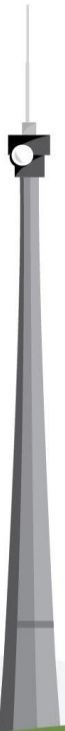


# Information Booklet

Cover supervisor



# A warm welcome from the Mast Academy Trust

Thank you for considering applying for this post within The Mast Academy Trust.

We genuinely believe that any of the schools within our Trust are wonderful places to work and develop your career.

We are a community of schools where relationships are positive, respectful and friendly. We consist of Birdsedge First School, Shelley First School, Kirkburton Middle School, Scissett Middle School and Scholes Junior and Infant School. We are an incredibly busy community of schools with lots going on all year round.

We are fortunate in having exceptional staff teams in all our schools who enthusiastically provide an engaging curriculum and a wealth of extra-curricular activities and experiences for our pupils to enjoy. Our schools, and the Trust, are supported by our dedicated and committed teams of Trustees and Governors.

As a community, we all work hard to ensure that pupils get the very best learning experience which supports them to achieve the very best outcomes.

We have a well-established passion for collaboration; working in partnership throughout the Trust and with a range of other alliances and as part of the Shelley pyramid of schools.

We hope that what you read in the information pack, and your through wider research about the Trust and schools, will encourage you to apply.



CEO – The Mast Academy Trust

## About the Trust

The MAST Academy Trust was established in December 2016 to build upon strong, existing partnerships around the pupils and families in our locality through academy status. The Trust currently comprises of five schools across the 4-13 years age range. We are a collaborative Trust, with all leaders supporting the development of MAST within the context of an Executive Leadership Team. Working strategically together, within our Pyramid of schools and with other services, we aim to transform provision and outcomes for pupils and their families.

*We want to support everyone to be the change they wish to see in the world. We understand that this is not about grand gestures, it's about helping individuals. Through a constant drive to enrich and develop our people, we can create a group of schools capable of achieving this goal. We remember this in everything we do, everything we say, every action we take, everything we promote. By keeping this focus, we aim to be an influential contributor to the world of education and an example to others.*

Our vision for our pupils, staff and schools at the Mast Academy Trust is not defined by a statement but a set of key principles; principles that when united reveals our overarching vision. As individual schools and a Trust:

- We celebrate **individuality**
- We **collaborate** for the good of our children and staff
- We **inspire** our children, and our employees to **achieve** their ambitions
- We all **learn** from our experiences
- We ensure a **safe** and **caring** environment for everyone

We commit to:

- Put the **children** at the heart
- Value all our **people** and respect their well-being
- Serve the **community** around us
- **Respect** different opinions and then unite together
- Be willing to **challenge** and accept challenge
- **Support** all areas within the MAST Academy Trust
- Adhere to the Nolan Principles

The Mast Academy Trust

c/o Scissett Middle School, Wakefield Road, Scissett, Huddersfield, HD8 9JX  
[www.themast.co.uk](http://www.themast.co.uk) | 01484 865444

# Joining the Trust

## Career Progression

The Trust is committed to developing all staff within their roles and creating opportunities for further career progression.

## Pension

Every employee of the trust and the schools part of The Mast Academy Trust has access to the Teacher's Pension Scheme or the Local Government Pension Scheme.

## Health and Wellbeing

As an employer we are committed to promoting and protecting the physical and mental health of all our staff. All employees in the Trust have access to a mental health and wellbeing service provided by Group Buy Scheme. The service provides counselling, medical and wellbeing support.

## Supportive Colleagues

Wherever you work within the Trust, in our school teams or collaborative teams, in a teaching or support role, there are leaders and colleagues there to offer support and guidance throughout your career at the Mast Academy Trust.

Our new colleagues receive a comprehensive induction; all our colleagues receive ongoing Continual Professional Development provided by the Trust or from external providers.

