmly within our community. We are seeking to appoint a highly motivated and capable Cover Supervisor with well-developed interpersonal skills to:

- Provide cover teaching for classes by delivering set work in the absence of their scheduled teacher.
- Be able to liaise with teachers to discuss cover work set for planned absence and to provide feedback about student progress and behaviour following the covering of lessons.
- Be able to support the use of ICT in delivering lessons and learning activities.

We view the role of cover supervisor as essential to the running of the school and the continuity of learning for young people. It is an ideal opportunity for anyone considering teaching as a career as it provides direct experience of the classroom, the whole school environment and directly working with young people. The successful candidates will have a flexible approach and the confidence and presence to manage whole classes in a professional manner. Applicants should have very good literacy and numeracy skills and the ability and desire to work with young people. In return, you will join a friendly and welcoming school community prepared to develop you as a professional through training and support.

**The closing date is at 9am on Monday 21 April 2025 with interviews to follow shortly afterwards.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack are available on the school website - [www.stocksbridgehigh.co.uk](http://www.stocksbridgehigh.co.uk) **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.** Please send completed forms to: [htaylor@stocksbridge-mlt.co.uk](mailto:htaylor@stocksbridge-mlt.co.uk)

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration. This is reflected in our core vision of Believe, Achieve, Succeed and felt by our values of:

- Be Positive
- Be Kind
- Be Confident
- Be Reflective

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination, I look forward to receiving your application.



Ben Gilder  
**Headteacher**

## Section 4: About Stocksbridge High School

...THIS IS JUST THE START...



### Our Mission, Vision and Values

#### Our Mission:

All pupils have the opportunity to grow academically, socially, morally and spiritually to ensure that when they leave our care every door to a potential future remains firmly open.

#### Our Vision:

Our vision is based upon our core principles of 'Believe, Achieve, Succeed'

#### Believe

We generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.

#### Achieve

We have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.

#### Succeed

We recognise and celebrate **success** for students on a daily basis with a positive learning culture.

#### Our Values:

#### Be Positive

We smile, we accept compliments, we are polite, and we are respectful

#### Be Kind

We are caring, we show empathy, we have good manners, and we are considerate

#### Be Confident

We develop our self-esteem, we show resilience, we are ambitious, and we set high standards for ourselves

#### Be Reflective

We learn from our mistakes, we identify our targets, we always look to improve, and we celebrate our successes

#### Our Beliefs:

We drive our Mission through the school by believing in the pupils, staff and community to work together. To do this we:

- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally and encourage a culture of succession and personal aspiration.
- **Believe** in a solutions-focussed continuous improvement cycle to drive change and raise standards.

## Our Mission, Vision and Values

Leaders at SHS	All Staff at SHS	Parents at SHS	Pupils at SHS
<ul style="list-style-type: none"> <li>• Lead with a <b>positive</b> approach</li> <li>• Are solutions focussed</li> <li>• Are highly visible</li> <li>• Are highly active and act quickly to resolve issues</li> <li>• Model expectations and never ignore problems</li> <li>• Are <b>reflective</b>, support and develop colleagues within our teams</li> <li>• Have high expectations of all stakeholders</li> <li>• Are accountable and <b>confident</b> to hold others to account</li> <li>• Are <b>kind</b> and mindful of well-being, physical and mental health</li> <li>• Communicate with clarity in a timely manner</li> <li>• Put the school's vision and values front and foremost</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations for all stakeholders and build <b>confidence</b></li> <li>• Are <b>reflective</b> and continually strive for improvement</li> <li>• Look after their own well-being and that of others</li> <li>• Put relationships at the heart of everything they do through <b>kindness</b></li> <li>• Have a relentless focus on outcomes</li> <li>• Uphold standards <b>positively</b> and support the school's drive towards excellence</li> <li>• Use policies and guidance to provide clarity of purpose</li> <li>• Recognise achievements of all stakeholders and celebrate through a culture of success</li> </ul>	<ul style="list-style-type: none"> <li>• Be part of the decision-making process by involving themselves as part of the school community</li> <li>• Support school decisions by <b>reflecting</b> on the rationale and encourage their children to</li> <li>• Understand that pupil success is at the heart of the school's values</li> <li>• Engage with the school and respond <b>positively</b></li> <li>• Be <b>kind</b> to staff that are working hard to do the best for their children</li> <li>• Be <b>confident</b> to approach the school about how we can work more closely together</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of themselves and their peers</li> <li>• <b>Be positive</b> in all that they do</li> <li>• <b>Be kind</b>, compassionate and caring to others</li> <li>• <b>Be confident</b> to make choices even when they might be difficult</li> <li>• <b>Be reflective</b> and consider the impact of our actions on others</li> <li>• Understand that staff are here to help them to be the best version of themselves</li> <li>• Be part of the decision-making process by fully engaging in leadership opportunities</li> <li>• Adhere to the school's policies</li> </ul>



