



Education
Partnership
Trust

High Expectations • Commitment • Ambition

Candidate Information Pack

Cover Supervisor

Pleckgate High School



A message from the Headteacher

“The community of Pleckgate has a local secondary school it can be proud of. It provides an excellent education for all its pupils. They flourish in a bright, positive and secure environment.”

Ofsted – January 2019

Thank you for expressing an interest in the position of Cover Supervisor at Pleckgate High School.

This is a fantastic opportunity for an outstanding, ambitious and dynamic individual to join an outstanding school at an exciting stage of its journey.

We are a large secondary school, part of Education Partnership Trust (EPT), situated on the northern outskirts of Blackburn with Darwen. Our school community is made up of 1300 pupils and 180 staff with excellent facilities to benefit both the school and local community. Pleckgate High School is a thriving multicultural community that places the best interests of young people at the heart of everything we do.

In January 2019, the school was judged as outstanding 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 “great sense of industry and endeavour” and described the school as “harmonious” with a “common goal to excel”. A copy of the report can be downloaded from the school’s website.

At Pleckgate everyone is committed to providing the best educational experiences and opportunities for our pupils. At the 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 pupil at Pleckgate is encouraged to have ambitious goals and everybody is responsible for creating a culture of high expectations and academic excellence.

We are proud of our achievements – our ambitious curriculum, our examination success, 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.

Pleckgate is a successful 11 – 16 high school and over the past three years has achieved the following:

- Judged as outstanding across all four areas: Leadership and management, quality of teaching, outcomes and personal development and welfare.
- Outcomes in 2019 continued to demonstrate excellent progress with a fifth successive year of positive Progress 8 and in the top 20% of schools nationally.
- For the past four years each year group in school has been significantly oversubscribed

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 jferguson@pleckgate.com



A. McGinty
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

Job Advertisement

Cover Supervisor

Hours: 37 hours per week

Weeks Worked: Term Time only

Start Date: 1 September 2023

Salary: SCP 19 – SCP 25 (£27 852 - £32 020) per annum pro rata

Pleckgate High School wishes to appoint a hardworking, enthusiastic and committed Cover Supervisor. 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

- To work under the direction of the class teacher or in their absence, the Head of Department, to implement planning and assessment, working with whole classes, 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 and mentoring as required 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.
- Supervision of whole classes during the short-term absence of teachers with agreed lesson plans in place across the school as required.
- Contribute to on call duties.

What are the job requirements?

- GCSE or Equivalent qualification in English and Mathematics at level 9 – 5.
- Child Care/NVQ/ HLTA or other relevant qualification (related to education is desirable i.e.: a degree) at level 4.
- Experience of support work with children in an educational setting.
- Experience of planning, preparing and delivering agreed work, and supporting programmes for individuals or groups of pupils.
- Knowledge of The National Curriculum and Schemes of Work in Literacy and Numeracy.

- Knowledge of how to support the development of social communication and literacy skills, promoting high standards of literacy, articulacy and numeracy.
- Knowledge of how to support pupils with ASD barriers to learning.
- Ability to work as a member of a class team to deliver and assess planned lessons.
- Ability to break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps.

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

Closing date: Monday 12th June 2023 at 09:00

Interview date: TBC

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

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

Job Description

Cover Supervisor

Reports to: Class Teacher

Grade: SCP 19 – SCP 25 (£27 852 - £32 020) per annum pro rata

Job Purpose

- To work under the direction of the class teacher or in their absence, the Head of Department, to implement planning and assessment, working with whole classes, 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 and mentoring as required 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.
- Supervision of whole classes during the short-term absence of teachers with agreed lesson plans in place across the school as required.
- Contribute to on call duties.

Key Responsibilities and Accountabilities

- To provide classroom supervision and learning in the absence of a teacher, communicating the work set by the teacher to the pupils.
- Planning, preparing and delivering learning activities for individuals/groups, or for whole classes.
- Communicating feedback from the covered lesson to the teacher.
- Provide one-to-one support for pupils in either a care/special needs capacity as and when required
- Assist in the administering of routine and emergency medication.
- 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.
- Plan and deliver lunchtime activities as timetabled.
- If required, manage or mentor other teaching assistants.
- Mark work as required in the absence of or with the class teacher 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.
- Establishing constructive relationships with parents/carers.
- 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 and if required 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.

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 affect 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 and status.

As a term of your contract of employment, the Trust reserves the right to vary your hours of work and require you to work outside the range of your "typical working arrangements" specified in your Statement of Particulars. The Trust reserves the right at its discretion to affect this condition of your employment. Should this be necessary you will be given reasonable notice of any proposed changes.

