

Information Booklet

Cover supervisor



A warm welcome from the Mast Academy Trust

Thank you for considering applying for this post within The Mast Academy Trust.

We genuinely believe that any of the schools within our Trust are wonderful places to work and develop your career.

We are a community of schools where relationships are positive, respectful and friendly. We consist of Birdsedge First School, Shelley First School, Kirkburton Middle School, Scissett Middle School and Scholes Junior and Infant School. We are an incredibly busy community of schools with lots going on all year round.

We are fortunate in having exceptional staff teams in all our schools who enthusiastically provide an engaging curriculum and a wealth of extra-curricular activities and experiences for our pupils to enjoy. Our schools, and the Trust, are supported by our dedicated and committed teams of Trustees and Governors.

As a community, we all work hard to ensure that pupils get the very best learning experience which supports them to achieve the very best outcomes.

We have a well-established passion for collaboration; working in partnership throughout the Trust and with a range of other alliances and as part of the Shelley pyramid of schools.

We hope that what you read in the information pack, and your through wider research about the Trust and schools, will encourage you to apply.



CEO – The Mast Academy Trust

About the Trust

The MAST Academy Trust was established in December 2016 to build upon strong, existing partnerships around the pupils and families in our locality through academy status. The Trust currently comprises of five schools across the 4-13 years age range. We are a collaborative Trust, with all leaders supporting the development of MAST within the context of an Executive Leadership Team. Working strategically together, within our Pyramid of schools and with other services, we aim to transform provision and outcomes for pupils and their families.

We want to support everyone to be the change they wish to see in the world. We understand that this is not about grand gestures, it's about helping individuals. Through a constant drive to enrich and develop our people, we can create a group of schools capable of achieving this goal. We remember this in everything we do, everything we say, every action we take, everything we promote. By keeping this focus, we aim to be an influential contributor to the world of education and an example to others.

Our vision for our pupils, staff and schools at the Mast Academy Trust is not defined by a statement but a set of key principles; principles that when united reveals our overarching vision. As individual schools and a Trust:

- We celebrate **individuality**
- We **collaborate** for the good of our children and staff
- We **inspire** our children, and our employees to **achieve** their ambitions
- We all **learn** from our experiences
- We ensure a **safe** and **caring** environment for everyone

We commit to:

- Put the **children** at the heart
- Value all our **people** and respect their well-being
- Serve the **community** around us
- **Respect** different opinions and then unite together
- Be willing to **challenge** and accept challenge
- **Support** all areas within the MAST Academy Trust
- Adhere to the Nolan Principles

The Mast Academy Trust

c/o Scissett Middle School, Wakefield Road, Scissett, Huddersfield, HD8 9JX
www.themast.co.uk | 01484 865444

Joining the Trust

Career Progression

The Trust is committed to developing all staff within their roles and creating opportunities for further career progression.

Pension

Every employee of the trust and the schools part of The Mast Academy Trust has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.

Health and Wellbeing

As an employer we are committed to promoting and protecting the physical and mental health of all our staff. All employees in the Trust have access to a mental health and wellbeing service provided by Group Buy Scheme. The service provides counselling, medical and wellbeing support.

Supportive Colleagues

Wherever you work within the Trust, in our school teams or collaborative teams, in a teaching or support role, there are leaders and colleagues there to offer support and guidance throughout your career at the Mast Academy Trust.

Our new colleagues receive a comprehensive induction; all our colleagues receive ongoing Continual Professional Development provided by the Trust or from external providers.

One benefit of being part of a trust is you can learn and share knowledge and experiences with colleagues from the other schools within the Trust.

Equality

The Mast Academy Trust's aim is to attract people from diverse backgrounds to build on our inclusive culture and represent the communities we serve. We welcome applications from everyone regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity.

We are committed to inclusivity and will consider requests for flexible working including part time and job share arrangements, where the role allows. We are committed to promoting and protecting the physical and mental health of all our staff.

We adopt a 'name blind' approach to shortlisting. Recruiting managers will not have access to personal information, including your name and contact details, until a shortlisting decision has been made.

Cover supervisor

For the Mast Academy Trust

Organisation	Scissett Middle School
Job Scale	Grade 7
Hours	Full 30 hours per week term time plus 5 days.
Type	Permanent
Job share	Applications can be considered
Location	The primary place of work shall be Scissett Middle School, you may be required to work at any school within the Trust.
Responsible to	Senior Leadership Team

JOB CODE	CSSMS924
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The Mast Academy Trust and its members, trustees, governors, executive leaders and Headteachers are committed to safeguarding, promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place; it expects all staff and volunteers to share the commitment.

Appointments will be subject to an Enhanced DBS check.



Overview

The successful candidate will work across the Trust and as part of the school teams, including teachers and other support staff, to support the learning and welfare of all pupils. You will provide practical support for learning, educational activities, developing social skills, integration and will be responsible for securing students' physical and emotional well-being.

Basic Job Purpose

- To provide classroom supervision for pupils where colleagues are absent from duty.
- To maintain accurate records during the usual teacher's absence, e.g. feedback to the teacher and accurate registers.
- Work across all key stages in the trust, with particular emphasis on children in key stage 2 and key stage 3.

