



Education  
Partnership  
Trust

High Expectations • Commitment • Ambition

# Candidate Information Pack

## HLTA (Cover Supervisor)

Burnley High School



# A message from the Headteacher



Thank you for expressing an interest in the position of HLTA (Cover) at Burnley High School. This is a special opportunity for an outstanding, ambitious and dynamic member of staff to join a Good school at an exciting stage of its journey.

Burnley High School is a thriving, ambitious community that places the best interests of young people at the heart of everything we do. We are a smaller than average secondary school, part of Education Partnership Trust (EPT), serving the community of West Burnley and Padiham. As an established, successful school we have grown in size and popularity, with demand for places resulting in the school being oversubscribed. We have a fantastic student cohort and dedicated staff that thrive on a culture of high expectations.

In May 2017, the school was judged as 'Good' in all areas by Ofsted. A copy of the report can be downloaded from the School's website. Inspectors found our school to have a "polite, well-mannered students who are incredibly proud of their school", "relationships between teachers and pupils are positive and based on genuine respect and care" and that our "pupils have good attitudes to learning and are keen to succeed".

At Burnley High School, everyone is committed to providing the best educational experiences and opportunities for our students. Our vision is to ensure a world class education, addressing social disadvantage where it exists through high expectations and an ambitious curriculum. At the very heart of the school's work is a commitment to high quality teaching and learning and achievement for all: for our pupils to be safe, happy and successful developing as individuals into caring, responsible citizens who participate fully in school life and are proud of their achievements.

Every student at Burnley High School is encouraged to have ambitious goals and is responsible for creating a culture of high expectations and academic excellence. We support our students to become conscientious, high-achieving individuals, who are able to discover their talents and passions through the opportunities we provide. Our ethos revolves around ensuring that

we provide the very best educational experiences and opportunities, both in and out of the classroom environment.

We are proud of our achievements at Burnley High School – our aspirational and exciting curriculum, our examination success, our ambitious opportunities for pupils' personal development, our charity work and our community involvement. We are committed to the pursuit of outstanding teaching and learning alongside the highest possible academic, personal and moral standards. This commitment is built upon a shared belief in hard work, self-reflection and a culture of respect and support for others.

Burnley High School is a successful 11 – 16 high school and over the past five years has achieved the following:

- Judged as Good across all four areas: Leadership and management, quality of teaching, outcomes and personal development and welfare.
- External outcomes in 2019 demonstrated good progress with a positive Progress 8 score.
- Established as the 'school of choice' in the local area, and oversubscribed in every year group.

To apply for this post, please follow the instructions on the Vacancies page on our website. For visits to the school or any other information, please contact [mrigby@burnleyhigh.com](mailto:mrigby@burnleyhigh.com)



**E. Starkey**, Headteacher



## Education Partnership Trust

I am delighted that you are considering a role within the EPT.

The EPT was established in 2012 as a high performing multi academy trust and approved academy sponsor, that delivers the very best educational experience for our pupils within an ethos of collaboration and excellence.

Wishing you all the best with your application.



**Sharon Roscoe**  
Chief Executive

### Our Vision

Creating outstanding schools which transform learning, lives and communities

### Our Values

#### High Expectations

of ourselves, our pupils and our school community

#### Commitment

we are dedicated to raising standards and improving opportunities

#### Ambition

we constantly strive to improve by setting ourselves challenging goals

# HLTA (Cover Supervisor)

**Hours:** 37  
**Weeks Worked:** 39  
**Start Date:** 01/09/2023  
**Salary:** £23850.60 - £27419.80, SCP 19-25

Burnley High School wishes to appoint a hardworking, enthusiastic and committed Cover Supervisor - HLTA. If you are experienced, enthusiastic, open to new ideas and have a flexible 'can do' approach, we would welcome an application from you.