Person Specification

Cover Supervisor

Reports to: Class Teacher

Grade: SCP 19 – SCP 25 (£27 852 - £32 020) per annum pro rata

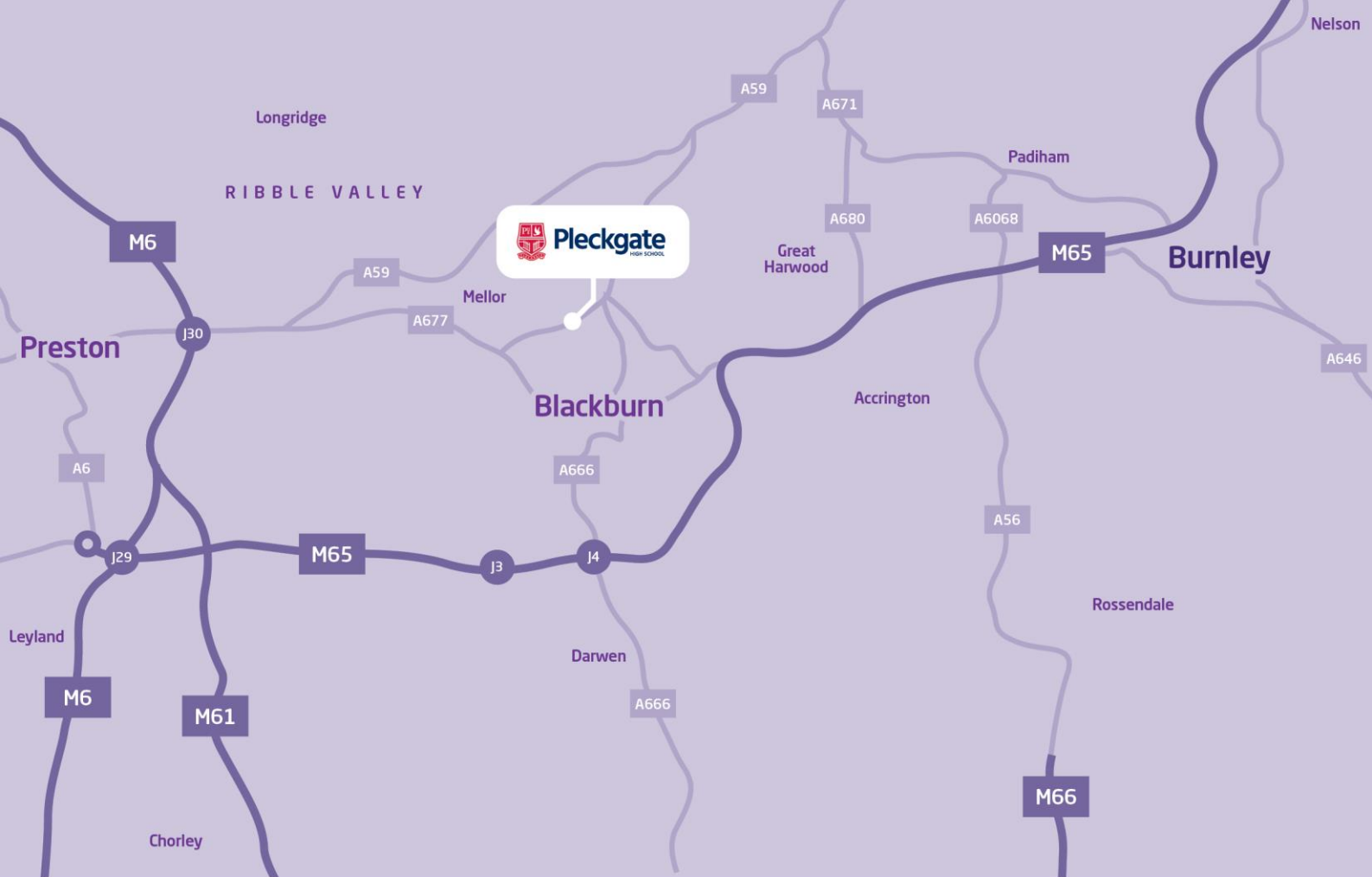
| No | Categories | Essential / Desirable | App Form | Interview |
|--------------------------------------|---|-----------------------|----------|-----------|
| QUALIFICATIONS AND EXPERIENCE | | | | |
| 1 | GCSE or Equivalent qualification in English and Mathematics at level 9 – 5. | E | ✓ | |
| 2 | Child Care/NVQ/ HLTA or other relevant qualification (related to education is desirable i.e.: a degree) at level 4. | E | ✓ | ✓ |
| 3 | Experience of support work with children in an educational setting. | E | ✓ | ✓ |
| 4 | Experience of planning, preparing and delivering agreed work, and supporting programmes for individuals or groups of pupils. | E | ✓ | ✓ |
| 5 | Experience of advancing pupils' learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present | E | ✓ | ✓ |
| 6 | Experience of being responsible for the management and development of other TAs | D | ✓ | ✓ |
| 7 | Experience of assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning | D | ✓ | ✓ |
| 8 | Experience of monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies | D | ✓ | ✓ |
| KNOWLEDGE AND UNDERSTANDING | | | | |
| 9 | Knowledge of The National Curriculum and Schemes of Work in Literacy and Numeracy. | E | ✓ | ✓ |
| 10 | Knowledge of the principles of child development and processing of learning. | E | ✓ | ✓ |
| 11 | 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 | E | ✓ | ✓ |



