

# 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 – Claire Tasker .....	3
Section 4: About High Storrs .....	4
Section 5: Job Description.....	5
Section 6: Person Specification.....	9
Section 7: The Appointment Process.....	11

**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

<b>Post:</b>	<b>Cover Supervisor</b>
<b>Location:</b>	<b>High Storrs School</b>
<b>Pay scale:</b>	<b>Grade 4, Scale Point 7: £24,294 to 12: £26,421 per annum</b>
<b>Actual</b>	
<b>Annual Salary:</b>	<b>£18,637.07 to £20,268.79 (under 5 years of service)</b>
<b>Contract:</b>	<b>Permanent, 33 hours per week x 39 working weeks</b>
<b>Start date:</b>	<b>As soon as possible</b>

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. High Storrs School joined the Trust in March 2018.

High Storrs is a high-performing 11-18 secondary school on the Southwestern outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

We are seeking to appoint a cover supervisor to be responsible for the supervision of whole classes during the short-term absence of the class teacher, implementing work programmes, managing student behaviour and assisting students in relevant activities. In addition to the supervision of classes there may be occasions when general support is given to curriculum areas to prepare resources, the library, and Learning Support.

**The closing date is at midday on Thursday 19 September 2024 with interviews week commencing Monday 23 September 2024.**

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, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

**Further details** can be found on our website <https://highstorrs.co.uk/our-school/vacancies/teaching-vacancies>.

**To apply**, download an application form <https://highstorrs.co.uk/our-school/vacancies/teaching-vacancies> and send all electronic applications addressed to The Headteacher via email [recruitment@highstorrs-mlt.co.uk](mailto:recruitment@highstorrs-mlt.co.uk) **ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED**. Please provide telephone numbers and email addresses for yourself and referees.

## 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, Chapelton 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 – Claire Tasker**

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the southwest of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2024 students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 2.55 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,

Claire Tasker



## Section 4: About High Storrs

### OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



### ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website [www.highstorrs.co.uk](http://www.highstorrs.co.uk) will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our 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.**

<b>POST TITLE</b>	Cover Supervisor
<b>GRADE/SALARY</b>	Grade 4, points 7 to 12
<b>HOURS/WEEKS</b>	33 hours per week x 39 working weeks
<b>LOCATION</b>	High Storrs School
<b>RESPONSIBLE TO</b>	Cover Manager
<b>RESPONSIBLE FOR</b>	N/A
<b>PURPOSE OF THE JOB</b>	Supervision of whole classes during the short-term absence of the class teacher under the guidance of teaching/senior staff, including implementation of work programmes, managing pupil behaviour and assisting pupils in relevant activities.
<b>RELEVANT QUALIFICATIONS</b>	Very good literacy/numeracy skills. NVQ 3 for teaching assistants or equivalent qualifications or experience. Training in the relevant learning strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, Maths, English, cache etc. Appropriate first aid training.

### **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:**

Whilst the main focus of this role will be the provision of cover for absent teachers, the jobholder may be required to work across the school to support teachers in the development and delivery of learning for pupils.

### **Area of responsibility – Support for Pupils**

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of Individual Education Plans
- 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
- Supervise students undertaking private study
- Support students who are unable to access digital platforms

### **Area of responsibility – Support for the Teacher**

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- 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 teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- 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
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.



## **Area of responsibility – Support for the Curriculum**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

## **Area of responsibility – Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required
- Any other related duties as they may arise.
- Prepare and put up displays around school.
- Show a commitment to safeguarding and up to date understanding of GDPR
- Show an understanding of safeguarding and promote the welfare of pupils

## **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.
4. The post holder will work a 39-week contract, however, flexibility may be required in order to meet changing situations to meet the service area needs.
5. Training will be given to meet the needs of the post.
6. To undertake any other related duties and responsibilities as may arise

## Section 6: Person Specification



# Minerva Learning Trust Person Specification



**Post title: Cover Supervisor**

Minimum Essential Requirements	Method of Assessment
<b>QUALIFICATIONS AND TRAINING</b>	
NVQ level 3 for Teaching Assistants or equivalent qualification	AF/I
Good standard of education, including English and Maths to Grade C	AF/I
First Aid at Work qualification (or be prepared to train)	AF/I
<b>KNOWLEDGE AND EXPERIENCE</b>	
Use of Microsoft office software ie Word, Excel, Access	AF/I
Proficient at using ICT, including SIMS.net	AF/I
Experience of working in a school or similarly busy environment	AF/I
Awareness of National Curriculum	AF/I
<b>PROFESSIONAL DEVELOPMENT</b>	
Develops own knowledge and skills to improve service area performance	AF/I
<b>SKILLS</b>	
Good speaking and listening skills and ability to communicate effectively with people at all levels e.g. school staff, students, governors and external contacts	AF/I
Able to work effectively as part of a team recognising own role as a team member	AF/I
Able to demonstrate an enthusiastic and positive approach regarding change, having a definite 'can do' mentality	AF/I
Ability to learn from experiences	AF/I
Ability to carry out instructions accurately and effectively as directed by line manager	AF/I
Ability to work alongside young people	AF/I
Good organisational skills	AF/I
Knowledge of relevant policies/codes of practice and aware of relevant legislation including safeguarding	AF/I
Ability to contribute to ensuring that the service area meets the needs of the school and its stakeholders	AF/I
Good speaking and listening skills and ability to communicate effectively with people at all levels e.g. school staff, students, governors and external contacts	AF/I
Ability to work alone unsupervised	AF/I
Good organisational skills	AF/I
Can plan, implement and evaluate learning activities	AF/I
Awareness of pupil assessment	AF/I

Has sufficient practical and organisational skills to contribute to the preparation and management of educational resources	AF/I
Can complete and maintain pupils' records	AF/I
<b>QUALITIES AND ATTRIBUTES</b>	
Can manage the behaviour of pupils in a reasonable manner	AF/I
Has a caring positive attitude towards pupils' welfare	AF/I
Ability to work effectively under pressure and to deadlines	AF/I
Ability to work accurately and produce quality work	AF/I
Maintain confidentiality	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
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
Can demonstrate a working knowledge of current legislation relating to the role e.g. GDPR	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 an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.
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 [recruitment@highstorrs-mlt.co.uk](mailto:recruitment@highstorrs-mlt.co.uk) by the closing date.