



Elms Bank
School & College



Cover Supervisor

Candidate Pack



Part of the

Oak



Learning Partnership

Please visit our school website for further information.
<https://www.elmsbank.co.uk/>

Welcome from the Headteacher

Dear Candidate,

Welcome to Elms Bank! Thank you for taking the time to read about our wonderful school and your interest in working as part of our amazing staff team. We are highly committed to staff development and pride ourselves on having clear career pathways and opportunities for all staff at Elms Bank and across the Trust. We are looking for individuals who are enthusiastic about making a difference, can think creatively and continually reflect on how to improve outcomes for young people.

Elms Bank is a school with a real sense of community! We are delighted to be part of a family of schools within the Oak Learning Partnership. Oak Learning Partnership is passionate about inclusion and improving the life chances of all children within the Trust. As a school in the Trust, we pride ourselves on being a welcoming school with a strong emphasis on pastoral care, alongside a rigorous academic education tailored to the needs of the individual.

Our Vision – is ‘Excellence for All’. Elms Bank offers a holistic provision. Our students’ achievements and successes are celebrated widely. We use innovative and **aspirational** strategies to increase students’ **resilience** and confidence to overcome barriers to ensure their lives are enriched both now and into adulthood. We believe that at the heart of a student’s personalised success is exceptional teaching, learning and pastoral care. We pride ourselves on our overwhelming sense of family and community; where every staff member leads with **integrity** and compassion to achieve ‘Excellence for All’.

Orienne Langley-Sadler

Headteacher at Elms Bank School



"I really enjoy working at Elms Bank. Everyone is valued and we are part of a collaborative community that brings people together. I could not think of a better place to work."

Teaching Assistant at Elms Bank



Cover Supervisor

Salary: Grade 9, SCP 18 - 23, actual salary £26,821 - £29,393

Hours: 36.25 hours per week, term time only plus 5 PAD days and 15 additional days

Closing Date: 9.00am, Monday 20th May 2024

Required as soon as possible

The Trust, on behalf of Elms Bank School, are seeking to appoint a highly dedicated, highly motivated, and enthusiastic Cover Supervisor. You will join a team of exceptional professionals, working with pupils who have a range of complex needs including profound and multiple learning difficulties and autism. You will be part of an excellent team and provided with extensive support that will enable you to develop to your full potential both in this role and beyond.

The ideal candidate will:

- Have the ability to nurture and develop trusting relationships with pupils and treat them with respect and consideration in order to support their needs.
- Develop trusting relationships with parents/carers and families.
- Be committed to safeguarding and promoting the welfare of children and young people ensuring that they are protected from harm.
- Support in the successful learning and participation in education activities to help pupils overcome barriers that are preventing them from achieving their full potential.
- Have the ability to work collaboratively with colleagues and multi-agency services.

Successful candidates may be asked to work at either of our school or college sites.

In return our trust can offer you:

- An incredible opportunity to be part of an exceptional school and work with experienced and successful leaders.
- The chance to be part of a growing and forwarding thinking trust that will provide wider opportunities in the future.
- Extensive support to progress your potential at an exciting time in our development.
- An opportunity to work within an inclusive and values driven organisation and the chance to be part of a highly skilled, dedicated, and hardworking team.
- Support with health and wellbeing via 'Medicash', a Health Cash Plan that is paid for by the trust and gives access to a range of helpful benefits. The trust also provides access to 'Welbee', a dedicated staff wellbeing improvement service.

How to Apply

Overview of Role - Support Staff

Overview of Job/Role from Headteacher

Support staff are the fundamental backbone of Elms Bank School and College. Our support staff are widely celebrated and are recognised as being an integral part of the wider staff team by everyone at Elms Bank. Clear line management exists within Elms Bank, and across the Trust, so that everyone who works in a support staff role feels supported and invested in. Many of our support staff have gone on to progress in their careers in various roles across Elms Bank and the Trust.

