

Secondary  
/Primary

Academy  
Transformation  
Trust

Cover Supervisor

# Application Pack

The Hathaway Academy  
Grays, Essex



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# 01. About Academy Transformation Trust

## Our Mission

Transforming lives by *putting education first*.

## Our Vision

Transforming Lives of **Our Learners**:

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have a safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.

Transforming Lives of **Our Colleagues**:

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.

Transforming Lives of the **Communities We Serve**:

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

## Our Values

### Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

### Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

### Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

### Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

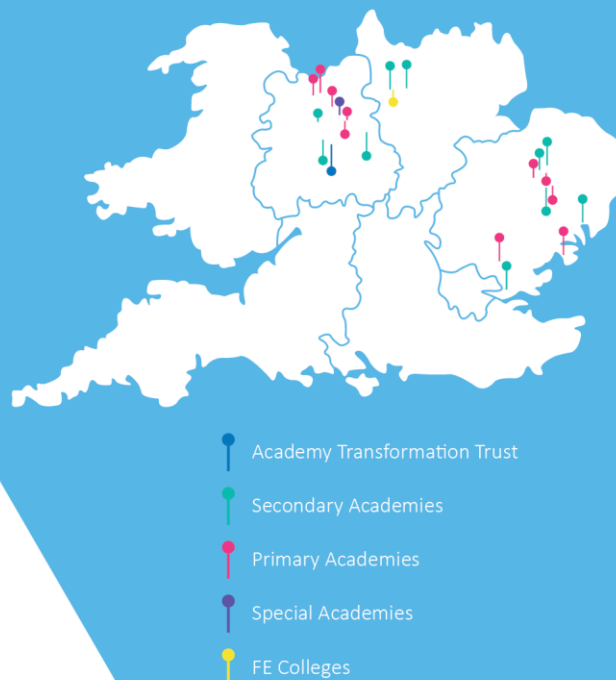


# Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 21 academies (primary, secondary, post 16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 13,000 learners, for the careers of almost 2000 colleagues and for the most effective spending of nearly £80 million of taxpayer income each year.

## Strategic Aims

- To plan and deliver a curriculum which enables students to reintegrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience.
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims.
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance.



ATT | 21 Academies

Local Authority Areas | 10

Staff | 1720

Primary | 409

Secondary | 1130

Special | 30

FE | 76

Other | 75

Learners | 13,334

Primary | 2711

Secondary | 9280

Special | 45

FE | 1298

Governance

People Engaged | 120+

Trustees | 10

Members | 4

Finance

£78 million in funding and other income

ATT Institute | 38 Leadership Development Pathways across all our directorates

## Headline Performance Measures

- **Record progress scores** for many of our academies in 2019.
- **Rising Attainment 8** and **Progress 8** rates for three years running across all secondary academies.
- **Rising Key Stage 5 average points scores** across all academies for three years.

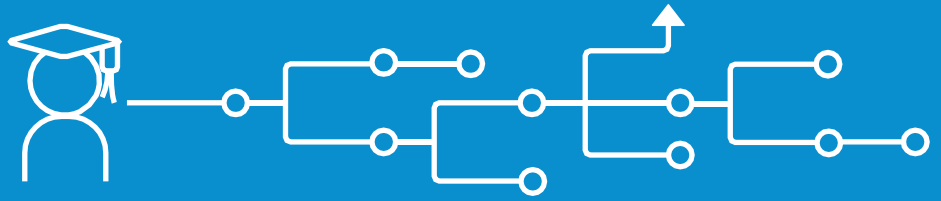
Academy  
Ofsted  
Ratings

18 Good

2 Requires Improvement

1 Inadequate

## 02. Career Testimonials



### **Donovan Stansbury** | Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

### **Martin Sexton** | Lead for Computer Science and STEM Coordinator

Working for ATT has given me many opportunities to progress my career. A move from Westbourne Academy to Mildenhall College Academy 5 years ago gave me my first step up from teacher to leading Computer Science. I received an ATT award for STEM which led to me becoming the STEM coordinator. To help develop my career further I now lead Team Network Group meetings with other Computing teachers from across the trust. ATT has also allowed me to develop my skills knowledge through attending a range of CPD with Computing at School, Barefoot, and Digital Schoolhouse all of which are helping to develop my practice.

