

# EDGAR WOOD academy



**APPLICATION PACK : Cover Supervisor**  
**Deadline: Wednesday 15<sup>th</sup> May 2024**  
**at 12.00 noon**

Dear Colleague

Thank you for your interest in Edgar Wood Academy, a new school serving the local community in Middleton and Heywood. Opening in temporary accommodation in September 2021, the school moved to its permanent location in September 2022, a state-of-the-art building, with stunning views of the local countryside. Helping our students realise their potential lies at the heart of everything we do. By promoting our values of Resilience, Empathy and Responsibility and a culture of mutual respect and compassionate rigour, we aim to inspire and engage all pupils, regardless of prior attainment or social background.

By joining our school, you will be part of an exciting journey, building the school from its early foundations and helping to create and embed its ethos, values and culture. We believe in creating a purposeful and calm environment which allows our teachers to teach and our students to learn. As a result, we will improve student achievement through high-quality teaching in a safe and caring environment. We value each individual child in our school and recognise that each has different talents and gifts, which will be nurtured over the course of their time with us. We also support every student to develop personally and academically, so that they have the knowledge and skills to progress to an aspirational career, a fulfilling life and make a positive contribution to their local community.

Hopefully it is already clear from reading this letter that our aims are simple: to help students realise their potential through a culture of mutual respect, positive behaviour, and high standards. Our aim is to have students do the right thing because they should, rather than because they must. We aim to inspire and engage all students, regardless of prior attainment or social background.

To work at Edgar Wood Academy, you must aspire to be an outstanding colleague. You must be willing to share and learn. We wish to appoint someone who will help us to make a positive difference to the lives of young people in the borough. In return, we promise a supportive and enjoyable working environment and the resources needed to carry out the role to the highest standards, including a bespoke professional development programme to support you with your future career aspirations.

It is important to note that Edgar Wood Academy benefits from being a part of the Altus Educational Partnership. The Trust currently comprises of four academies - Rochdale Sixth Form College, Edgar Wood Academy, Kingsway Park High School and Bamford Academy.

The Trust's mission and vision are to:

- Advance education in the borough of Rochdale so that young people go on to live happy and fulfilling lives and make positive differences to their communities and society.
- Create an inclusive and cohesive system of education in the area that improves the lives of everyone in the borough.

I look forward to your application and if you have any questions, or wish to visit the school prior to interview, please do not hesitate to contact my PA, Debbie Barlow on 0161 676 9620.

Yours sincerely



**Paul Jones**  
**Headteacher**

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Cover Supervisor

## **Making your Application**

I hope that when you read this Application Pack you are inspired to apply for the post.

### **Application**

Please complete the Altus Education Partnership Application Form and send it by email to:  
[recruitment@altusep.com](mailto:recruitment@altusep.com)

### **Deadline**

The deadline for the post is **Wednesday 15<sup>th</sup> May 2024 at 12.00 noon**

Interviews are expected to take place **w/c 20<sup>th</sup> May 2024**

### **Shortlisting**

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion.

Start Date: As soon as possible

### **For an Application Pack**

1. Visit [www.edgarwood.org](http://www.edgarwood.org) or [www.altusep.com](http://www.altusep.com)
2. Email HR on [recruitment@altusep.com](mailto:recruitment@altusep.com)

### **Reward Package & Additional Benefits**

We offer a comprehensive package, including membership of our outstanding Teachers' Pension Scheme and our 'Employee Benefits Programme' which provides a range of options including:

- Our Cycle to Work Salary Sacrifice Scheme
- Free access to Employee Assistance Programme, offering guidance, support and counselling on a range of subjects

*Altus EDUCATION Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.*

*In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.*

## **Background Information**

### **Altus Education Partnership**

Edgar Wood Academy is currently one of three institutions in the Altus Education Partnership (a Multi-Academy Trust) alongside Kingsway Park High School and Rochdale Sixth Form College ("*TES 6th Form College of the Year 2021*" and "*Ofsted Officially Outstanding 2022*"). Edgar Wood Academy and the Trust have a very strong educational reputation in the local community and are in a financially robust position. The Trust works as a partnership of equals, where all Academies are distinctive institutions working together for the benefit of all students, within which, Headteachers and local Governing Bodies have delegated authority and associated autonomy. The Trust expects to expand further in the next few years, working with Academies in the Primary and Secondary phases to improve the quality of education across the borough.