One benefit of being part of a trust is you can learn and share knowledge and experiences with colleagues from the other schools within the Trust.

## Equality

The Mast Academy Trust's aim is to attract people from diverse backgrounds to build on our inclusive culture and represent the communities we serve. We welcome applications from everyone regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity.

We are committed to inclusivity and will consider requests for flexible working including part time and job share arrangements, where the role allows. We are committed to promoting and protecting the physical and mental health of all our staff.

We adopt a 'name blind' approach to shortlisting. Recruiting managers will not have access to personal information, including your name and contact details, until a shortlisting decision has been made.

## **About Kirkburton Middle School**

Our highly successful school has just under 500 pupils. At Kirkburton Middle School (KMS) we are 'large enough to specialise, small enough to care'.

### **Our Area and Facilities**

Originally built in 1973, the school is located on the outskirts of Huddersfield, 5.5 miles from the town centre. It is connected by a half hourly direct bus service and sits within a very pleasant semi-rural area, overlooked by the famous Emley Moor Mast. The school was originally designed to accommodate 350 pupils, with three main teaching areas. Over time many specialist facilities have been added: a Science Lab; Resistant Materials DT Room; Food and Textiles DT Room; Art Room, Music Room, and a Drama Studio. Our facilities match any you will find in a large secondary school. We also have fabulous outside spaces, many of which are used by the community after school and at weekends.

### **Our Staff**

There are around 60 staff employed at KMS and we are well supported by an active Governing Body and the wider Trust. We are fortunate to have highly committed, professional, and friendly staff, who work as a team to support both our pupils and each other. We also work beyond our own school and therefore our teaching and learning community extends across our Trust and we work very closely with our partner middle school, Scissett. For those wishing to progress their career, opportunities exist both within our school and across the Trust. Our work with Scissett was formalised in January 2023 when an Executive Leadership structure was introduced across the two middle schools. This built upon the success of the previously introduced subject strategic leadership model; all subject areas have a strategic leader, and in some cases a strategic second, who lead curriculum development and are responsible for outcomes across both middle schools. We have a dynamic and forward-thinking senior leadership team who are totally committed to ensuring KMS is a fantastic place to learn and work.

### **Our Pupils**

We strive to provide the best education possible for all our pupils and will always put them and their learning at the centre of everything we do. We expect our pupils to represent the school with pride in the local community and beyond. We set the highest standards of behaviour at Kirkburton Middle School, and we believe that every pupil should have the chance to learn without disruption or distraction. Consequently, behaviour standards are high. This is achieved through ensuring the highest levels of pastoral care and support for pupils. We believe that children and young adults thrive in environments where they are nurtured; where they feel safe; where they are supported through difficult times. We invest in ensuring our pupils are equipped with the skills to identify mental health concerns and they know how to access support. They learn about respect and tolerance, and kindness and care. Within our trust, we have access to a broad range of expertise to signpost pupils who need that little bit of extra support and we offer training for staff who want to develop an expertise in an aspect of pastoral care or Special Educational Needs. We were delighted that this work was recognised at our last inspection when OFSTED awarded the school outstanding for Behaviour and Attitudes, and Personal Development in November 2021.

### **Our School Organisation and Curriculum**

Our school day begins at 08.55 and ends at 15.35, although we have many after school enrichment sessions. The week is split into 25, hour long lessons with a 20 minute break in the morning and one hour for lunch. We operate a two-week timetable and the school has a 'traditional' secondary school-type curriculum. Pupils are taught by specialist teachers, enabling us to provide a rich and broad curriculum to Year 6 children. French is taught as a Modern Foreign Language and Design and Technology is split in to 'Resistant Materials' and 'Food and Textiles'. All pupils are taught two

