

Recruitment Information Pack



Bosworth Academy

Cover Supervisor

Temporary until December 2024 (in the first instance)

Paid at Grade 7 (points 11-14)

32 hours per week, term time plus 1 week in the first instance Some hours could be during twilight sessions

Salary range dependant on experience and expertise £18,289- £19,232 pa (£24,708 to £25,983pa FTE)

Required ASAP



Message from the Headteacher

Thank you for showing an interest in the Cover Coach post at Bosworth Academy.

At Bosworth Academy, our aim is to ensure all students continue their journey into adulthood as confident, capable and successful people who can take control of, and enjoy, their future lives.

‘Be better than you thought you could be’

We encourage and work with students so they can concentrate on learning in a co-operative environment, valuing everyone’s positive contribution and promoting a strong sense of community and responsibility towards others. Every student is important to us, and everyone should experience a first class education, with high challenges and equally high expectations. Every child has the potential to develop and to achieve highly. It is our role as teaching professionals to foster within them a deep passion for learning. We aim to instil in our students the notion of a growth mind-set; the belief that they can get better at anything through hard work, high challenge, determination and practice.

We work hard to provide the best teaching, clear guidance, and effective support, recognising the individual learning needs of each student, and personalising their experience accordingly. Our driving passion is a belief that ‘no student at Bosworth Academy will underachieve’. It is our responsibility to raise students’ aspirations and continually drive home the message that you can ‘be better than you thought you could be’.

We offer an exciting, ambitious and seamless pathway through Key Stage 3 and 4, to our Sixth Form, and onwards to university, apprenticeships and beyond. We are excited by the prospect of being one of only a select few institutions able to offer this in Leicestershire.

We invest in our staff to develop their potential capital. Through purposeful collaboration and coaching we aim to support all of our team to excel. Investors in People recognised this – rating us as a ‘Gold’ provider. This post offers an exciting opportunity to help us on our journey towards excellence in every area.

We want the best possible future for all of our students, so we know it is important to invest in them now. Crucially, we believe that all students have enormous potential, therefore we challenge them to be the best, help realise this potential and transform this into high quality qualifications.

We look forward to receiving your application and good luck!

Simon Brown

Headteacher

*Allowing students to
achieve their potential*



Vision, Values and Ethos

Bosworth Academy Vision: For Bosworth Academy to be consistently outstanding in its delivery of outcomes for young people in and for our community. Bosworth Academy is an unstoppable force for affecting social mobility.

Bosworth Academy Values: *'No student will underachieve'* means: Outstanding outcomes for every child of every ability from every background, no matter what the barriers. *'Be better than you thought you could be'* means: We understand that our role is not to ensure students reach their potential, it is to help define that potential.

Bosworth Academy Ethos: We do this in an environment which is inclusive, exciting, varied and highly aspirational. The individual is recognised and celebrated. We strive for excellence and challenge in all that we do and seek feedback and positive criticism. We believe in the capacity for continual improvement and appreciate the role of leadership. We never give up and never accept that our work is done. We enjoy and achieve and embrace our responsibility as a force for good. We can and will make a difference through the empowerment of learning.

Bosworth Academy The 6C Curriculum

At Bosworth Academy, we believe in teaching to the test of life, not to a life of tests. Our curriculum is based on international research and this includes our global competency, 6C, development programme:

- **Character:** Being a motivated, proactive and resilient learner
- **Collaboration:** The ability to work well with others
- **Creativity:** Using imagination or original ideas to do something new
- **Citizenship:** Making a positive contribution to the world we live in
- **Communication:** Exchanging information with others
- **Critical thinking:** Forming your own opinions based on reliable evidence

The 6Cs form an important part of our rewards and restorative behaviour approaches. They permeate through our tutor programme, assemblies and lessons. In doing so, we help students to become effective independent learners who can adapt to a rapidly changing world. We incorporate whole school values into all of our lessons, promoting a range of skills that support the development of student agency.



