



BUTTERSHAW BUSINESS &
ENTERPRISE COLLEGE



Application Pack

COVER SUPERVISOR



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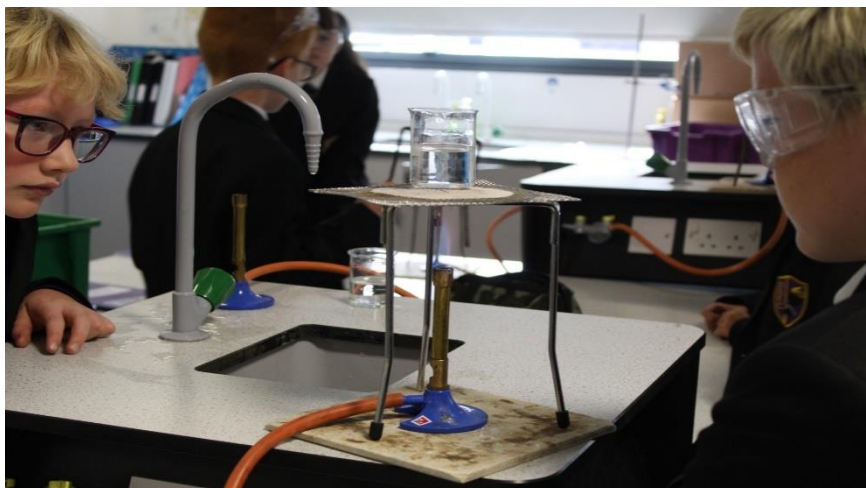
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WELCOME

The governors, staff and students of Buttershaw Business and Enterprise College (BBEC) warmly welcome you to our guide for prospective applicants for the role of Cover Supervisor.

Our vision is that we will all work to ensure that our students will be the **best** they can be and can achieve great things. They will be **ambitious, resilient** and **determined** in their learning and **respectful, courteous** and **kind** in their relationships. We will thus prepare our students to lead **happy** and **successful** lives.

We live this vision every day. It is a real privilege to introduce our vibrant school to you.

We believe students' education is not a dress rehearsal; they only get one chance and it is important that our school provides a safe, happy environment where our young people feel valued and can learn and fulfil their potential. The school has undergone change over recent years; these changes have resulted in greater success for our students. We are on a trajectory of rapid improvement. At BBEC we understand the importance of great teaching and our students being successful academically, but as well as this we offer fantastic opportunities for children to develop skills and interests beyond the classroom. We believe this helps students have a fully rounded, exciting learning experience so that they can thrive and be prepared for adult life.

We are a fully inclusive school and we welcome all children and families. We have a fantastic mix of students with different skills and talents. The breadth of our curriculum is designed to include a range of academic and innovative courses for all abilities, from the university bound to those with additional learning needs. We are truly proud of our inclusive approach and our commitment to see every child reach his or her potential. We expect all staff to work hard to ensure that we fulfil this aim.

The intent of the curriculum at BBEC is to:

- develop the whole child to ensure that they embody BBEC's values, both in and out of school, by being ambitious and resilient in their work and courteous and kind in their interactions with other people.
- provide an all-round education that delivers excellent outcomes in terms of academic success, improved cultural capital and increased ambition in order to counter social disadvantage.
- create a school where everyone belongs and equality of opportunity is actively and effectively promoted.
- develop an understanding, appreciation and respect for diversity while recognising and celebrating difference as well as all we have in common.
- ensure students are compassionate, courteous and kind by guiding their moral, intellectual and creative development.
- secure high levels of literacy, oracy and numeracy to enable students fully to participate in their acquisition of knowledge at BBEC and (the world) beyond.
- nurture academic habits and skills, emotional intelligence and creativity across a wide range of subjects including the arts, music, performing arts, IT, technology and sport.
- foster confidence, delight, resilience and discipline in seeking knowledge; a buzz for learning!
- develop knowledge of, and pride in, Buttershaw and Bradford as well as developing ambition and awareness of the possibilities outside the local environment.

At BBEC, we recognise that our staff are our biggest asset. We believe that our children deserve only the best quality staff, so we recruit carefully and invest in training to ensure continued improvement and an excellent quality of education.