If you feel you can be part of an innovate team, where individuals matter, and qualities of integrity, resilience, reflective practice and teamwork are truly important, then we would be really looking forward to receiving an application from you.

Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.

We are committed to **equality of opportunity** for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Please note, we reserve the right to close this vacancy early if we receive sufficient applications for the role.

We ask that you do not send CV's, and applications are to be completed via our vacancy portal:

[Vacancies at Oak Learning Partnership \(oaklp.co.uk\)](http://oaklp.co.uk)





"The school has highly effective systems for managing students' behaviour. The systematic approach, consistent use of the behaviour policy and skilled behaviour management result in students with more challenging behaviour making exceptional progress in gaining self-control and re-engaging with learning within a very short space of time."

Ofsted 2014

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Job Description

Normal place of work: Elms Bank, although you may be asked to contribute towards trust wide projects.

Normal working hours: Monday to Thursday 8.45 am to 4.45 pm; Friday 8.45 am to 3.30 pm.

The post is 36.25 hours per week term time plus 20 additional days to be worked during school closure (5 PAD days and 15 curriculum days).

Responsible to: Deputy Headteacher

PURPOSE OF THE POST

This role is to step in and cover for an absent teacher to lead classes, working closely with the class TAs.

In most cases the absence will be planned and planning will be provided. On some occasions absences will be unplanned and, in these situations, you will plan and deliver the lesson. Middle Leaders will provide detailed, medium term planning to support with this.

DUTIES AND RESPONSIBILITIES

Support for the Pupil

- Use specialist (curricular/learning) skills/training/experience to support pupils with diverse, severe learning needs and challenging behaviours.
- Ensure class staff you work with deliver therapy programmes, as planned by health & therapy colleagues.
- Using specialist knowledge and skills to contribute to the development and implementation of individual Education/Behaviour programmes.
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Encourage pupils to interact with others and work co-operatively with others and engage all pupils in activities.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedures.
- To explain targets, simplify explanations and encourage pupils to use appropriate educational terminology when talking about targets.

- To use and implement teaching programmes as necessary.
- Support pupils during breaks from teaching activities.
- To use Team Teach de-escalation strategies in a highly effective manner.
- To Use Team Teach positive handling appropriately in line with training.

Support for the Teacher/class

- Provide and produce lesson plans, worksheets and activities in the absence of the lead.
- Prepare a bank of teaching and learning activities for cover lessons.
- Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Plan, prepare and deliver individual/group learning activities e.g., friendship groups, social stories, 1-1 mentoring.
- Establish and maintain an appropriate learning environment.
- Deliver learning activities, maintain good order and keep pupils on task. Respond to pupils' questions and generally assist pupils to undertake set activities.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objective set through cover work.
- Provide objective and accurate feedback and reports as required, to the teacher and pupils on achievement, progress, and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records, logs, in an agreed format, contributing to reports and reviews of systems/records as necessary.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Administer and access routine tests and invigilate exams/tests.
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities, etc.
- Assist in the training and development of classroom support staff.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents/carers.
- Establish constructive relationships/partnerships and communicate with other agencies/professionals, to support achievement and progress of pupils.
- Supervise pupils on visits, trips and out of school activities as required.
- Transport pupils as appropriate subject to MIDAS training if using the school minibus.

Support for the Curriculum

- Supervision of whole classes during the absence of the teacher and/or the teaching assistant.

- Implement local and national learning strategies e.g. literacy, numeracy, at KS3 effectively utilising all alternative opportunities to support extended development.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Deliver specific areas of curriculum to individual, small groups and whole classes.
- Implement agreed learning activities/teaching programmes, differentiating between the activities according to pupil learning styles and individual responses/needs.
- Be aware of and support differentiation and ensure all pupils have equal access to opportunities to learn and develop.
- Lead the extended curriculum during school holidays periods.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Access training for Team |Teach, PECs, Signalong and individual communication aids as is appropriate.