Bosworth Academy challenges pupils to achieve more than they ever believe they could. Ofsted June 2022

The Advert

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Required ASAP

Bosworth Academy is the lead institution within the LiFE Multi-Academy Trust. We are seeking to appoint a committed and enthusiastic Cover Coach to work at Bosworth Academy. You will be based primarily at Bosworth Academy but may be asked to work in others schools if the need arises. The successful candidate will be required to provide cover for absent teaching staff across a broad range of subjects and also develop opportunities for extra-curricular activities outside of lessons. We would particularly welcome those with a background in Sport who may be able to take on the coaching of a sports team. This role may suit a graduate and/or someone who is considering a future in teaching or working with children and young people. You will have the desire to ensure that our core value of 'no student will underachieve' is fulfilled.

Bosworth Academy is the lead school in the LiFE Multi Academy Trust, which has been recognised by Ofsted as an 'Outstanding' school in our published inspection. Our School is increasingly the school of choice for parents in the area, is highly regarded and supports their community effectively. We believe our community deserve nothing less.

Application forms and further details may be obtained from Miss Laura Degia at the address below or can be downloaded from www.bosworthacademy.org.uk

The closing date for completed applications is 9am on Monday 15th April , with interviews shortly after.

"LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.'

Bosworth Academy
Leicester Lane, Desford, Leicester. LE9 9JL
Tel 01455 822841, email hr@bosworthacademy.org.uk
CEO: Mr Chris Parkinson Headteacher: Mr Simon



*Developing **confidence**
 and **resilience***



*Developing **social** and
leadership skills*



The Application Process

How to apply

We invite you to apply so that you can find out more about our unique school. If there is any further information you wish to know, please do not hesitate to ask by emailing hr@bosworthacademy.org.uk

To apply, you need to:

1. Write a letter of application of no more than two sides, font no smaller than Arial 12. In your letter, address your experience, vision for education and how you meet the requirements of the post.
2. Complete the application form.

An email will be sent to shortlisted candidates with details of the interview process.

Please send completed applications **by 9:00am on the closing date specified in the advert via email to hr@bosworthacademy.org.uk**

Applications will be acknowledged, where requested.

Queries

If you have any queries on any aspect of the application or need additional information, please contact Mrs Leander Mason via the email below or 01455 822841 ex 315 who will be happy help you. For questions regarding the role, or a visit to our school, please contact Mr Simon Brown, Headteacher via email hr@bosworthacademy.org.uk

Thank you, and we are really looking forward to hearing from you.

*Doing the best we can for our students is at the heart of everything we do. **Investors in People (Gold Award)***

We invest in our staff:

Bosworth Academy achieved the Gold Award for Investors in People in 2015 and has successfully maintained this status at every review since. We pride ourselves on the support we provide all staff, valuing their contribution to the whole school ambition of ensuring no student underachieves which truly lies at the heart of everything we do.

In 2022, Investors in People found that:

- Teachers feel they are supported by their colleagues and can rely on them to support their own improvement.
- There is a culture of trust and openness and leaders are accessible, approachable and supportive.
- People feel valued and supported and this drives performance improvements at all levels.

Our CPD programme is bespoke to the needs of the staff. We do not believe in setting arbitrary targets. Instead, staff are trusted to control elements of their own professional learning to support school outcomes. Bosworth Academy provides opportunities for staff to develop their practice through a range of training options both internally, across the trust and also externally.

We can offer you:

- If you're a TA looking to develop & progress your career, maybe you're interested in becoming a Teacher, this could be the role for you.
- A chance to join a dynamic Multi Academy Trust
- A committed and dedicated team of qualified teachers
- A passion for learning by all members of our community
- 100% focus on improving outcomes for the students in our schools and across the Trust
- Strong support for your further professional development, including visiting other schools

We require you to:

- Be passionate about student's learning and development
- Be a great team player with a positive outlook
- Have high expectations of students learning and behaviour
- Be an excellent classroom practitioner with a strong record of achievement and success

In addition, we offer:

- Training & development opportunities
- On-site parking
- On-site catering facilities
- Staff wellbeing and flexible working
- Childcare and cycle to school vouchers
- Located in Leicestershire our schools have excellent transport links and road networks

Job Description

School:	Bosworth Academy
Job Title:	Part Time Cover Coach
Grade:	7 (points 11-14), 32 hour per week x 39 weeks per year (some hours could be completed during twilight sessions).
Responsible To:	Headteacher, Senior Leaders, Cover Manager
Responsible For:	Providing cover lessons during a teachers absence and supporting students
Key Relationships/ Liaison with:	Teachers, Other classroom support staff, Team Leaders
Job Purpose:	A Cover Supervisor will provide supervision of classes across the curriculum in the event of the absence (planned or unplanned) of the teacher, ensuring that pupils are engaged in pre-set work, managing pupil behaviour and ensuring a safe environment.

