

Candidate Information Pack

Cover Supervisor (HLTA)



Closing date -5th December 2021
Start date - ASAP



A Message from the Headteacher

I am delighted that you are considering this current post at Alderman Knight School as the next step in your educational career.

I feel incredibly privileged to be Head Teacher of Alderman Knight School, a post I have held since September 2006. Alderman Knight is a remarkable school with a very strong school community.

Working together we have achieved outstanding judgements in our last three Ofsted inspections, the last of these being in January 2019.

Alderman Knight is a maintained special school for children and young people with a range of needs, aged 7 to 19. During the last 10 years the school has undergone a complete new build for all phases. The final phase of our school building was opened in September 2021. The school has approximately 220 Pupils & Students and just over 100 staff.

We are including in this information pack the school's Commissioning Brief, as this provides more detail and clearly highlights the aim and purpose of the school and the range of children whose needs can be met within our setting. However, the school website also provides a wealth of information about the school including the Post 16 provision and I would recommend you review this to get a better flavour of the school and what we aim to provide.

Everyone at Alderman Knight works exceptionally hard as we are all committed to ensure the provision offered gives our young people an enriched and extended curriculum, tailored to their individual needs.

Each of our pupils and students are supported to achieve their learning potential as well as develop their self-esteem and confidence. The environment we have created allows them to feel safe and happy to learn, and as a result they flourish.

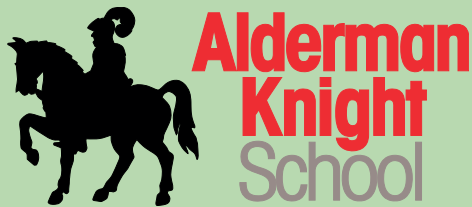
Alderman Knight School is a very special place to work. If you feel you would like to be part of our team and could bring additional and different expertise as well as passion, enthusiasm and a desire to make a real difference to our community, we would welcome your application.

Best wishes

Clare Steel

Clare Steel
Head Teacher





Closing Date: 5th December 2021
Interview dates: 10th December 2021

Cover Supervisor (HLTA)

Start date: ASAP
Salary: Grade 7 Point 21-25 £26,511 - £29,577 pro rata
Hours: 35 hours term time only
Contract: Fixed term until 31st December 2022 in the first instance.

To support the continued growth of the school, the Governors are looking to appoint a dedicated, experienced, confident and effective Cover Supervisor to join the committed and supportive team at this successful special school. Applications from staff currently working in mainstream and special schools are very welcome.

The successful applicant will join the Cover Support team and will work across our provision from primary to Post 16. We require a strong team of cover staff who have the skills to be flexible in their approach and are confident to be involved in delivering lessons and supporting a wide range of subjects. In carrying out their duties and responsibilities effectively cover staff will provide high quality support for pupils, teachers, the curriculum and the school.

Obviously, a visit to our school and an opportunity to meet our children and staff is the best way to find out more about us and whether this could be the post for you. If you would like a visit to school, we will try our best to accommodate you.

Please contact hr@aldermanknight.gloucs.sch.uk with your request.

The job description gives an overview of the main purpose of the role and the key areas of responsibilities. The person specification demonstrates the experience, knowledge and skills that we require for the post.

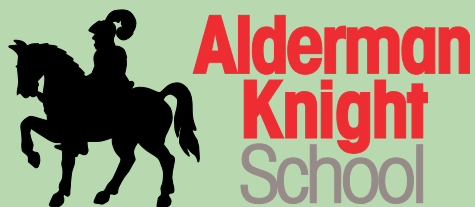
If you decide you would like to be considered for this role, please submit an application form through

Eteach, along with a covering letter. Your choice of referees should include your present or most recent Headteacher /employer.

Please note Alderman Knight is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts will be subject to an Enhanced DBS check.

Copies of our Safeguarding and Safer Recruitment Policies can be found within the Eteach advertisement and on the Vacancies page of our website for you to read.