Altus Education Partnership are committed to supporting all children in their Academies to progress to a successful career, life and employment path of their choice.

All our Academies will share a collective identity as providers of the highest quality teaching with high expectations of learners, coupled with effective assessment and intervention. Young people in our Academies will engage with opportunities to develop their own skills and aptitudes to support their progression, while making valuable contributions to their communities. Leaders and Teachers will take a collaborative approach, sharing best practice at a local, regional and national level, to continuously improve the performance and outcomes of all Academies in the Trust.

### **Altus Education Partnership Values**

The values of the Altus Education Partnership will be embedded and visible throughout all the academies. Each will have its own unique identity built around the core Trust values. These are:

- Unrelenting commitment to improve the quality of our provision and enhance the lives of our students.
- Openness in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- Accountability through the rigorous, transparent and forensic analysis of all aspects of our performance.
- Commitment to the principles of inclusion and equality.
- Dedication to the borough of Rochdale and its surrounds.
- Collective responsibility for one another and the results of all our students – ‘if one fails, we all fail’.

### **The Ambition is that by the time students leave they will:**

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.
- Be able to celebrate their success and that of others.
- Have developed the confidence to overcome barriers to success.

- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

**Shared Objective for all Staff**

"To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere.
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability.

Above all, staff at Altus Education Partnership like their students and demonstrate this through their daily conduct and interaction.

## Role Description:

|                      |  |
|----------------------|--|
| <b>Job Title:</b>    | <b>Cover Supervisor</b>  |
| <b>Reports to:</b>   | Assistant Headteacher  |
| <b>Remuneration:</b> | All appointments will be made on the nationally agreed support staff pay spine based on qualification and experience.<br><br>The post will be paid on support staff salary scale points, 12-17: (£26,421 to £28,770).<br><b>Actual salary for term time is £22,828 - £24,857</b> |
| <b>Contract:</b>     | Permanent – 37 hrs per week – Term Time only<br>These hours will be between 8.00am – 4.30pm  |
| <b>Start Date:</b>   | As soon as possible  |

### Overall Purpose of the Post

We are seeking to appoint a Cover Supervisor to support our team to facilitate the smooth and effective delivery of the curriculum across all school subject areas. The role of a Cover Supervisor demands flexibility and initiative. Your focus will be on supporting progress by providing classroom supervision for students whose regular teacher is absent. You will be expected to deliver pre-planned learning activities and establish productive working relationships with students to maintain the same high standards as their teacher.

Our Cover Supervisor position presents an excellent opportunity for candidates who are potentially looking to gain experience to progress into teaching, or for those who aspire to work within the area of SEND and or Social and Emotional Mental Health. When cover lessons are not needed this will be a perfect opportunity for you to develop your skills working with children with SEND and or behavioural difficulties as you will be redeployed to help the pastoral and or SEND team.

### Key Duties

- To act as a Cover Supervisor responsible for supervising pupils in the completion of work in a teaching environment.
- To ensure that pupils complete work set and that the classroom/environment is managed during the cover period.
- To liaise with subject teachers and develop skills in delivering high quality cover lessons.
- Implement the Behaviour for Learning Policy in the teaching environment.
- To record rewards and sanctions.
- To work collaboratively with subject teachers in the delivery of teaching and learning and to ensure that pupils' progress and experiences are recorded.

- To contribute to the planning for the delivery of teaching and learning for pupils
- To be familiar with the schemes and units of work used at both key stages in faculties.
- To supervise pupils in a range of settings and manage programmes of work.
- To invigilate examinations as and when required.
- Promote, support and facilitate inclusion by supporting participation of all students in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.