Main Duties and Responsibilities:

- In the case of teacher absence across the Multi-Academy Trust, deployment may be to another school.
- In the absence of a teacher, to be solely responsible for a class of students, ensuring they are engaged in learning activity that has been set by a teacher. To support classes when not required to cover for absent teachers.
- To effectively manage instances of poor behaviour and any other immediate issues or emergencies that arise in accordance with school policy.
- To support students to engage with the work provided, including providing support where necessary with literacy, numeracy and organisational skills.
- To liaise with teachers / other relevant staff with regard to work set for a class, and ensure you are suitable equipped and informed to be able to effectively supervise the assigned lesson.
- To feedback to the class teacher on pupil engagement in the set work and also on any issues that may have arisen during the covered lesson(s).
- To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
- To support the maintenance of an activity bank, contributing general activities as appropriate, and draw upon this in the event that pupils complete the pre-set work more quickly than expected, in order to ensure that pupils are engaged in constructive activity.
- To contribute to the development and review of relevant policies (e.g. Cover, Behaviour Management, etc).
- To assist in the evaluation of the impact of covered lessons on pupils and throughout the school.

- To undertake pupil registration of a class, as required.
- To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.
- To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.
- To assist with the organisation of cover for absent colleagues (teachers or support staff), for both planned and unplanned absences.
- To assist in the creation and maintenance of curriculum resources, and creation of visual displays in order to ensure a relevant physical learning environment.
- To undertake administrative duties relevant to the role.
- To invigilate internal and external tests and examinations under formal conditions.
- When not required to undertake any responsibility falling within the above, Cover Supervisors may be directed to provide additional support in the school, in accordance with the duties of other similarly or lower graded jobs for which they are suitably skilled/qualified.
- To plan and run extra-curricular activities outside of lesson hours. This may include activities during lunch and/or after school.

Pupils feel safe and comfortable being themselves. They treat each other with respect. Pupils have the confidence to share any worries they might have with adults. They are confident that teachers would deal with any discrimination or bullying appropriately.

Ofsted June 2022

Person Specification

High expectations

	Essential	Desirable
Qualifications <ul style="list-style-type: none"> NVQ 3 in Supporting Teaching and Learning, or equivalent/higher qualification, or Able to demonstrate the ability to meet the STL Level 3 National Occupational Standards relevant to this post Level 2 qualifications in maths/numeracy and English/literacy, or able to demonstrate competency in literacy and numeracy equivalent to level 2. Qualification in a relevant specialist subject or have experience in a broad range of subjects 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
Experience <ul style="list-style-type: none"> Experience of working with students in a formal setting without immediate supervision 	<input type="checkbox"/>	
Knowledge <ul style="list-style-type: none"> Knowledge of child protection and health and safety procedures 	<input type="checkbox"/>	
Skills/Attributes <ul style="list-style-type: none"> Ability and willingness to undertake professional development Good interpersonal skills Empathy with children and young people Ability to effectively manage pupil behaviour in accordance with school/college policy and procedure Ability to use own initiative to work flexibly and respond positively to a range of situations Ability to work effectively as part of a team Ability to plan engaging sport related coaching sessions to support extra-curricular activities for young people. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
General Circumstances <ul style="list-style-type: none"> Attendance - evidence of regular attendance at work An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations 	<input type="checkbox"/> <input type="checkbox"/>	
Factors not already covered Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act	<input type="checkbox"/>	

Bringing Learning to LiFE

LiFE Vision: We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each school is seen as a leader of and vital to its local community; each school is regarded as fundamental to the identity of its surrounding community.

LiFE Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing the diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies.