If you are selected for interview, we will request references prior to the interview. This could be both verbal and/or written.



Job Description

Post title: Cover Supervisor (HLTA)
Responsible to: Head Teacher
Salary: Grade 7 Point 21-25 £26,511 - £29,577 pro rata
Contract: Fixed term until 31st December 2022 in the first instance.

Please note this post requires at least two years experience of supporting pupils in a learning environment. However, if you are an NQT you are very welcome to apply and this post is suitable for teachers wishing to expand knowledge and understanding of pupils with a range of SEND.

Job Purpose

The cover supervisor will be part of the Cover Support team who work across our provision from primary to Post 16. This is a strong team of staff who have the skills to be flexible in their approach and are confident to be involved in delivering lessons and supporting a wide range of subjects. In carrying out their duties and responsibilities effectively cover staff will provide high quality support for pupils, teachers, the curriculum and the school.

The key areas of support include:

Support for learning

The cover supervisor will ensure that output and quality of work is of a high standard and pupils are supported to make expected progress. They will help the teacher by effective selection and preparation of teaching resources that meet the range of pupils needs and interests.

Support for the learning environment

The cover supervisor will ensure the learning environment is suitable for the lesson to be delivered and ensure pupils are safe and feel comfortable so they can focus on their learning. It is very important that classrooms are left ready for the following class and any resources etc. are returned and tidied away. At all times staff must promote safe working practices in the areas for which they have responsibility.

Working with other staff

The cover supervisor will take a lead in teaching a group of students. However it is really important that the staff within the group all work closely together. The cover supervisor will be responsible for having planning and guidance to other staff so that they can support effectively with delivery and assessment of progress.

If the cover supervisor is taking part of a group for a teacher then it is extremely important that the cover supervisor liaises closely and regularly with the teacher to ensure there is clarity re the intended learning outcomes for the pupils and planning and preparation, including resources, has been done effectively. After the lesson the cover supervisor will feedback to the teacher so that the next lesson can continue seamlessly.

Duties and Responsibilities

In carrying out their duties and responsibilities effectively, cover supervisors will provide focused support for pupils, staff, the curriculum, and the school. Examples of the type of support that will be expected are given below.

1. Support for Pupils

(Please note we use the term pupil for Pre – 16 and Students for Post 16)

- Establish productive working relationships with pupils acting as a role model with high but realistic expectations in terms of learning and behaviour
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Assist with the development, monitoring and reviewing of outcomes on EHC plans.
- 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
- Use specialist (curricular/ learning) skills/ training/ experience to support pupils

2. Support for teachers – within the agreed system and appropriate level of supervision

- 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 to the teacher on pupil achievement, areas for development etc. ensuring the availability of appropriate evidence, as required.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/ records as requested
- Undertake aspects of marking of pupils' work and accurately record achievement
- Promote positive values, attitudes and 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 tutor 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 as appropriate
- Provide general clerical/administrative support to further learning e.g. support with coursework, produce differentiated materials for agreed activities etc.

3. Support for the curriculum – within the agreed system and appropriate level of supervision

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

4. 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 students 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 tutor, to support student achievement
- Attend and participate in regular meetings and school functions as appropriate
- 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 other staff as appropriate
- Undertake planned supervision of students' out of school hours learning activities if appropriate
- Supervise students on visits, trips and out of school activities as required

Supervisory responsibility - None

Principal contacts – Senior team member responsible for cover, pupils, classroom teachers, line manager, pastoral team, other professional groups/ individuals, other teaching assistants and support staff, parents/ carers.

Line management – To be provided by a member of the Senior Team.

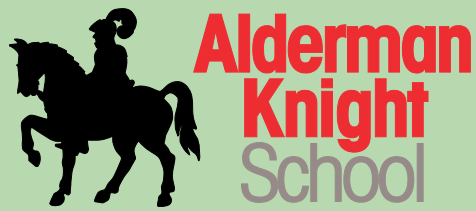
These job details do not necessarily define in detail all the duties/ responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment following consultation with the post holder.