Support for the School

- Undertake home visits to support pupils and families. Liaise with parents/carers to help maintain good relationships between pupils, school and parents/carers.
- Carry out baseline assessments/testing on new pupils to ascertain educational ability of pupil and pass results to the teacher.
- Administer medication to pupils in line with the Medical Policy of the school.
- Carry out risk assessments on pupils to ascertain if a pupil is safe to be in a particular learning environment. E.g. Educational Visits.
- Manage the behaviour of pupils when off site and in establishments outside of the school e.g. local colleges.
- Assist with whole school organisation for e.g. transport, lunch duties. Undertake lunchtime supervision.
- Undertake planned supervision of pupils out of school hours learning activities twice a week.
- Participate in training, staff development and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Read, uphold, and promote the safety and wellbeing of students as set out in the trust safeguarding procedures.
- Contribute to the overall ethos/aims/work of the school.
- Promote high standards of personal professional conduct in accordance with the trust Employee Code of Conduct.
- Attend Awards' Evening and Parents' Evenings as directed with appropriate adjustments in hours.
- Attend and participate in regular meetings as appropriate and record minutes as required.
- Undertake any other duties and responsibilities commensurate with the salary.

Cover Supervisor Person Specification

CRITERIA

Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:

ESSENTIAL

- NVQ 3 in Supporting Teaching and Learning and/or HLTA Qualification and/or 'A' Level in English, Maths or ICT and/or degree qualification in a school-based subject. *Applicants with results due are able to apply.*
- GCSE 9-4 (A* - C) in English, Maths and ICT or Level 2 Key Skills qualification in English, Maths and ICT. *Applicants with results due are able to apply.*
- To have experience of covering the class in the absence of the class teacher, being able to deliver a range of learning activities and direct other staff and pupils appropriately or to be able to show through observation that you are able to do this.
- To be able to follow a lesson plan and deliver a lesson from a plan using your working knowledge of the National Curriculum and your literacy, numeracy and ICT skills.
- Significant experience in an education setting with pupils with special educational needs.

CRITERIA

Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:

ESSENTIAL

- Ability to plan and lead 1 2 1, small groups and whole class input.
- Ability to work effectively within a team environment, understanding classroom roles and responsibilities.
- Ability to build effective working relationships with all pupils and colleagues.
- Ability to promote a positive ethos and role model positive attributes in all aspects of school life (dress, attitude, attendance and punctuality).
- Excellent numeracy, literacy, and ICT skills to support learning and utilise these skills to develop appropriate learning activities.
- Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas, use of ICT across the curriculum etc.
- Working knowledge of relevant policies/code of practice/legislation relevant to the post.
Behaviour management with a trauma informed approach.

CRITERIA

Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL

- Able to provide for continuity and consistency for a group of pupils in your care. Applicants must have achieved 95% attendance over the last three years.
- An understanding of the use of appropriate resources to aid progress.
- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements.
- Establish constructive relationships with parents and carers.
- Able to improve their own practice through observations, evaluations and discussion with colleagues and be involved in the professional review process.
- Ability to direct the work and practice of other staff where appropriate.

Inclusion is at the
heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Elms Bank School, which is a member of Oak Learning Partnership.

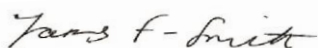
Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of pupils to reach their full potential, we have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

We are laying strong foundations for growing the Trust and have a clear vision, this role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity and have a healthy sense of humour.

If you want to make a difference to young people, want to join a trust at an exciting part of its journey, we would love to hear from you.



James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk



Our Vision

To transform lives through a highly inclusive educational approach.