### **Working with Colleagues and Other Relevant Professionals**

- Communicate effectively with other staff members and students, and with parents /carers under the direction of the class teacher.
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Understand their role in order to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Develop effective professional relationships with colleagues.
- Lead on small group intervention sessions such as lego therapy, art therapy, social stories.
- Support the role of parents /carers in students' learning and contribute to meetings.
- Participate in EWA daily duty rota.
- Promote the safety and wellbeing of students and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and the school's child protection policy.
- Look after children who are upset or have had accidents.
- Keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

### **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 to help ensure everyone has equal access to the services of the college and feels valued, respecting their social, cultural linguistic, religious and ethnic background.
- Contribute to the school ethos, aims and development/improvement plan.
- Attend and participate in meetings as required.
- Undertake personal development through training and other learning activities including performance management as required.

## Person Specification:

| CATEGORIES   | App Form/<br>Letter | Interview | Interview tasks | Refs |  |
|--|---------------------|-----------|-----------------|------|--|
| <b>ESSENTIAL CRITERIA</b>  |                     |           |                 |      |  |
| 5 A*- C GCSEs or equivalent including English and maths.<br><br>Evidence of further or higher qualifications in numeracy / maths, literacy / English and/or science. | √                   |           |                 |      |  |
| Experience of working with children with SEND / Behaviour / Social Emotional / Mental Health issues  | √                   | √         |                 |      |  |
| Experience and passion for working with children aged 11-16. Ability to engage students, inspiring learning & promoting success                                      | √                   | √         | √               | √    |  |
| Very good practitioner of 'in classroom support' as well as wider student mentoring and emotional support  | √                   | √         |                 | √    |  |
| Ability to devise new resources to support learning of a variety of needs  | √                   | √         | √               | √    |  |
| Knowledge of active learning and teaching styles and support mechanisms  | √                   | √         | √               | √    |  |
| Evidence of dynamic and innovative practice  | √                   | √         | √               | √    |  |
| Competence in the use of ICT   | √                   | √         |                 | √    |  |
| Ability to contribute positively to teams, share ideas & develop resources cooperatively   | √                   |           |                 | √    |  |
| Ability to be adaptable & flexible   | √                   | √         |                 | √    |  |
| Effective inter-personal & communication skills with the ability to motivate and encourage.  | √                   | √         | √               | √    |  |

|  |   |   |  |   |  |
|--|---|---|--|---|--|
| Commitment to valuing the individual and boosting their self-belief and worth – <i>an unconditional positive regard for young people</i> | √ | √ |  | √ |  |
| Commitment to high standards & expectations – no accepting of second best in students and staff  | √ | √ |  | √ |  |
| Commitment to professional learning & institutional improvement  | √ | √ |  | √ |  |
| Experience of working with students with learning difficulties or disabilities.  | √ | √ |  | √ |  |
| Determination to promote equality of opportunity   |   | √ |  | √ |  |
| Ability to offer enrichment & contribute to wider school life  | √ | √ |  | √ |  |
| Commitment to professionalism, sharing, teamwork & collaboration   | √ | √ |  | √ |  |
| Commitment to enjoying work!   |   | √ |  |   |  |
| <b>DESIRABLE CRITERIA</b>  |   |   |  |   |  |
| Able to use interactive ICT systems for learning and teaching  | √ | √ |  | √ |  |
| Experience of examination access arrangements  | √ |   |  |   |  |
| Further relevant qualifications in working with children with SEND, counselling, mentoring, mental health etc                            | √ | √ |  |   |  |
| Experience of working with school safeguarding, data and attendance platforms (Arbor and CPOMS)  | √ | √ |  |   |  |
| <b>PERSONAL CHARACTERISTICS - ESSENTIAL</b>  |   |   |  |   |  |
| An unwavering commitment to the Altus Education Partnership's vision, mission and values   | √ | √ |  |   |  |
| Willing to be accountable and to take personal responsibility for own actions  | √ | √ |  |   |  |
| Resilience and the ability to grow professionally and flexibly within a start-up and developing organisation                             | √ | √ |  |   |  |