November 2021

Person Specification

	Qualities
Knowledge, Experience and Skills	<p>Essential</p> <ul style="list-style-type: none"> Professional experience/ qualifications that the governors consider to be appropriate to meet the needs of the post and the requirements of the school. In this case it is essential that candidates can demonstrate they have worked at this level in a previous environment or references indicate that they have the knowledge, skills and experience to do so. Hold GCSE Grade C or above [or equivalent] in English & Mathematics, plus at least three other academic subjects or NVQ 3 or above in a relevant field. At least two years, experience of working effectively in a learning environment. However, if you are an NQT you are very welcome to apply and this post is suitable for teachers wishing to expand knowledge and understanding of pupils with a range of SEND. Experience supporting the learning of young people with a range of special educational needs particularly those with communication and interaction needs (including autistic spectrum disorders) and emotional and social needs Experience of taking responsibility for groups of students with additional and wide ranging needs and securing learning in the classroom setting or work-related setting Experience to identify and apply appropriate processes to achieve progression Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and adults from a variety of ages, abilities and backgrounds. A working knowledge of relevant policies/ codes of practice and awareness of relevant legislation Experience of a range of relevant strategies to support learning and progression that could be relevant to this post Ability to work as part of a team, understanding different staff roles and responsibilities and your own position within these Ability to use ICT and other technological equipment effectively to support learning Experience of working effectively with other agencies and educational settings to help develop and contribute to a holistic package of support Experience of effectively engaging, working with and supporting parents Experience of feeding back pertinent information to support the writing of reports identifying progress and areas for development for individuals that will support multi-agency meetings and planning for the future.

	Qualities
Abilities & Aptitudes	Essential <ul style="list-style-type: none"> • The ability to contribute effectively to the workload, planning, supervision and responsibilities of a team. • The confidence and ability to direct the work of other colleagues as necessary • The ability and confidence to plan and deliver learning as well as supporting learning working alongside teaching and support • Competent and confident in own ability and able to work on own initiative, including recognition of the appropriate level at which to refer issues elsewhere for effective resolution. • Ability to plan, review and carry out duties without supervision • Proven communication and inter-personal skills • Flexible, adaptable and positive attitude to working in a structured environment • The ability to self-evaluate learning needs and actively seek learning opportunities • Ability to manage time effectively and meet deadlines as required.
Disposition, Attitude & Motivation	Essential <ul style="list-style-type: none"> • Highly motivated, enthusiastic and committed to supporting the development of all young people • A real passion for supporting young people with a range of additional and often challenging needs. • Consistently high expectations in terms of learning and behaviour of all pupils and students • A good sense of humour with an ability to be flexible and respond willingly and appropriately to new situations • Willing to gain new skills and knowledge that will improve the quality of support for the individual pupil as well as other pupils • Very happy to work on own initiative ensuring timely and relevant feedback to the senior team as appropriate



Vision Statement:

The vision of the school is to be a dynamic, vibrant, centre of excellence that is an integral part of the local community and county's provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

Mission Statement

'Learning and achieving together'

Aim of the School:

'To provide a supportive learning community that enables all children to thrive'

To achieve this, the school will ensure:

- Pupils are provided with an enriched and extended curriculum, tailored to individual needs. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.
- Parents, carers and families are encouraged and enabled to engage in their children's learning. They will be consulted and involved in decision-making processes and this will enable the school to ensure provision both for their children and themselves, is accurately matched to need.
- Staff will have their individual needs recognised and will be helped to build on their strengths and enabled to develop their skills further through appropriate professional development opportunities.
- It works together with its local community of schools to extend the opportunities for all pupils to develop their individual strengths and potential.



COMMISSIONING BRIEF FOR ALDERMAN KNIGHT COMMUNITY SPECIAL SCHOOL 2021/22

1.