Inclusion is at the heart of our trust

- We are **compassionately rigorous**; we care deeply about our community which is why we push everyone to reach their full potential even if this is difficult.
- We have **unconditional positive regard**; we treat everyone with respect, dignity, and warmth regardless of the circumstance or challenge.
- **We leave no one behind**; we count in ones and focus on individual needs whilst ensuring everyone can thrive.
- **Everyone is welcome**; we actively embrace diversity and are relentless in how we teach our stakeholders the importance of this.

Our Shared Principles

We expect all staff at Oak Learning Partnership to embrace our Shared Principles:



Values-Driven

We are a deep-rooted values-driven organisation and we are passionate about working with integrity and honesty, showing respect and kindness for everyone while ensuring we deliver the best education for our pupils. We understand that by creating environments with strong core values everyone thrives.

All of our schools have their own core values which are taught and lived. These are important to us as they feed into our values-rich wider trust family. We also recognise that each school's core values are an important part of their individual identities.



An Exceptional Education for All

Central to our vision as a partnership of schools is our aim to run exceptional schools which deliver excellent outcomes for all learners. We are an organisation which is a beacon for strong inclusive practice. We share a common language around the curriculum and pedagogy. Our schools tailor their approach according to their context. We provide a framework of educational support centrally which helps our schools in their improvement journey. The staffing structure allows us to be flexible in the models of support which we can offer, and we can create new models of support that work for individual schools.



Identity and Individuality

We are passionate about working in partnership as a group of schools, working together to increase capacity and creativity for all. We recognise the collective benefits that this collaborative approach brings. We are also committed to each of our schools having autonomy in many aspects of their work and we are resolute that each school will retain its own identity and protect its history. Leaders in our schools are well-supported and we understand that their autonomy and accountability are vital factors in securing the strong performance of their schools.



Our People Matter

We ensure that our people are highly valued. We are committed to developing people at all levels. Whilst experience and qualifications can be important, our priority is recruiting people who want to make a difference, who share our values and vision, and who have the right attitude. We invest in the professional development of our people, offering opportunities across our schools. We value all of our people; our passion for inclusion is reflected not only across learners but across staff and we ensure that we support their well-being.



Collaborate with Purpose

Our strength comes from our alliance of primary, secondary and special schools and we look to learn from one another. Our schools are committed to collaboration both within our group of schools and outside, and where approaches are having an impact these are shared and applied to other contexts within the partnership. Our schools actively support one another and so all benefit from the partnership. Strong central systems provide high quality support for all schools.



Focus on Impact

We concentrate on the things that work rather than merely ticking boxes. We recognise that more often than not, keeping things simple and doing them consistently well makes the biggest difference. Our centralised support around business functions allows school leaders to focus on their core purpose - delivering an exceptional education.



“Our Trust is a really supportive and friendly place to work. Whilst crossing from site to site I get a strong feeling that we are a Trust of schools working with and for each other.”

Member of our Trust
Estates and Facilities
staff

Workload Charter



Email Embargos

No expectation that emails should be responded to out of working hours.



Working Practices

Workload managed in line with role.



Investment in Staff

Clear career progression and funding available for Continuing Professional Development.



Induction

Agreed programme of induction for all staff.



Open Door Policy

Open door policy allowing easy access to senior leaders.



Staff Rooms

Are comfortable, dedicated, physical space within school where staff can take time out.



School Calendar

Planned and managed by Senior Leadership Team and issued at the beginning of the academic year.



Systems

Adopt systems to make the process effective and free up more time.



Communication Strategies

Agreed protocols in each school for communication.



Wellbeing

Access to specialist external support.



Staff Voice

Annual Staff wellbeing Survey and regular feedback drop-in sessions.



Residential Payback

Staff received time back following their involvement in residential trips.



Instructional Coaching

Is adopted by all trust schools allowing staff to practise and develop their skills.