Main Responsibilities - Cover supervisor

Support for Pupils

- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Attend to pupils personal needs including social, health, physical, hygiene, first aid and welfare matters
- Supervise and support pupils ensuring their safety and access to learning
- Use specialist knowledge and experience to support pupils to learn in line with their individual learning plans or targets
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance
- Encourage pupils to interact and work cooperatively and employ strategies to recognise and reward achievement of self-reliance
- Develop 1:1 mentoring relationships with pupils and provide appropriate support at times of crisis

Support for the Teacher

- Work with the teacher to establish a purposeful orderly and productive learning environment
- Work with the teacher and other staff in lesson planning, evaluating and adjusting lesson plans and resources as appropriate
- Monitor, evaluate and evidence pupils' progress and provide accurate information and analysis when required
- Undertake the marking of work
- Promote and maintain health and safety through the pro-active management of pupil behaviour dealing promptly with incidents and issues in line with school policies
- Establish constructive relationships with parents and carers, exchanging information sensitively and effectively in a range of matters including progress, behaviour and attendance
- Liaise with other professionals and services as appropriate

- Administer and assess routine tests and invigilate when required
- Provide general administrative support and assist with the development of a range of plans and monitoring systems

Support for the Curriculum

- Support pupils to access the curriculum including, in particular, reading, writing and mathematics.
- Implement agreed learning activities and programmes according to pupils' needs
- Determine the need for, prepare and maintain equipment and resources
- Monitor and arrange orderly and secure storage of school equipment as required
- Operate and maintain everyday equipment in accordance with instructions, undertaking simple repairs and reporting damage

Support for the School

- Contribute to the overall ethos, work and aims of the school
- Establish constructive relationships and communicate with other professionals to support the progress of pupils
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Recognise own strengths and areas of expertise and use these to advise and support others
- Attend and participate in relevant meetings and training as required
- Assist with the supervision of pupils on visits, trips and out of school activities as required
- Supervise pupils at lunch and break times
- Be responsible for maintaining and updating records, information and data in line with school policies

Further Duties

- To carry out additional tasks deemed reasonable by your line manager
- To undertake performance management and to contribute to the programme as required / agreed.
- To undertake and commit to your continued professional development

General

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices.
- Show a commitment to ensuring that children and young people learn in a safe environment.
- Participate in relevant and appropriate training and development as required.
- Carry out your duties with due regard to current and future school / trust policies, procedures and relevant legislation. These will be drawn to your attention as part of your induction and ongoing performance development and through school communications
- Promote and actively support the Trust's responsibilities towards safeguarding.

Person Specification - Cover supervisor

E Essential	A Application Form
D Desirable	T Test/Exercise
	I Interview
	R References

Qualifications & Experience

E	Experience of working with children/young people in a school environment	AIR
E	Numeracy and Literacy skills to a level to assist pupils with their work	AIR
D	Experience of assisting class teacher in delivering the curriculum	AIR
D	Completion of DfE's Teacher Assistant Induction Programme	A
D	NVQ 3 for Teaching Assistants or equivalent qualifications or experience	A
D	Training in the relevant learning strategies e.g. literacy	A

General and Specialist Knowledge

E	Understanding of National Foundation Stage curriculum and other basic learning programmes/strategies	AIR
E	Understanding of Child Development and Learning	AIR
E	Knowledge of Keeping Children Safe in Education and how this relates to the duties of the job	AI
D	Understanding and commitment to Equal Opportunities and how this relates to the duties of the post	AIR

Personal Qualities

E	Effective use of ICT to support learning	AIR
E	Ability to write reports on pupils' progress	AIR
E	Ability to assist the teacher in planning class activities.	AIR
E	Ability to communicate effectively with pupils and staff members	AIR
E	Ability to relate to children/young people from diverse/social backgrounds	AIR
E	Ability to work as a team member	AIR
E	Ability to work with children exhibiting behavioural difficulties.	AIR

Other

E	Commitment to parental involvement in school	I
E	Ambitious in terms of school and pupils	I
E	Flexibility and willingness to work across key stages	I
E	Well organised and punctual	I
E	Willingness to contribute fully to the life of the school	I
D	Understanding of relevant policies/codes of practice and awareness of relevant legislation.	I
D	Commitment to ongoing personal training and development	I
D	Commitment to extra-curricular involvement	I

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Appointments will be subject to an Enhanced DBS check.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the schools.

Application Details

Thank you for taking the time to read this pack.

Applying for the role of Cover Supervisor

If you wish to apply for the post of Inclusion Manager then please complete the application form found on www.themast.co.uk

Completed applications should be emailed to: recruitment@themast.co.uk with the job code CSSMS24 in the subject field.

If you would like an informal discussion with regards to the role prior to applying please contact Claire Gray, HR Partner via email: cgray@themast.co.uk

Shortlisting

As part of our safer recruitment process, references will be requested prior to interview. Only in exceptional circumstances will the school interview without references prior, where the candidate does not wish to notify their current employer; applicants must make this clear when submitting an application. Job offers will always be on condition of satisfactory references.

Online searches will be carried out for all shortlisted candidates therefore it is essential that your 'handles' are accurate to comply with these checks. The information will be treated as strictly confidential and shared with the recruitment panel to validate your suitability for the role that you have applied for. The scope includes relevant qualifications, whether a candidate poses a potential safeguarding risk or reputational damage for the school or trust. The information found may be explored at the interview stage. Data gathered will be recorded as appropriate and destroyed in line with the data protection policy.

Shortlisted candidates will be asked to provide details of unspent convictions and those that would not be filtered, prior to the date of the interview.

Equality Opportunity Monitoring

The Mast Academy Trust wants to meet the aims and commitments set out in its equality policy and statement. This includes not discriminating under the Equality Act 2010 and building an accurate picture of the make-up of the workforce in encouraging equality and diversity.

We would appreciate it if you would complete an equal opportunity monitoring form by following (or by copy and pasting) this link

<https://forms.office.com/r/d2JggY2K2u>

Dates

The **closing date** for applications is **Friday 13th September**.

The **interview date** is expected to take place during the week commencing Monday 16th September.

If we have not contacted you by Monday 23rd September please assume that on this occasion your application has been unsuccessful.

The expected start date for the successful candidate would be As soon as possible.

Please accept this as acknowledgement of the time and interest you have shown