AIM AND PURPOSE:

Alderman Knight is an educational provision for some children and young people whose needs cannot be met in mainstream. The aim is to ensure there is a continuum of provision that provides these young people with an enriched and extended curriculum, tailored to individual needs and supports them to achieve their potential within a supportive environment where they feel safe and happy to learn. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.

In addition to providing education, the provision will provide a holistic approach that will develop resilience and help address additional needs that might impact on their ability to learn. This may include complex needs including learning, communication and interaction including social, emotional and mental health needs. The school is commissioned to provide a range of support strategies and approaches as needed by individual pupils in order to help pupils start to address any issues which affect their learning.

2.

OUTCOMES:

The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:

- Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements.
- Young people develop their emotional resilience.
- Young people achieve stretching academic and vocational attainment targets to improve future life chances.
- Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence.
- Young people are kept safe and are able to make safe lifestyle choices.

The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.

3.

DETAILS OF THE SERVICE:

3.1

Capacity

The service, at any one time, will provide education and support placements to a maximum capacity of 220 pupils:

- 195 Pre 16 pupils (aged 7 to 16 years)
- 25 Post 16 students (aged 16 to 19 years)

Commissioned places are as follows:

- Number: 220
- Age range: 7 to 19 years
- Gender: Co-educational

Worcestershire arrangements:

- Up to 35 places will be available for Worcestershire pupils
- Top up for these will be payable directly to the school from Worcestershire

Client Group and Criteria

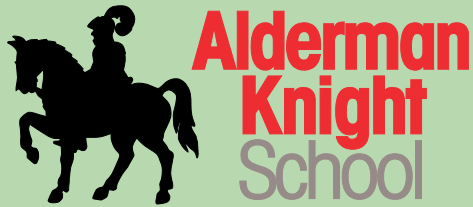
1. Pre 16 pupils aged 7 – 16 years

	<p>The service is for children and young people whose primary special needs have been identified as:</p> <ul style="list-style-type: none"> • Communication and Interaction and • Cognition and Learning <p>Children and young people may also have associated complex learning needs and disabilities (i.e. they may have conditions that overlap and interlock, e.g. mental health, behavioural, physical, medical, sensory, communication & interaction)</p> <p>The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.</p> <p>This provision is for children and young people whose academic attainments are generally well below expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 50th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.</p> <p>2. Post students aged 16 – 19 years</p> <p>The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:</p> <ul style="list-style-type: none"> • Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger’s syndrome, and complex needs including anxieties, emotional, social and mental health needs, and: • Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grades A* -D, and • Require a specialist setting to access a further education curriculum <p>3.2 The Local Authority will determine assess children and young people on a case by case basis against the criteria as given. It is recognised that children and young people often have needs that crossover different areas and their needs can change over time. Therefore these areas give an overview of the range of needs that could be catered for within this specialist setting.</p>
<p>4.</p> <p>4.2</p>	<p>DESCRIPTION OF THE SERVICE:</p> <p>Placements: All placements into the school will be made through the Local Authority.</p> <p>Admissions procedure: It is expected that all placements will have met the indicators for admissions at Special Schools as follows;</p> <ol style="list-style-type: none"> 1. The child or young person has an EHCP. 2. The child/young person requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. The child or young person’s needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway.