## The Job

- Ensure the school is adequately resourced so as to provide effective cover supervision/arrangements for lessons.
- Support the SENCO with the day to day management of the LSAs/TA.
- To work under the direction of the class teacher or head of department, to implement planning and assessment, working with individual or small groups of pupils in order to achieve high levels of accelerated pupil progress.
- To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting them to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class-based interventions.
- To provide supervision and guidance and learning opportunities in all non-lesson-based activities.
- Complement the professional work of the schoolteachers by taking responsibility for agreed learning activities

## What are the job requirements?

- Use Arbor to plan and put in place effective cover arrangements for the school when dealing with short and long term absence.
- Complementing the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Planning, preparing and delivering learning activities for individuals/groups, or for whole classes.
- Monitor pupils and assess, record and report on pupils' achievement, progress and development.
- Support the development of pupils' literacy skills in all lessons.
- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring

## Amongst the many benefits of working within the Trust you will receive:

- Healthcare cash back plan provided free by the Trust includes optical, dental, physio, diagnostics, health assessment, NHS prescription charges, hospital cover, discounted gym memberships plus lots more.
- 6 sessions of free counselling including CBT, wellbeing and bereavement.
- Cycle to work scheme.
- Electric Car Scheme (Salary Sacrifice)
- Access to government pension schemes.
- Free parking
- Training and development opportunities
- Personal development and promotion opportunities across the Trust
- Trust wide focus on staff wellbeing
- Trust wide Intranet to share knowledge and resources

## Job Advertisement



### Safeguarding

The Education Partnership Trust is committed to safeguarding its children; therefore, an enhanced DBS clearance will be undertaken for the successful applicant(s). The Trust (and its schools) are legally obligated to process a Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

Incomplete application forms will not be shortlisted, if you need to discuss a reason for being unable to complete a section, please contact the recruitment team [HR@ept-uk.com](mailto:HR@ept-uk.com)

Applications for this exciting post are to be made through <https://ept.face-ed.co.uk/vacancies>

# HLTA (Cover Supervisor)

**Reports to: SENCO**

**Grade: SCP 19 – 25**

## Job Purpose

- Ensure the school is adequately resourced so as to provide effective cover supervision/arrangements for lessons.
- Support the SENCO with the day to day management of the LSAs/TA.
- To work under the direction of the class teacher or head of department, to implement planning and assessment, working with individual or small groups of pupils in order to achieve high levels of accelerated pupil progress.
- To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting them to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class-based interventions.
- To provide supervision and guidance and learning opportunities in all non-lesson-based activities.
- Complement the professional work of the schoolteachers by taking responsibility for agreed learning activities

## Key Responsibilities and Accountabilities

- Use Arbor to plan and put in place effective cover arrangements for the school when dealing with short and long term absence.
- Work with the SENCO to ensure effective LSA/TA coverage across the curriculum
- Planning, preparing and delivering learning activities for individuals/groups, or for whole classes.
- Monitor pupils and assess, record and report on pupils' achievement, progress and development.
- Support the development of pupils' literacy skills in all lessons.
- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies.
- Support social communication skills at all times.
- Advancing pupils' learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present
- Support the development of pupils' independent learning and independence skills.
- Feedback to the class teacher on the progress made by individual pupils throughout the lesson verbally and in written form.
- Assist the class teacher to mark work and give verbal feedback to pupils on progress made and next steps in all lessons.
- In liaison with the class teacher, to contribute to pupil reports and participate in reviews of pupil progress.
- Work with the class teacher to identify pupils requiring targeted interventions based on pupil progress data and ongoing assessment of progress.
- Take a lead role in the school to address the needs of pupils who need particular help to overcome the barriers to learning, under an agreed system of supervision.
- Taking a lead role in providing support for pupils with special educational needs (SEN).
- Establishing constructive relationships with parents/carers.