## Our Mission, Vision and Values

### **Believe:**

- Generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.
- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally through a comprehensive CPD package that takes into account career stage and encourages a culture of succession and personal aspiration.
- **Believe** in a solutions-focused continuous improvement cycle to drive change and raise standards.

### **Achieve:**

- Have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.
- Improve the life chances of the community by creating a generation of **high achieving** young people that can drive industry and entrepreneurship, both locally and further afield.
- Celebrate staff **achievements** and recognise their contributions through a morally driven and determined staff body.
- Be recognised nationally for our **achievements** in outcomes and our wider enrichment offer.

### **Succeed:**

- Recognise and celebrate **success** for students on a daily basis with a positive learning culture.
- Be an oversubscribed, **successful** school that is the choice of parents both locally and further afield.
- Have **successful** teachers that are driven to improve their own practice and develop their careers.
- Make our vision a reality, then we will have **succeeded**.

## ABOUT US

Stocksbridge High School joined the Trust in December 2017. Our aim is to create and sustain educational excellence for all young people, whilst still developing the whole person, building in them the skills they need to be confident, happy and successful.

Based in a superb new building we are proud to offer a stimulating environment for learning. As a growing school we have a unique opportunity to get to know every child individually, enabling us to develop and support them throughout their time at our school. We are driven as a school to constantly challenge ourselves and to accept the challenge of our parents to improve all that we do.

We want all students to make progress from their individual starting points and achieve outcomes that enable them to move on to the next phase of their education at the highest possible entry point.

To ensure this happens we:

- Are relentlessly positive with all students every day, believing they can and will succeed.
- Work tirelessly to remove barriers to learning for all students so that all students can be successful.
- Deliver high quality (quality first) teaching and learning experiences all day every day.
- Provide opportunities for all students to develop the skills required to be successful beyond their formal education.
- Ensure that students are safe at school.
- Work with students, parents, carers and the community to support our values of respect and tolerance.
- Celebrate the achievements of all students, recognising that achievements are personal to every child.
- Create an environment in which all staff and students' value and enjoy learning.
- Care for and support each other.

Our school is a popular, thriving 11-16 comprehensive. Our greatest asset lies in our people – a wonderful team of enthusiastic students, committed staff and supportive parents and governors. We value the contributions that each person brings. We are passionate about making school life enjoyable and challenging, providing varied opportunities for learning and securing the highest possible levels of achievement for each and every student. We believe our students deserve every opportunity to flourish, not solely in academic pursuits, but emotionally, socially, spiritually and culturally. We seek to ensure that every student develops vital transferable skills for life and work that will allow them to become active, informed and responsible citizens of the 21st century.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [Stocksbridge High School](#)

## Section 5: Job Description



# Minerva Learning Trust Job Description



STOCKSBRIDGE  
HIGH SCHOOL  
— This is Just the Start —

**Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

<b>POST TITLE</b>	Cover Supervisor
<b>GRADE/SALARY</b>	NJC Grade 4, Point 7 to 12
<b>HOURS/WEEKS</b>	22.2 hours per week, 41 working weeks
<b>LOCATION</b>	Stocksbridge High School
<b>RESPONSIBLE TO</b>	Assistant Headteacher, Teaching & Learning
<b>RESPONSIBLE FOR</b>	Not applicable
<b>PURPOSE OF THE JOB</b>	Supervision of whole classes during the long and short-term absence of the class teacher. This includes delivering pre-planned lessons, managing pupil behaviour, assisting pupils in relevant activities and liaising with class teachers or subject leaders.
<b>RELEVANT QUALIFICATIONS</b>	Minimum GCSE or equivalent level 2 in literacy and numeracy. Training and experience of relevant learning strategies. Experience of working with and supervising young people.