	<p>There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long term learning needs as evidenced by standardised assessments and attainments which are well below expected levels in most areas of the curriculum. This will be evidenced by standardised tests, which for Alderman Knight School will be generally between the 5th and 50th percentile.</p> <p>3. The child or young person has complex and significant needs in one or more of:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning <p>as evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person.</p> <p>4. The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan</p> <p>5. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority's multi agency Special Educational Needs and/or Disability (SEND) resource panel</p> <p>Or</p> <p>The parent/young person expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the 'incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years)</p> <p>6. Additional indicators may include a predicted high level of dependency through life and long term multi agency interventions from both health and social care</p>
5.	<p>CURRICULUM AND ACCREDITATION OF LEARNING:</p> <p>The school will provide access to a good quality and balanced curriculum. All learning will be of high-quality and provide a suitable curriculum designed to meet the needs of the individual child or young person. All potential opportunities for accreditation will be identified and stretching but achievable attainment targets for young people will be set.</p> <p>Pre 16 pupils will also be provided with opportunities to experience work placements and take part in vocational courses through college if required and appropriate.</p> <p>Post 16 students will undertake a range of different work placements as part of their curriculum to develop employability skills and support transition to adulthood and promote independent living. These students will also have access to vocational and higher level academic courses at local provider colleges if required.</p>
6.	<p>ANNUAL REVIEWS OF EHCPs AND REINTEGRATION:</p> <p>Pupils' continuing needs will be monitored through the subsequent process of the Annual Review of the EHCP. Where appropriate, this process will support reintegration into mainstream schools with transitional support.</p> <p>In any case where a change in provision is being considered, the school will call a review meeting. The school in conjunction with the LA should plan an appropriate package to support the pupil to effectively manage their transition to their next provision.</p>