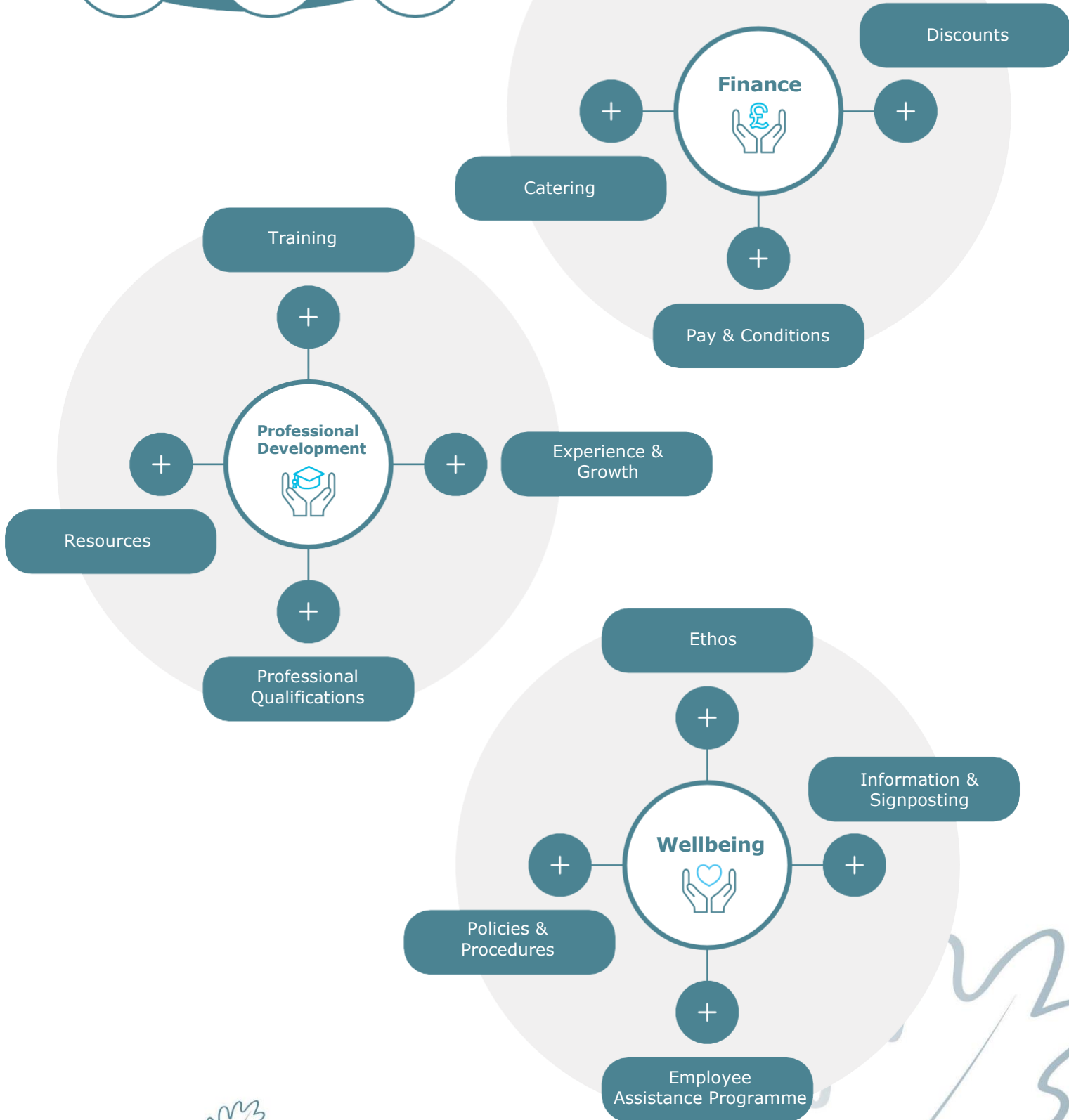
Being Flexible

Flexible Working policy and practises available.



Staff Benefits

In order to attract the strongest talent, we offer a competitive reward and benefits package





Elms Bank
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Elms Bank

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