



Cover Supervisor

Closing Date: Friday 1st May, 3pm

Interview Date: Week commencing 4th May

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|-------------------------|--|
| Responsible to: | Lead cover supervisor/ Assistant head |
| Responsible for: | Delivering a high-quality cover service |
| Salary: | Band F, Actual Salary £22,591 - £23,725 (FTE salary £29,540 - £31,022) |
| Working hours: | 32.5 hours per week, Monday – Friday term time only at 192 days per year |

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

Winterhill school is a forward thinking, multi-cultural school committed to an inclusive education where 'everyone succeeds'. The school has fantastic facilities, a dedicated staff team with a family ethos and strong support from the community it serves.

We are looking to recruit an experienced and highly skilled cover supervisor who is:

- Able to provide effective cover supervision to students within the classroom, which enables their continued learning in the absence of teaching staff.
- Committed to supporting students to progress and achieve

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Why work for us?

Accredited Living Wage
 We are committed to ensuring staff rates of pay exceed the national minimum wage.

Gym and Exercise Classes
 Gym membership and exercise classes at only £20 per academic year.

Free Parking
 Free car parking at all sites.

Specsavers Eye Care Voucher Scheme
 Obtain a free eye test and discounts on glasses.

Blue Light Card Eligibility
 Purchase a card giving access to a wide range of discounts online & on the high street.

Pension Contributions
 All staff employed under Inspire Learning Trust have access to Teachers or Local Government pension schemes.

Cycle to Work Scheme
 Salary sacrifice scheme on a brandnew bike with Cyclescheme.co.uk

Support Staff Holiday Entitlement
 Generous annual entitlement for all our professional support staff.

Urban Yoga
 Access free yoga classes at Oakwood High School.

Employee Referral Scheme
 You could earn £500 for recommending an appointed friend or family member.

Student Admissions to Secondary School
 Priority placing for children of staff, subject to length of service.

Westfield Health Scheme
 Discounted rates on quality health cover, deductible through staff wages.

Onboarding for New Starters
 Bespoke onboarding process for all new starters, including an additional day's pay.

Flu Jobs
 Flu jab vouchers available on an annual basis.

Employee Assistance Programme
 24/7 confidential help covering counselling and practical and emotional help.

Ele Wellbeing Platform
 An on-demand content library with 6,500 lived experience videos, interviews, podcasts and expert-led discussions. Accessible 24/7 on all devices with the Trust wide log in details.

White House Clinic Physiotherapy
 All staff can access physiotherapy treatments (including sports massage) at Sheffield's leading physiotherapy provider, White House Clinic at a dicounted rate.

We envision Inspire Learning Trust thriving by boosting our resourcefulness, promoting a culture of sharing within the Trust, showing respect to the planet and the communities we serve, and nurturing resilience in our stakeholders for sustained economic, environmental, and social wellbeing.



Job Description and Person Specification

Main Purpose of Job

To provide excellent classroom cover in the absence of teaching staff, to ensure continued learning for our students in a productive environment. You will be assigned cover based on the needs of the school, by the Lead Cover Supervisor or Senior Leadership Team.

Any periods where cover is not assigned, you will be deployed within the pastoral/SEN departments to support where necessary.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

| 1. Curriculum support | A | L | O |
|---|---|---|---|
| 1.1 To provide day to day cover supervision for the whole school, to ensure students can continue to learn and access learning resources in the absence of teaching staff. | ✓ | | ✓ |
| 1.2 To work under the direction of the Inclusion Team to provide support around school where necessary, in the absence of any cover need. This may include; in-class support, delivering interventions, whole school duties, organisational support to enable effective teaching across school. | | | ✓ |
| 1.3 Use ICT effectively to support cover activities, teaching resources and develop students' competence and independence in its use. | | | ✓ |
| 1.4 Utilise available resources to deliver high quality cover, taking into account the individual needs of our students. | | | ✓ |
| 2. Student support | A | L | O |
| 2.1 Use established systems for delivery of cover work | | | ✓ |
| 2.2 Establish productive working relationships with students, acting as a role model and setting high expectations. | | | ✓ |
| 2.3 Be consistent in use of the school behaviour and rewards systems. | | | ✓ |
| 2.4 Promote the inclusion and acceptance of all students within the classroom. Encourage pupils to interact and work cooperatively with others. | | | ✓ |
| 2.5 Support students consistently whilst recognising and responding to individual needs. | | | ✓ |



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| 2.6 Promote independence and employ strategies to recognise and reward achievement. | | | ✓ |
| 2.7 Provide instruction and information to students to retain focus and keep pupils on task. | | | ✓ |
| 2.8 Monitor and evaluate students' behaviour, using the agreed reporting process whilst working within the established behaviour policy to manage behaviour appropriately | | | ✓ |

3. Generic Duties and Responsibilities

- 3.1 Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
- 3.2 All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust.
- 3.3 Be aware of and support differences and ensure all students and staff have equal access to opportunities to learn and develop.
- 3.4 Participate and contribute to Talent Development/Appraisal and Service Frameworks and other plans.
- 3.5 All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
- 3.6 Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
- 3.7 Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
- 3.8 Establish constructive relationships and communicate with others (inside and external to the Trust).
- 3.9 Organise and support school and Trust events as requested.
- 3.10 Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.
- 3.11 All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

| 1. Qualifications / Training | Essential | MoA |
|--|-----------|---------|
| 1.1 GCSE A*-C in Mathematics, English and Science or equivalent. | ✓ | AF / CQ |
| 1.2 Educated to degree level in a relevant subject. | Desirable | AF / CQ |
| 1.3 ICT skills including Microsoft packages at a level appropriate to the post and that would suggest appropriate administrative capabilities. | ✓ | AF / CQ |
| 1.4 Evidence of experience and suitability to work in classroom settings, manage pupils and support the learning process. | ✓ | AF / CQ |

| 2. Skills and Experience | Essential | MoA |
|---|-----------|------------|
| 2.1 Understanding of classroom roles and responsibilities and your own position within these. | ✓ | AF / I / R |
| 2.2 Ability to relate well to children and adults and an understanding of learning and development. | ✓ | AF / I / R |
| 2.3 The ability to work within recognised procedures and then respond to unexpected problems and situations. | ✓ | AF / I / R |
| 2.4 Excellent Organisational, interpersonal and communication Skills and must be highly literate and have excellent administrative skills | ✓ | AF/CQ/R/I |
| 2.5 Ability to work with pupils, parents, staff and trust members at all levels in an appropriate manner. | ✓ | AF/CQ/R/I |



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|---|---|-----------|
| 2.6 Ability to deal with confidential and sensitive information with tact and discretion applying data protection and data sensitivity principles at all times. | ✓ | AF/CQ/R/I |
| 2.7 Working knowledge of relevant policies/codes of practice/legislation. | | AF/I |
| 2.8 Be able to evidence administrative skills to a high standard. | | AF/I |

| 3. Mandatory Requirements | Essential | MoA |
|--|-----------|--------|
| 3.1 A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust. | ✓ | AF/I/R |
| 3.2 Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared. | ✓ | AF/R |
| 3.3 References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend. | ✓ | AF/R |

| 4. Physical Requirements | Essential | MoA |
|--|-----------|--------|
| 4.1 Health and physical capacity for the role. | ✓ | AF/I/R |
| 4.2 A good attendance record in current employment (not including absences resulting from disability). | | R |

5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.



Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively.

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.



This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



**Inspire Learning Trust
is committed to...
Educational Social
Responsibility
We are committed to a
value led educational
provision.**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***