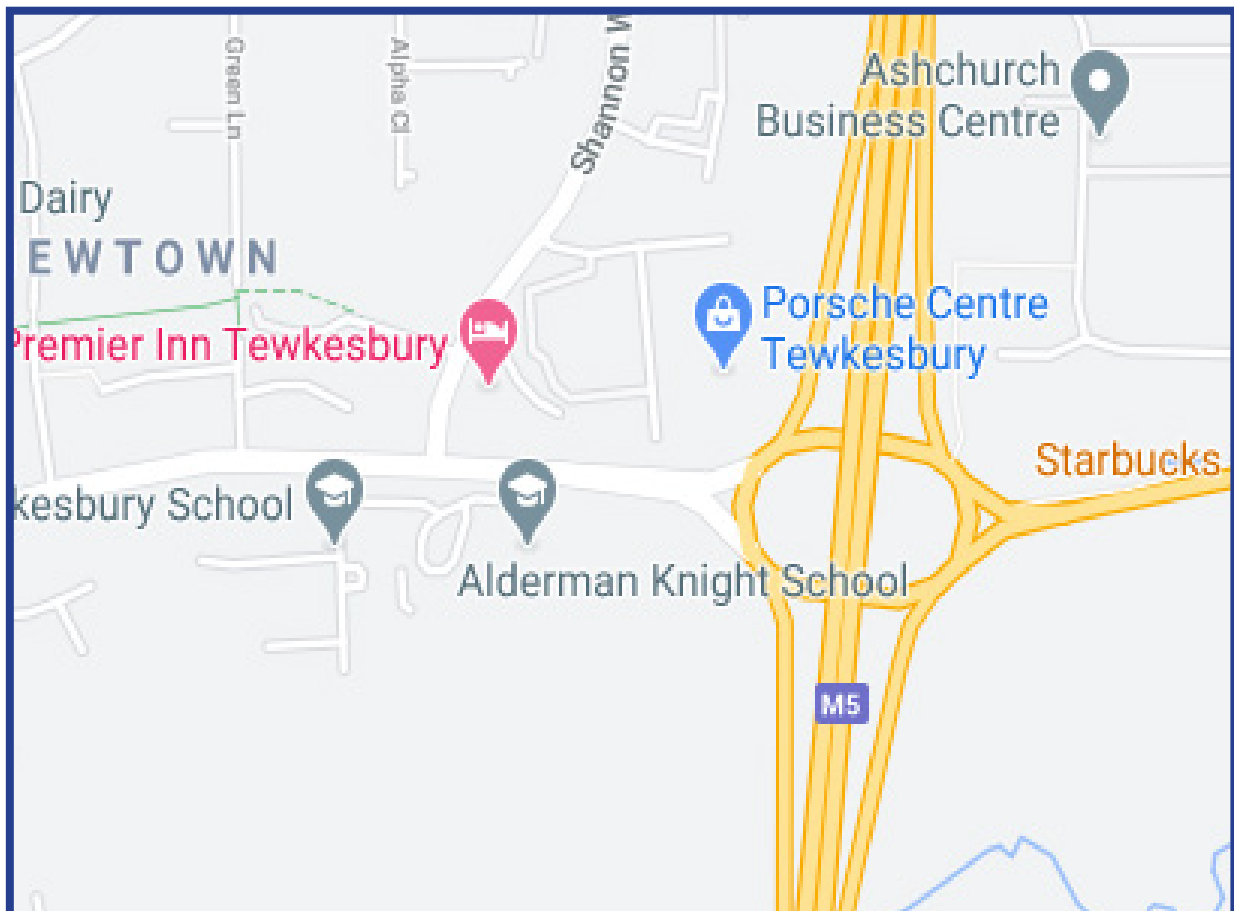
<p>7.</p>	<p>INFORMATION, ADVICE AND GUIDANCE, TRANSITIONS PLANNING AND PROGRESSION for PUPILS AT 16 AND STUDENTS fro 16 to 19 YEARS:</p> <p>The school will deliver good quality information, advice, guidance, and support to pupils and students aged 14 to 19 years. The school will work with them, considering their aspirations and progression options post -16 into employment, further education or training. This should include opportunities for relevant work experiences and aspirational visits to colleges.</p> <p>The school will work with the Local Authority, colleges, training agencies and employers to develop good progression routes at key stage 4 and key stage 5 and support smooth transitions into college, training, apprenticeships and employment and work based placements.</p> <p>7.1 Partnership working with schools and other agencies</p> <p>The school will fully participate in partnership and multi-agency working both at a strategic and operational level.</p> <p>The school will support children, young people and their families through a wider approach to access and secure additional support and services where this is needed to achieve good outcomes and help them to receive a seamless service. The school will have good links with other key services including:</p> <ul style="list-style-type: none"> • Children’s Social Care • The Virtual School • The Education, Outcomes and Intervention Service • EHCP Casework Team • Families First • Early Help • Colleges and work placements/apprentice providers • The Educational Psychology service, • CYPS • School Nurse Service • Targeted youth support, including youth offending teams, substance misuse services and sexual health services. • Other local voluntary sector children and young people’s organisations <p>The service will promote and support the maintenance and continuation of children and young people’s relationships with friendship and peer groups, and local communities, as appropriate to the young person.</p>
<p>8.</p> <p>8.1</p>	<p>PARTICIPATION:</p> <p>Parent / Carer engagement</p> <p>The importance of parental and / or carer engagement and the home learning environment in children and young people’s education will be recognised and supported by the school.</p> <p>The school will meet the legal requirements to report to parents and a clear process will be in place to ensure:</p> <ul style="list-style-type: none"> • Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews. • Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision. • Parents are aware of their legal responsibility to ensure regular attendance at the school. • As a minimum, face to face contact with parents/carers should be made 3 times per academic year for instance through parents evenings. • Annual reports should be provided to parents.

8.2	Participation and involvement of children and young people The involvement of children, young people and families in the design, delivery and review of the provision should be encouraged and supported and the school is expected to comply with Gloucestershire County Council's protocols.
9.	MONITORING AND REVIEW: This commissioning brief will be reviewed annually.



Where you can find us

The school is located just off Junction 9 of the M5. Both the main school building and the Post-16 Centre are new, attractive and spacious buildings being built in 2013 and 2017 respectively. Our third phase of our building project, Knight View has been completed ready for the new academic year. The learning and working environments are second to none.



Contact Details

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Gloucestershire
GL20 8JJ

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Email - **hr@aldermanknight.gloucs.sch.uk**
Website - **www.aldermanknight.gloucs.sch.uk**

Eteach - <https://www.eteach.com/job/cover-supervisor-1192162>