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| | needs, Attachment needs, Social and Emotional development needs) and promote inclusion. | | | |
| 12 | Knowledge of how to support the development of social communication and literacy skills, promoting high standards of literacy, articulacy and numeracy. | E | ✓ | ✓ |
| 13 | Knowledge of how to support the development of independence. | E | ✓ | ✓ |
| 14 | Knowledge of how to support phonics and reading development including use of cued articulation. | E | ✓ | ✓ |
| 15 | Knowledge of how to support pupils with ASD barriers to learning. | E | ✓ | ✓ |
| SKILLS | | | | |
| 16 | Is able to work as a member of a class team to deliver and assess planned lessons. | E | ✓ | ✓ |
| 17 | Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration. | E | ✓ | ✓ |
| 18 | Excellent written communication skills and a high level of ICT literacy. | E | ✓ | ✓ |
| 19 | Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps. | E | ✓ | ✓ |
| 20 | Can use ICT effectively to support learning and general administrative tasks. | E | ✓ | ✓ |
| 21 | Can self-evaluate effectively to improve own practice. | E | ✓ | ✓ |
| 22 | Hold a UK driving license and, after training is provided, be willing to drive minibus (desirable). | D | ✓ | ✓ |
| PUPILS AND STAFF | | | | |
| 23 | Show evidence of raising standards that have impacted positively on pupil attainment and teaching and learning. | D | ✓ | ✓ |
| 24 | A clear understanding of what makes good and outstanding lessons and an ability to develop a culture where striving for outstanding progress and learning is central to the school's work. | E | ✓ | ✓ |
| 25 | A belief in the role of independent learning in education with the ability to put this into practice with the pupils. | E | ✓ | ✓ |
| 26 | An understanding of excellent strategies for management of SEMH needs and challenging behaviour. | D | ✓ | ✓ |
| 27 | A commitment to valuing, supporting and encouraging the professional development of all members of the school community. | E | ✓ | ✓ |
| STRENGTHENING COMMUNITY | | | | |



| | | | | |
|---|---|---|---|---|
| 28 | Show evidence of building and nurturing a strong positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement. | E | ✓ | ✓ |
| 29 | A commitment to building and maintaining effective and positive relationships with parents/carers, governors, the wider community and other schools. | E | ✓ | ✓ |
| 30 | Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives. | E | ✓ | ✓ |
| PERSONAL QUALITIES | | | | |
| 31 | Proven ability to listen to, understand and work effectively with all children, staff, governors and parents/carers. | E | ✓ | ✓ |
| 32 | Ability to work under pressure and to meet deadlines. | E | ✓ | ✓ |
| 33 | 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 | ✓ | ✓ |
| PROFESSIONAL VALUES AND PRACTICE | | | | |
| 34 | Be positive and respond to situations in a calm, professional manner at all times. | E | ✓ | ✓ |
| 35 | Be self-motivated, creative, robust and resilient. | E | ✓ | ✓ |
| 36 | Carry out responsibilities while being flexible and adaptable. | E | ✓ | ✓ |
| 37 | At all times model good relationships, attitudes and behaviour | E | ✓ | ✓ |
| 38 | Understand and respect social, cultural, linguistic, religious and ethnic backgrounds | E | ✓ | ✓ |
| 39 | Work collaboratively within a team using own initiative | E | ✓ | ✓ |
| 40 | A high level of commitment to safeguarding, inclusion and equality in all aspects of school life. | E | ✓ | ✓ |
| 41 | Demonstrate a willingness and ability to improve own practices and to act on feedback. | E | ✓ | ✓ |
| 42 | Support the Head Teacher and Deputy Head Teacher in their duty to ensure that the school meets its educational aims to deliver the best possible educational outcomes for pupils. | E | ✓ | ✓ |



Contact

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An Education Partnership Trust School