hours of PE a week. The teaching staff team is a combination of Primary, Middle and Secondary specialists. The staffing at KMS is very stable – people tend to stay for significant periods of time once appointed. Developing each child as an individual and allowing them to grow in confidence and independence is a key feature of KMS. We attach great importance to the place of extra-curricular activities in our school programme. A wide variety of cultural, sporting, outdoor pursuits and other activities take place, with outstanding levels of success being achieved. It is hoped that applicants will give a clear indication of areas in which they are able and willing to participate. Dramatic performances occur every year. There are also a range of musical clubs and ensembles for pupils at lunchtimes. KMS has a rich tradition of international and residential visits. We believe these visits add not only to the child's educational experience but also establish a culture of independence, a willingness to embrace differences and strengthen the feeling of being a global citizen. We have recently introduced a house system to the school and this is backed by a strong pupil leadership programme and a highly effective pastoral team.

### **Our Community Links**

Education at KMS is about partnership – the partnership between pupils, parents, and our staff. We firmly believe a school should be at the centre of the community and we have excellent relationships with our Pyramid of schools, community groups and local businesses. There is a strong tradition of developing Young Sports Leaders and Sports Ambassadors at KMS. This part of the curriculum is a particular strength. Our Year 8 pupils organise activities at lunchtimes and work with our First School pupils in the pyramid throughout the year, helping organise and officiate competitive and non-competitive events. This leadership programme then continues at Shelley College from Year 9 onwards.

### **Curriculum Impact**

One of the challenges of teaching in a Middle School is the fact that the school works within a three-tier system but is held accountable within a two-tier framework. The only national data available to OFSTED, the DfE and other interested parties are Key Stage 2 SATs results. As the school only has the children for two terms prior to the tests, liaison and partnership with feeder schools is vital in ensuring the pupils achieve as highly as possible. Similarly, partnership with Shelley College, to whom most pupils transfer, is also crucial in ensuring the children secure the GCSE success which their ability deserves. The school uses GL Tests as an externally validated measure of attainment and progress. The results of GL tests demonstrate that pupils make outstanding progress at KMS and they achieve highly. GCSE results at Shelley College further confirm this.

We hope that this outline has been useful, further information can be found on the school website - [www.kirkburtonmiddleschool.co.uk](http://www.kirkburtonmiddleschool.co.uk).

If you have any questions, please do not hesitate to contact the school. You are strongly encouraged to come and visit so you can experience the truly unique and very special feel of our school.

We'd love you to consider joining our KMS family!

## Cover supervisor

For the Mast Academy Trust

Organisation	Kirkburton Middle School
Job Scale	Grade 7 - £20,865.31 (Actual salary)
Hours	Full time, 30 hours per week term time plus 5 days.
Type	Permanent
Job share	Applications can be considered
Location	The primary place of work shall be Kirkburton Middle School, you may be required to work at any school within the Trust.
Responsible to	Head of school

JOB CODE	KMSCS1225
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**The Mast Academy Trust and its members, trustees, governors, executive leaders and Headteachers are committed to safeguarding, promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place; it expects all staff and volunteers to share the commitment.**

**Appointments will be subject to an Enhanced DBS check.**



## Overview

The successful candidate will work across the Trust and as part of the school teams, including teachers and other support staff, to support the learning and welfare of all pupils. You will provide practical support for learning, educational activities, developing social skills, integration and will be responsible for securing students' physical and emotional well-being.

## Basic Job Purpose

- To provide classroom supervision for pupils where colleagues are absent from duty.
- To maintain accurate records during the usual teacher's absence, e.g. feedback to the teacher and accurate registers.
- Work across all key stages in the trust, with particular emphasis on children in key stage 2 and key stage 3.