## Job Description



- Using behaviour management strategies effectively and in line with the school's policy and procedures
- Provide support for pupil's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour Policy.
- Assist with the general pastoral care of the pupils, follow Health Care Plans, administer medication and help pupils who are sick, distressed or injured.
- Actively engage and supervise pupils during unstructured time and transitions as necessary for their safety.
- Establish positive relationships with the pupils and encourage them to interact with others and engage in activities.
- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school and policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Ensuring the classroom is prepared for lessons, ensuring resources are available and cleared away throughout and at the end of the lesson.
- Prepare and maintain appropriate learning aids, materials and equipment and assist the pupils in their use.
- Carry out any reasonable duties, which the class teacher deems appropriate and necessary for the benefit and well-being of the pupils.
- Accompany the class teacher and supervise pupils on visits, trips and out of school activities as required.
- Liaise with parents under the direction of the class teacher.
- Complementing the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Planning, preparing and delivering learning activities for individuals/groups, or for whole classes on a short-term basis. Additionally, the HLTAs may be expected to monitor pupils and assess, record and report on pupils' achievement, progress and development.
- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies
- Managing behaviour through guidance and support by addressing the needs of pupils who need particular help to overcome the barriers to learning, under an agreed system of supervision, including:
  - Establishing constructive relationships with parents/carers
  - Developing, planning, preparing and delivering agreed work, and teaching programmes for individuals or groups of pupils
- Advancing pupils' learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present

### Note

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future. As a general term of employment, the Trust may effect any necessary change in job content or may require the post holder to undertake other duties, at any location in the Trust's service, provided that such changes are appropriate to the employee's remuneration, status and reasonable notice.

