

Briefing Pack for Applicants Cover Supervisor



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.



Contents

Section 1: Post Advertisement	1
Section 2: Letter from the Chief Executive – Bev Matthews	2
Section 3: Letter from the Headteacher	3
Section 4: About Stocksbridge High School	4
Section 5: Job Description	6
Section 6: Person Specification	10
Section 7: The Appointment Process	2

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

Post:	Cover Supervisor
Location:	Stocksbridge High School
Pay scale:	NJC Grade 4, Point 7 to 12, £20,444 to £22,571 gross per annum pro rata
Actual	
Annual Salary:	£15,359 - £16,957 (<i>Under 5 years' service</i>)
Contract:	Full-time, 32.5 hours per week, 39 working weeks, permanent
Start date:	01 September 2022

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 850 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. The successful candidate 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.

Candidates are encouraged to visit the school or have an informal discussion about the role with Mr Ireland, Headteacher. Arrangements for this can be made by contacting Hannah Taylor Headteachers PA via e-mail htaylor@stocksbridgehigh.co.uk

The closing date is 9am on Monday 4 July 2022 and interviews will take place in the same week.

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. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

The application form and information pack are available on the school website 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@stocksbridgehigh.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 across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. 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.

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 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 to join the 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.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



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.

Since 2017 the school has enjoyed sustained improvement in achievement and engagement. This has been driven by a staff united behind an inclusive and ambitious vision for our school and our community. There have clearly been challenges over the last year as we have responded the pandemic, national restrictions and lockdowns. I have to say, however, that the incredible responses of the staff teams through this time has done nothing but galvanise our strong leadership and resolve to make a difference to the young people we serve.

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.

Opportunities for professional development and for sharing practice within the school and across the trust enable staff to continually develop their skills and experience. This ambition is evidenced in our recent improvements in achievement and increasing roll; we are now oversubscribed in Y7.

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.



Andy Ireland
Headteacher

Section 4: About Stocksbridge High School

...THIS IS JUST THE START...

Our Mission

All Students will be challenged to build ambitious future plans. Working together we will develop their character, skills and capacity to make their ambitions a reality.

Our Vision

Our vision is based upon the principles of "Believe, Achieve, and Succeed".

- **Believe** - Students will have belief in their own potential. They make positive choices, can acknowledge and celebrate their successes and tackle obstacles to progress with hard work and determination.
- **Achieve** - Students are challenged in every learning experience, every day to produce the highest quality work, through which they achieve their personal and academic goals.
- **Succeed** - Successful students have high expectations of themselves and strive to meet these expectations every day.

Our Values

Our values underpin all that we do as a school and are brought to life in all areas of our organisation.

- **Be positive** - We will be positive in all that we do.
- **Be caring** - We care for and support each other.
- **Be courageous** - We make choices to enable us to succeed, even when those choices are difficult.
- **Be reflective** - We consider the impact of our actions on ourselves and others.

Our Beliefs

- We will celebrate the achievements of all members of our school community recognising that achievements are personal to each individual.
- We will create an environment in which all members of our school value and enjoy learning.
- We will work to remove barriers to learning for all our students.
- We will do all that we can to ensure all members of our school community are safe and happy.
- We will ensure that all learning experiences are of the highest possible quality.

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 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



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.

POST TITLE	Cover Supervisor
GRADE/SALARY	NJC Grade 4, Point 7 to 12
HOURS/WEEKS	32.5 hours per week, 39 weeks
LOCATION	Stocksbridge High School
RESPONSIBLE TO	Assistant Headteacher, Teaching & Learning
RESPONSIBLE FOR	Not applicable
PURPOSE OF THE JOB	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.
RELEVANT QUALIFICATIONS	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

	<h1>Minerva Learning Trust</h1> <h2>Person Specification</h2>		
Post title: Cover Supervisor			
Minimum Essential Requirements			Method of Assessment
QUALIFICATIONS AND TRAINING			
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
KNOWLEDGE AND EXPERIENCE			
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
PROFESSIONAL DEVELOPMENT			
Evidence of recent and continuous professional development			AF/I
Willingness to participate in professional development			AF/I
SKILLS, QUALITIES AND ATTRIBUTES			
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
EQUAL OPPORTUNITIES AND SAFEGUARDING			
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
Complete the 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
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.
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@stocksbridgehigh.co.uk by the closing date.