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

## **MAIN DUTIES**

### **Curriculum Support**

- To provide structured, purposeful and appropriate cover to support learning activities.
- To deliver pre-prepared programmes of study provided by curriculum staff in the event of staff absence.
- To understand the aims, content, teaching strategies and intended outcomes for lessons.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Identify pupils with Special Needs and work appropriately with Learning Support.
- Adjusting activities according to pupil responses/needs.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress, and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the curriculum staff, contributing to systems/records as requested.
- Promote positive values, attitudes, and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Provide general support e.g. administer coursework, produce worksheets for agreed activities etc.

### **Pupil Support**

- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

### **Other**

- With support, develop your skills to manage pupil behaviour and promote effective learning in line with the school's behaviour policy to promote a positive learning environment.
- To work flexibly on a day-to-day basis and work on a support basis when not required for cover.
- To use administrative systems for registration, monitoring and assessment purposes.
- To actively participate in the school's pastoral system and cover registration as

required.

- To accompany field trips and visits as required
- Support the wider school community (e.g. pastoral and administration) when cover is not needed under the direction of the deputy headteacher.

### **Support for the School**

- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence and employing strategies to recognise and reward achievement.
- Participate in and contribute to in-school professional development programmes and undertake own research about appropriate and effective intervention strategies.
- Become familiar with and implement staff codes of conduct and relevant school policies including those for child protection, equal opportunities, inclusion, behaviour and homework.
- Attend and contribute to meetings which relate to the role.
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Work closely with the school staff to ensure that the regulations and requirements of the external examination boards are met.

### **Other Specific Duties**

- To actively promote school and Trust policies.
- To engage in personal professional development as agreed and engage actively in the performance development review cycle by setting and working towards *ambitions*.
- To undertake any other reasonable duties in-line with the nature of the post not mentioned in the above.
- 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 are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

### **SAFEGUARDING**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

### **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification



# Minerva Learning Trust Person Specification



**Post title: Cover Supervisor**

<b>Minimum Essential Requirements</b>	<b>Method of Assessment</b>
<b>QUALIFICATIONS AND TRAINING</b>	
Minimum GCSE or equivalent level 2 in English and Maths.	AF/I
Evidence of appropriate and recent professional development related to the nature of the post.	AF/I
<b>KNOWLEDGE AND EXPERIENCE</b>	
Prior experience supporting young people in an educational setting.	AF/I
Prior experience working as a cover supervisor/HLTA in a school environment.	AF/R
Prior experience contributing to the personal and social development of young people.	AF/I
Prior experience of presenting information to an audience.	AF/I
Knowledge and understanding of education curriculum.	AF/AA
Knowledge of School's Management Information Systems (for example, SIMS)	AF/AA/I
Experience in the use of electronic communications e.g. e-mail.	AF/I/AA
Understanding of the educational sector.	AF/I
<b>PROFESSIONAL DEVELOPMENT</b>	
Evidence of recent and continuous professional development	AF/I
Willingness to participate in professional development	AF/I
<b>SKILLS, QUALITIES AND ATTRIBUTES</b>	
Excellent verbal and written communication skills.	AF/I/R
Excellent interpersonal skills – able to deal effectively with a wide range of people at all levels.	AF/I
Flexible and able to adapt to change.	AF/I
A pleasant disposition and ability to stay calm under pressure.	AF/AA/R
Demonstrate a positive team approach to work.	I
Methodical approach to work tasks with key emphasis on accuracy.	AA
Ability to work on own initiative.	AA/R
To have a willingness to participate in the whole school approach to mentoring pupils and play an active role as directed by line manager.	AF/I
Good awareness of safeguarding children/child protection legislation.	AF/R/I
Excellent word processing skills (Microsoft Word).	AF/I/AA
Ability to be creative to respond to a fast-paced environment.	AF/I

<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

**..Key:** AA = Assessed activity  
 AF = Application form  
 I = Interview  
 R = Reference



## Section 7: The Appointment Process

These notes are intended to guide you when making an application.

### 1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

### 5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

### 6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

#### 7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA [htaylor@stocksbridge-mlt.co.uk](mailto:htaylor@stocksbridge-mlt.co.uk).

#### 8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

#### 9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

#### 10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

#### 11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to [htaylor@stocksbridge-mlt.co.uk](mailto:htaylor@stocksbridge-mlt.co.uk) by the closing date.