### **Nicola Powling** | Faculty Leader, Humanities

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.

### **Cat Rushton** | Director of ATT Institute

ATT has offered me the exciting opportunity to experience a wider scope of influence over academies, to collaborate with other leaders, and to work with a range of colleagues and stakeholders in various contexts.

# 03. Academy Information



The Hathaway Academy is part of the Academy Transformation Trust family of academies.

Rated as 'Good' by Ofsted in June 2015, at Hathaway we aim to change the aspirational horizon of our students and their community. Everything that both our students and staff do will be done to ensure that through engagement, self-worth and purpose, students will be the very best they can be.

The balance of academic excellence and opportunities underpins our high aspirations and provides students with the skills and confidence they need in their future journey.

We offer a personalised, engaging and relevant 21<sup>st</sup> century curriculum, which will develop students into thinking, articulate, responsible and successful citizens.

This is supported with a wide and varied extracurricular programme that not only supports academic progress but also embeds the specialism of digital media and performing arts.

Our Faculty system runs throughout the academy which each Faculty attached to a charity and a number of fundraising initiatives taking place throughout the year,

We are extremely proud of our new £1.5m food technology, hospitality and catering facility which has recently opened.

We also have a number of partnerships with organisations in our community including the Duke of Edinburgh, Royal Opera House and West Ham United.

To find out more, please visit [www.hathawayacademy.attrust.org.uk](http://www.hathawayacademy.attrust.org.uk)



## Selected Courses

- National Professional Qualifications
- SSAT Lead Practitioner Accreditation
- DNA: Teaching, *our flagship course*
- Early Career Teacher Programme

## Development Groups

### Principals' Development Group | PDG

Allows Principals to develop and share strategies and priorities while addressing their PD needs

### Strategic Development Groups | SDGs

PD for senior leaders, linking to areas identified in the Ofsted Education Inspection Framework

### Team Network Groups | TNGs

Subject development groups for department heads and colleagues in central directorates

## Other Professional Development

- ATTI Fellowships
- Specialised webinars
- Inquiry Questions, *our new PD model*

# Professional Development at ATT: 04. The ATT Institute

Our ATT Institute is a dedicated team of colleagues that works hard to create a broad and impressive people development offer, facilitating quality training and networking across all our directorates. This helps our colleagues to stay focused on learning and developing as practitioners as they progress in their careers with our Trust.

### Our Vision

We're committed to the very best people development, empower our stakeholders through equal learning opportunities and putting their needs first. We believe we are better together and value collaboration within and beyond our organisation.

Our Institute is a learning eco-system; leadership does not just come from the top but is stakeholder-led. Colleagues across all our directorates- not just teaching staff- help our Trust to transform lives through innovative education. Because of this, we all have a responsibility to engage with people development, ensuring that the education we provide is of the best quality it can be. ATT colleagues use their local leadership to develop and lead others beyond their immediate institution- even beyond our own Institute.

### Research Design and Translation

Built into our institute's approach is the concept of *inquiry-based learning*. As part of our commitment to research-informed practice, our action research team contribute to the advancement of research in areas linked to our strategic improvement priorities. The team translates their findings to our development groups, helping to share best practice across our family of academies.

Find Out More Online:

[academytransformationtrust.co.uk/institute](https://academytransformationtrust.co.uk/institute)

