



Secondary
Academy

Cover Supervisor Application Pack

The Hathaway Academy
Grays, Essex

#TransformingLives

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Cover Supervisor



EMPLOYER RECOGNITION SCHEME

GOLD AWARD 2021

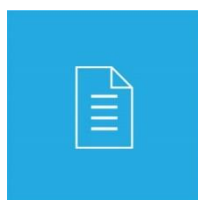
Proudly serving those who serve.



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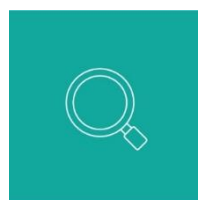
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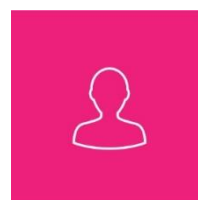
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#TransformingLives



01. About Academy Transformation Trust

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Wellbeing

At Academy Transformation Trust we put our people's welfare and wellbeing at the centre of everything and we know that this is more than just cake in the staff room on a Friday (although that is nice too!) Our Wellbeing Strategy covers 4 key areas: Working Environment, Personal Growth, Health and Lifestyle Initiatives and Culture.

Diversity, Equity & Inclusion

On our journey of *#transforminglives*, we are building a Diverse and Inclusive Community. We are aspiring to promote our Inclusivity, via Curriculum and Employee engagement. Together, we want to break down barriers, enjoy each individual and celebrate the value they bring to our Trust Family.

Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

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

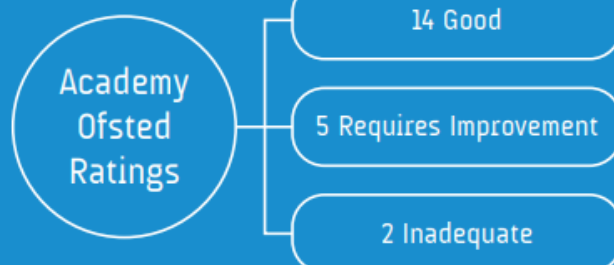
Finance

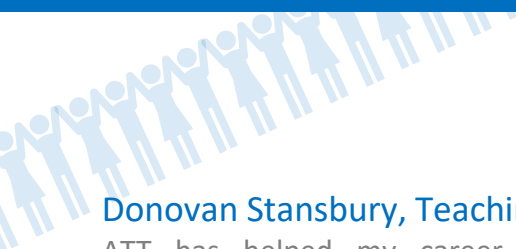
£78 million in funding and other income

ATT Institute | 42 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.





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.

Abby Bayford, Director of Institute

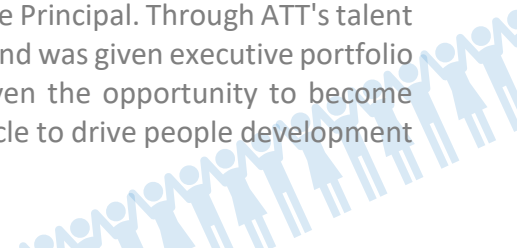
I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to lead. It also helped to develop my leadership competencies and broaden my scope of influence. Fortunately, this became a permanent post. ATT is passionate about mobilising teacher agency and I was encouraged to drive improvement in areas within and beyond my remit. This led to an increase in responsibility and I became responsible for leadership and management and quality of education as Vice Principal. Through ATT's talent management processes, I was then identified as a potential system leader and was given executive portfolio responsibility for people development across our Trust. As such, I was given the opportunity to become Director of Institute, establishing a professional learning Institute as a vehicle to drive people development for all across our ATT family. This is my most rewarding role to date.

Amy Bills, Regional Education Director

It is wonderful to be part of an organisation in which people development commands such a high profile. My own career development within ATT from Assistant Principal to Principal, Executive Principal and now Regional Education Director is an example of the wealth of opportunities afforded to us all - whatever our role - and the high quality professional development available when part of a large MAT which has transformation and collaboration at its core.

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.



02. The Hathaway 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, pupils 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 21st century curriculum, which will develop pupils 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 brand 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 and the Royal Opera House.

To find out more, please visit www.hathawayacademy.atrust.org.uk.

03. Our Institute



What is our ATT Institute? Who does it serve?

Our 'Institute' is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top-drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

Available people development opportunities for all employees:

Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

- The National Professional Qualification for Middle Leaders
- The National Professional Qualification for Senior Leaders
- ATT Institute Learning Leaders Course & the SSAT Lead Practitioner Accreditation

Strategic collaboration

Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

- Principals' Development Group
- Strategic Development Group
- Subject Team Network Group

These groups have been described as the 'engine room' of our organisation and the colleagues that lead them, the 'learning brain.'

Research design and its translation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.

04. Job Description



Cover Supervisor

Post Title:	Cover Supervisor
Purpose:	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.
Reporting To:	Vice Principal
Key Outcomes <p>Support for children's learning - 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>Support for the learning environment - The postholder will keep the learning environment secure and endeavour to leave classrooms as found.</p> <p>Care and support for children - 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>	
Main/Core Duties <ul style="list-style-type: none">To supervise lessons for short-term teacher absence e.g. when teachers are ill or undertaking professional development.<ul style="list-style-type: none">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.Instruct the students about the work left by their subject teacher.Issue students with the resources for their learning (provided by the teacher).Liaise with the relevant Subject Leader/appropriate Vice Principal over student queries or any problems.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.Undertaking student record keeping as required.To invigilate internal and external exams when required.Liaising with parent/carers as necessary.Establishing good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.Being aware of student problems/progress/achievements and reporting to the teacher.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.	
Notes	<ul style="list-style-type: none">To undertake other duties appropriate to the grading of the post as required.



05. Person Specification

Cover Supervisor

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



06. How to apply

Cover Supervisor

The Hathaway Academy

Status:

37 hours per week, term time only

Applying:

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

Salary:

NJC 3-7 £19,524 to £21,081
(Prorated: £16,290.36 to £17,589.49)

Closing Date:

Noon, Friday 15th July 2022

Start Date:

1st September 2022

Interviews:

As and when applications are received

#TransformingLives

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