## Main Responsibilities - Cover supervisor

### Support for Pupils

- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Attend to pupils' personal needs including social, health, physical, hygiene, first aid and welfare matters
- Supervise and support pupils ensuring their safety and access to learning
- Use specialist knowledge and experience to support pupils to learn in line with their individual learning plans or targets
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance
- Encourage pupils to interact and work cooperatively and employ strategies to recognise and reward achievement of self-reliance
- Develop 1:1 mentoring relationships with pupils and provide appropriate support at times of crisis

### Support for the Teacher

- Work with the teacher to establish a purposeful orderly and productive learning environment
- Work with the teacher and other staff in lesson planning, evaluating and adjusting lesson plans and resources as appropriate
- Monitor, evaluate and evidence pupils' progress and provide accurate information and analysis when required
- Undertake the marking of work
- Promote and maintain health and safety through the pro-active management of pupil behaviour dealing promptly with incidents and issues in line with school policies
- Establish constructive relationships with parents and carers, exchanging information sensitively and effectively in a range of matters including progress, behaviour and attendance
- Liaise with other professionals and services as appropriate
- Administer and assess routine tests and invigilate when required
- Provide general administrative support and assist with the development of a range of plans and monitoring systems

### Support for the Curriculum

- Support pupils to access the curriculum including, in particular, reading, writing and mathematics.
- Implement agreed learning activities and programmes according to pupils' needs
- Determine the need for, prepare and maintain equipment and resources
- Monitor and arrange orderly and secure storage of school equipment as required
- Operate and maintain everyday equipment in accordance with instructions, undertaking simple repairs and reporting damage

### Support for the School

- Contribute to the overall ethos, work and aims of the school
- Establish constructive relationships and communicate with other professionals to support the progress of pupils
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop

- Recognise own strengths and areas of expertise and use these to advise and support others
- Attend and participate in relevant meetings and training as required
- Assist with the supervision of pupils on visits, trips and out of school activities as required
- Supervise pupils at lunch and break times
- Be responsible for maintaining and updating records, information and data in line with school policies

#### **Further Duties**

- To carry out additional tasks deemed reasonable by your line manager
- To undertake performance management and to contribute to the programme as required / agreed.
- To undertake and commit to your continued professional development

#### **General**

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices.
- Show a commitment to ensuring that children and young people learn in a safe environment.
- Participate in relevant and appropriate training and development as required.
- Carry out your duties with due regard to current and future school / trust policies, procedures and relevant legislation. These will be drawn to your attention as part of your induction and ongoing performance development and through school communications
- Promote and actively support the Trust's responsibilities towards safeguarding.

## Person Specification - Cover supervisor

<b>E</b>	Essential	<b>A</b>	Application Form
<b>D</b>	Desirable	<b>T</b>	Test/Exercise
		<b>I</b>	Interview
		<b>R</b>	References

### Qualifications & Experience

<b>E</b>	Experience of working with children/young people in a school environment	<b>AIR</b>
<b>E</b>	Numeracy and Literacy skills to a level to assist pupil's with their work	<b>AIR</b>
<b>D</b>	Experience of assisting class teacher in delivering the curriculum	<b>AIR</b>
<b>D</b>	Completion of DfE Teacher Assistant Induction Programme	<b>A</b>
<b>D</b>	NVQ 3 for Teaching Assistants or equivalent qualifications or experience	<b>A</b>
<b>D</b>	Training in the relevant learning strategies e.g. literacy	<b>A</b>

### General and Specialist Knowledge

<b>E</b>	Understanding of National Foundation Stage curriculum and other basic learning programmes/strategies	<b>AIR</b>
<b>E</b>	Understanding of Child Development and Learning	<b>AIR</b>
<b>E</b>	Knowledge of Keeping Children Safe in Education and how this relates to the duties of the job	<b>AI</b>
<b>D</b>	Understanding and commitment to Equal Opportunities and how this relates to the duties of the post	<b>AIR</b>