# 05. Job Description



## Cover Supervisor

<b>Post Title:</b>	<b>Cover Supervisor</b>
<b>Purpose:</b>	To provide a cover service for absent teachers, supervising classes/groups of students and ensuring that they carry out the work tasks set by the teacher with designated responsibility.
<b>Reporting To:</b>	Vice Principal
<b>Key Outcomes</b> <p><b>Support for children's learning</b> - The postholder will ensure that students carry out curriculum tasks set by the teacher and assist students in understanding the nature of these tasks in order to minimise the effect of the teacher's absence upon the students' learning. They will help the classroom teacher by effective selection and preparation of teaching resources that meet the diversity of students' needs and interests.</p> <p><b>Support for the learning environment</b> - The postholder will keep the learning environment secure and endeavour to leave classrooms as found.</p> <p><b>Care and support for children</b> - The postholder will act on behalf of the teacher in ensuring the health and safety of students in the classroom and that students have an equal and fair access to learning opportunities.</p>	
<b>Main/Core Duties</b> <ul style="list-style-type: none"> <li>To supervise lessons for short-term teacher absence e.g. when teachers are ill or undertaking professional development: <ul style="list-style-type: none"> <li>Collect the work set for students to complete during the lesson. Instructions are often left in the classroom and with the Cover Supervisor. If there are any problems regarding work set please see the relevant Subject Leader/appropriate Vice Principal.</li> <li>Instruct the students about the work left by their subject teacher.</li> <li>Issue students with the resources for their learning (provided by the teacher).</li> <li>Liaise with the relevant Subject Leader/appropriate Vice Principal over student queries or any problems.</li> <li>Report to the Inclusion Manager to agree availability on a daily basis, to support an effective Inclusion area, including responding to 'On Calls' and supervision of the Isolation room.</li> </ul> </li> <li>Undertaking student record keeping as required.</li> <li>To invigilate internal and external exams when required.</li> <li>Liaising with parent/carers as necessary.</li> <li>Establishing good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.</li> <li>Being aware of student problems/progress/achievements and reporting to the teacher.</li> <li>Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</li> </ul>	
<b>Notes</b>	<ul style="list-style-type: none"> <li>To undertake other duties appropriate to the grading of the post as required.</li> </ul>



# 06. Person Specification



## Cover Supervisor

Criteria	Desirable
<b>Qualification Criteria</b>	<ul style="list-style-type: none"> <li>• Right to Work in UK</li> <li>• GCSE Mathematics and English (Grade C/4 or above)</li> <li>• A Level or equivalent qualification (desirable, not essential)</li> <li>• Degree (desirable, not essential)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with young people</li> <li>• Experience of delivering activities and sessions for young people</li> <li>• Experience in use of all Microsoft IT platforms e.g. Excel</li> <li>• Awareness and understanding of best practice to ensure safeguarding and child protection.</li> </ul>
<b>Behaviours - Specific skills</b>	<ul style="list-style-type: none"> <li>• Strong written and oral communication skills</li> <li>• Ability to keep highly organised and work efficiently and effectively even when demands of the job are high</li> <li>• Able to establish good working relationships</li> <li>• An understanding of the importance of confidentiality and discretion</li> </ul>
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>• Genuine passion and belief in the potential of every student</li> <li>• Resilience</li> <li>• An enthusiasm for working with young people</li> <li>• Helpful, positive, calm and caring nature</li> <li>• Able to follow instructions accurately but make good judgments and lead when required</li> <li>• Be prepared to work flexibly</li> <li>• Be motivated to continually improve standards and achieve excellence.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Commitment to equality of opportunity and the safeguarding and welfare of all students</li> <li>• Willingness to undertake training</li> <li>• This post is subject to an enhanced Disclosure and Barring Service check</li> </ul>

# 07. How to Apply

## Cover Supervisor

Applying:

Please apply by visiting  
[www.academytransformationtrust.co.uk/vacancies](http://www.academytransformationtrust.co.uk/vacancies)



Status:

37 hours per week, term time only

Salary:

NJC 3-7

Prorated salary: £17,918.20 to £19,217.36

Full time salary: £21,475 to £23,032



Closing Date:

12 noon, Thursday 25<sup>th</sup> May 2023

Start Date:

As soon as possible



Interviews:

Interviews will take place as and when applications are received



EMPLOYER RECOGNITION SCHEME

**GOLD AWARD 2021**

*Proudly serving those who serve.*





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 academytransformationtrust.co.uk

 office@attrust.org.uk

 0121 354 4000

 Unit 4, Second Floor,  
Emmanuel Court, Reddicroft,  
Sutton Coldfield, B73 6AZ