# HLTA (Cover Supervisor)

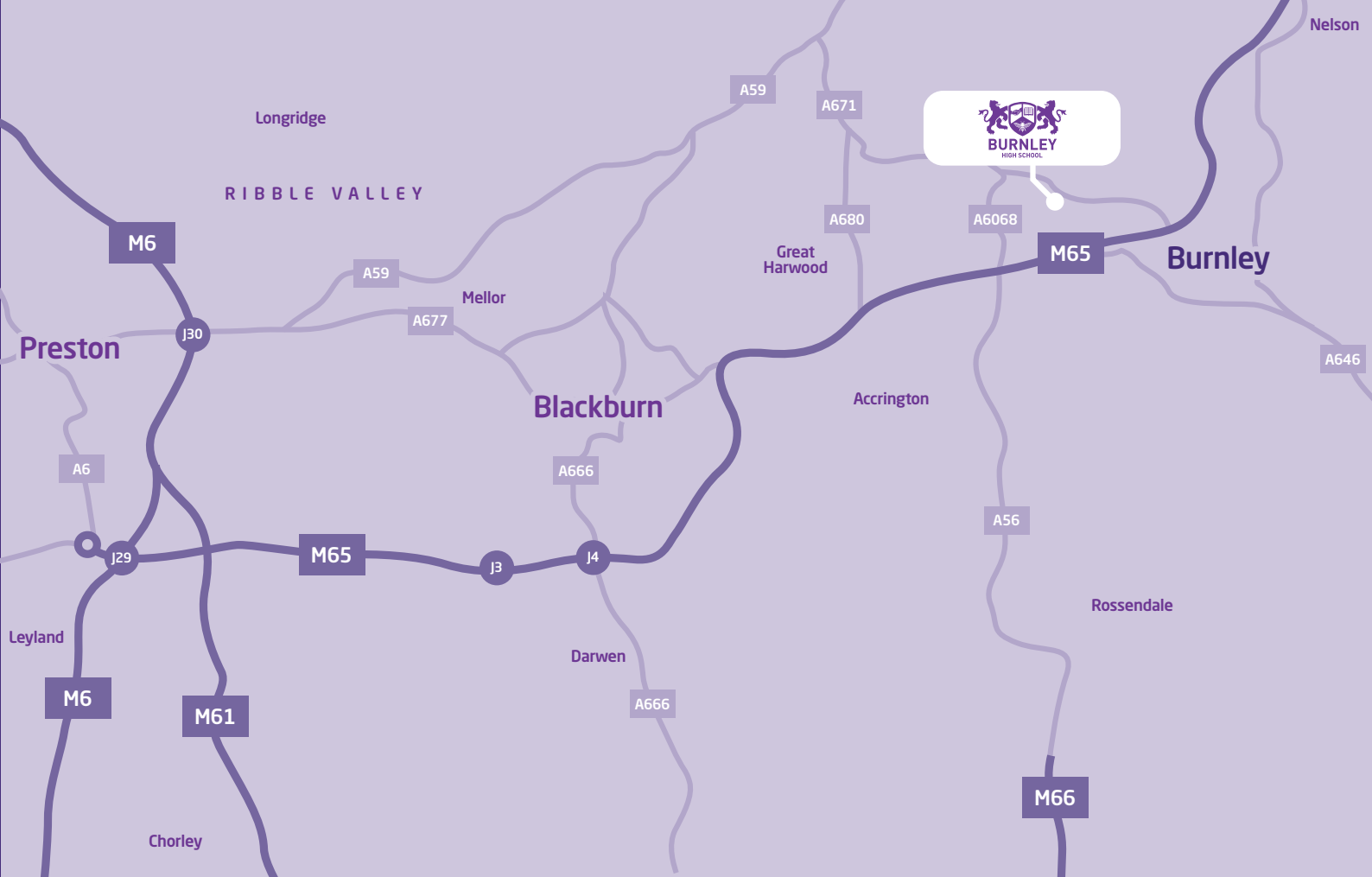
Reports to: SENCO

Grade: SCP 19 – 25

No	Categories	Essential / Desirable	App form	Interview
<b>Qualifications and Training</b>				
1.	GCSE or Equivalent qualification in English and Mathematics at level 9 – 5.	E	✓	
2.	Child Care/NVQ/ HLTA or other relevant qualification (related to education is desirable i.e.: a degree) at level 4.	E	✓	
<b>Knowledge, Skills and Abilities</b>				
3.	Knowledge of The National Curriculum and Schemes of Work in Literacy and Numeracy.	E	✓	✓
4.	Knowledge of the principles of child development and processing of learning.	E	✓	✓
5.	Knowledge of how to remove barriers to learning for pupils with a range of SEN (cognitive learning difficulties, ASD, C Knowledge of Communication and Language needs, Attachment needs, Social and Emotional development needs) and promote inclusion.	E	✓	✓
6.	Knowledge of how to support the development of social communication and literacy skills, promoting high standards of literacy, articulacy and numeracy.	E	✓	✓
7.	Knowledge of how to support the development of independence.	E	✓	✓
8.	Knowledge of how to support phonics and reading development including use of cued articulation.	E	✓	✓
9.	Knowledge of how to support pupils with ASD barriers to learning.	E	✓	✓
<b>Experience</b>				
10.	Experience of support work with children in an educational setting.	E	✓	
11.	Experience of planning, preparing and delivering agreed work, and supporting programmes for individuals or groups of pupils.	E	✓	
12.	Experience of advancing pupils' learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present	E	✓	
13.	Experience of being responsible for the management and development of other TAs	D	✓	
14.	Experience of assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning	D	✓	



15.	Experience of monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies	D	✓	
<b>Personal Qualities and Attributes</b>				
16.	Proven ability to listen to, understand and work effectively with all children, staff, governors and parents/carers.	E	✓	✓
17.	Ability to work under pressure and to meet deadlines.	E	✓	✓
18.	The ability to foster an open, transparent and equitable culture, deal effectively with difficult conversations and conflict at every level, and to value and praise good and outstanding practice	E	✓	✓
19.	Is able to work as a member of a class team to deliver and assess planned lessons.	E	✓	✓
20.	Excellent written communication skills and a high level of ICT literacy.	E	✓	✓
21.	Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration.	E	✓	✓
22.	Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps.	E	✓	✓
23.	Can use ICT effectively to support learning and general administrative tasks.	E	✓	✓
24.	Can self-evaluate effectively to improve own practice.	E	✓	✓
25.	Hold a UK driving license and, after training is provided, be willing to drive minibus (desirable).	D	✓	
26.	Work collaboratively within a team using own initiative	E	✓	
27.	A high level of commitment to safeguarding, inclusion and equality in all aspects of school life.	E	✓	✓



# Contact

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An Education Partnership Trust School