### Personal Qualities

<b>E</b>	Effective use of ICT to support learning	<b>AIR</b>
<b>E</b>	Ability to write reports on pupils' progress	<b>AIR</b>
<b>E</b>	Ability to assist the teacher in planning class activities.	<b>AIR</b>
<b>E</b>	Ability to communicate effectively with pupils and staff members	<b>AIR</b>
<b>E</b>	Ability to relate to children/young people from diverse/social backgrounds	<b>AIR</b>
<b>E</b>	Ability to work as a team member	<b>AIR</b>
<b>E</b>	Ability to work with children exhibiting behavioural difficulties.	<b>AIR</b>

### Other

<b>E</b>	Commitment to parental involvement in school	<b>I</b>
<b>E</b>	Ambitious in terms of school and pupils	<b>I</b>
<b>E</b>	Flexibility and willingness to work across key stages	<b>I</b>
<b>E</b>	Well organised and punctual	<b>I</b>
<b>E</b>	Willingness to contribute fully to the life of the school	<b>I</b>
<b>D</b>	Understanding of relevant policies/codes of practice and awareness of relevant legislation.	<b>I</b>
<b>D</b>	Commitment to ongoing personal training and development	<b>I</b>
<b>D</b>	Commitment to extra-curricular involvement	<b>I</b>

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Appointments will be subject to an Enhanced DBS check.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the schools.

# Application Details

Thank you for taking the time to read this pack.

## **Applying for the role of Cover Supervisor**

If you wish to apply for the post of Cover Supervisor then please complete the application forms found on <https://www.themast.co.uk/job-vacancies>

Application is via the Trust's online application form only, separate submissions or supporting documentation will not be accepted; all information should be provided within the relevant sections of the application form. You have the option to save and edit your application prior to submission **ONCE** you have populated each section. As the application form is hosted on Microsoft Forms, you may wish to copy and paste any larger sections of text into the form.

The application form requires you to provide in addition to personal details, educational achievements and employment history clear and concise examples of how you meet the following areas:

- Relevant Experience
- Education and training attainments
- General and specialist knowledge
- Skills and Abilities
- Additional factors in continual professional development

If you require support to complete the application please contact [recruitment@themast.co.uk](mailto:recruitment@themast.co.uk) or telephone 01484 598898 to speak to the HR department.

## **The job code for this role is KMS/CS/1225**

If you would like an informal discussion with regards to the role prior to applying please contact Gemma Dean (Headteacher's PA) on 01484222737 or [gdean@themast.co.uk](mailto:gdean@themast.co.uk)

## **Shortlisting**

As part of our safer recruitment process, references will be requested prior to interview. Only in exceptional circumstances will the school interview without references prior, where the candidate does not wish to notify their current employer; applicants must make this clear when submitting an application. Job offers will always be on condition of satisfactory references.

Online searches will be carried out for all shortlisted candidates therefore it is essential that your 'handles' are accurate to comply with these checks. The information will be treated as strictly confidential and shared with the recruitment panel to validate your suitability for the role that you have applied for. The scope includes relevant qualifications, whether a candidate poses a potential safeguarding risk or reputational damage for the school or trust. The information found may be explored at the interview stage. Data gathered will be recorded as appropriate and destroyed in line with the data protection policy.

Shortlisted candidates will be asked to provide details of unspent convictions and those that would not be filtered, prior to the date of the interview.

### **Equality Opportunity Monitoring**

The Mast Academy Trust wants to meet the aims and commitments set out in its equality policy and statement. This includes not discriminating under the Equality Act 2010, and building an accurate picture of the make-up of the workforce in encouraging equality and diversity.

### **Dates**

The closing date for applications is Wednesday 28<sup>th</sup> January 2026 at 11am.

The interview date is expected to take place on Friday 6<sup>th</sup> February.

If we have not contacted, you by 03<sup>rd</sup> February please assume that on this occasion your application has been unsuccessful.

The expected start date for the successful candidate would be as soon as possible.

**We reserve the right to close advertisements early. Advertisements will therefore close the day the decision has been taken to close the advertisement early. You are therefore advised to get your return you application as soon as possible.**

**Please accept this as acknowledgement of the time and interest you have shown.**