*Where students are
 happy and thrive*



LiFE Multi Academy Trust Charter

All our schools work within the LiFE Operating Model. We work together in a genuinely collaborative way and we also celebrate the strengths and individuality of each of our schools. This operating model can be distilled into the following principles to which all our schools subscribe.

1. Leadership

We commit to the principle of genuine collaboration to find evidence led and innovative ways to enhance the efficacy of learning, leadership, engagement and aspiration.

We coordinate calendars to allow maximum benefit from Trust wide opportunities.

We encourage, create time for, and inspire our best teachers, support staff, and leaders to work for the benefit of our schools within the Trust.

2. Learning & Teaching

We aspire to offer an educational experience which is inspirational, innovative and delivers integrity in adults and children.

3. Quality Assurance

We embrace the notion of mutual accountability: no individual, team or school can feel they are successful unless all individuals, teams and schools are successful. We consequently commit wholeheartedly to peer review which precipitates peer support.

We commit to providing the Trust board with timely, coordinated, accurate and appropriate data and information about our schools to allow for the best possible deployment of resources.

4. Professional Development

We embrace the power of trust wide professional development, and therefore contributing as well as benefiting from that professional development.

5. Curriculum

We commit to providing a curriculum and an approach to pedagogy that is irresistible, inclusive and aspirational. We commit to recognising the head, hand and heart in equal measure. We recognise the importance of personalisation, and the importance of each child feeling known, celebrated and cared for. We commit to ensuring our curriculum foregrounds the understanding and appreciation of cultural diversity, social injustice, protecting our environment and supporting our communities.

6. Community Leadership

We make educational choices for our children driven by putting their needs, and those of their families and communities first.

We commit to being a force for good and lead positive change within our community.

7. Behaviour & Wellbeing

We commit to an approach to ensuring the right learning behaviours based on building warm and caring relationships, and the importance of our children feeling known, heard, safe, loved, appreciated and cared for. We recognise that to achieve this we also need high expectations, consistency, and an understanding that negative behaviours hurt us all. We therefore understand there must be clearly articulated consequences where children fall short of our high expectations, but also support to help children behave with social conscience and uphold our values.

8. Inclusion

We commit to embracing and promoting diversity and the celebration of cultural differences. We recognise that to do this, we need to create safe spaces, where all aspects of social injustice can be discussed, addressed and challenged.

We commit to operating inclusively in all we do; LiFE schools welcome and celebrate children from all backgrounds and with all forms of individual needs. We recognise that to do so, promotes social mobility, social cohesion and fights social injustice.

9. Staff Wellbeing

We recognise that our employees are our greatest resource, and consequently we commit to ensuring that all employees feel valued, supported and nurtured. We commit to sign the Mindful Employer Charter which recognises mental health needs alongside physical wellbeing.



*Success is **celebrated**
and rewarded*

Our Offer to new staff joining the LiFE Multi Academy

Trust and our schools

Professional Capital:

‘We believe in getting the right people, getting them to work together and getting them to stay’

Strategy	Description
Putting your trust in our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual Performance Management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> • providing employees with a safe, healthy and supportive environment in which to work • recognising that the health and wellbeing of our employees is important • providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to ‘Mindful Employer’ and the ‘Charter for Employers who are Positive about Mental Health’.</p> <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
Equality and Equal Opportunities	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.

Presumed Professionalism

We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.

Development of Professional Capital and Excellence

As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We are proud of this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.

Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.

Examples of the many opportunities we encourage staff to take up externally include:

- The National Professional Qualification for Headship (NPQH)
- The National Professional Qualification for Senior Leadership (NPQSL)
- The National Professional Qualification for Middle Leadership (NPQML)
- The Outstanding Teacher Programme (OTP)
- Initial Teacher Training (ITT)

Pathways are available at apprenticeship level, ECT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.

Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.

Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.

Great access to progression and leadership responsibility

Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.

Collaboration across all schools	We are continually developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and flexible working policies	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
ECF Programme	We offer Early Career Teacher a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.
Continued ECT and ECT support	Where possible we try to ensure that ECTs and second year ECT teachers have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
3DJ Networks	3DJ Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3DJ Learning and Teaching model.
Attendance of staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all schools and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our schools