Although we are a large school, we work very hard to ensure we retain our community, family ethos. We strongly believe education is a partnership between school, students and parents and work hard to develop this partnership.

We would be delighted to invite you to visit us in school so we can share our vision with you.

Andrew Taylor
Headteacher

ABOUT BBEC

Buttershaw Business & Enterprise College is an **improving school**. We are an ambitious, community-focused academy of just over 1400 students serving an area of social deprivation on the southern edge of Bradford and seven miles from Leeds. BBEC is popular locally and is rapidly becoming the school of choice for the community of Buttershaw; for the last four years we have been over-subscribed in Year 7.

**We all belong
at BBEC**



BBEC is an **inclusive school**, our school motto is 'We all belong at BBEC'. We celebrate our differences and our similarities and do not tolerate discrimination of any type. We have a bold approach to inclusion and work so that all students and staff can bring their authentic selves to school.

ability culture gender identity
mental health race hobbies personality
gender expression physical health nationality
sexual orientation fertility appearance ethnicity age
occupation political affiliation language
marital status religion location education class

BBEC has a cohesive, highly skilled and ambitious staff team who work hard to ensure that every student is successful. Many of our students face multiple challenges and it is through clarity of vision, professionalism and determined support for students and for each other that we are bringing about improvement. We have the highest expectations for all our students and expect that our staff teach to the very highest level. We have a rigorous approach to quality assurance and a significant commitment to Continuing Professional Development. Teachers have many opportunities to improve their teaching pedagogy and pedagogical subject knowledge and we expect them to make the most of these opportunities to ensure that the highest of standards are maintained.

BBEC is situated in a modern building. It has well-equipped departments that are arranged in suites of rooms. All teachers have a laptop, all classrooms are equipped with projectors and interactive whiteboards and all classrooms have access to student laptops.

All at BBEC are dedicated to raising the aspirations of our students and improving cultural capital through ambitious schemes of learning in all year groups and a varied offer of extra-curricular activities and opportunities. We run trips and visits to places in the UK and across the world, our students take place in a myriad of competitions and our CEIAG programme is exemplary.

This exciting role offers great opportunities for the successful candidate and a chance to make a difference to some wonderful young people.

THE ROLE OF THE COVER SUPERVISOR

Cover supervisors play an essential role in the efficient running of the school and provision of consistent quality education for all our students.

You will be joining a strong team of six committed professionals and will support across all subject areas and tutor groups. BBEC students value the strong relationships they develop with our cover team.



**Bradford Diocesan
Academies Trust**

ABOUT BDAT

Buttershaw Business and Enterprise College is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

GENERAL INFORMATION AND BACKGROUND

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford, as part of the Diocese of Leeds. BDAT is a charity governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

OUR MISSION STATEMENT

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

OUR CHRISTIAN ETHOS

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

BDAT PEOPLE: Our Faculty of Professional and Career Development

The BDAT Faculty of Professional and Career Development brings together into a single entity all that we currently do to recruit, develop and retain our staff. The Faculty provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

ICARE

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE".



THE BDAT EMPLOYEE PLEDGE

Bradford Diocesan Academies Trust recognises that if our schools are to succeed, our teachers and school staff are our most valuable asset. As such we work hard to be an employer and the schools of choice in Bradford.

WE DO THIS BY:

- Relentlessly only recruiting the highest calibre of teachers who share our aspiration and ambitions for our pupils to succeed;
- Developing our teams by talent spotting and rewarding our next generation of leaders
- Making sure BDAT is a good place to work so that retain and grow the expertise and skills of our people. Keep reading to find out more about our employee pledge which sets out what you can expect from us if you choose to join BDAT and what we will expect of you.

WE WILL OFFER YOU:

- Work in a values driven, student centred organisation where every child is supported to reach their academic potential and accomplish their individual goals. <http://www.bdat-academies.org/about-us/bdat-mission-statement/>
- The prospect of working for an increasingly successful and growing Trust which is committed to providing high quality education for all of its students and to be the schools of choice. www.bdat-academies.org
- A separate annual career development discussion with a senior leader resulting in a bespoke career development plan in addition to Performance Management.
- Assistance with career progression both within and outside the Trust
- A competitive employees' benefit scheme <http://www.bdat-academies.org/aboutus/employee-benefit-scheme/>

IN RETURN, WE EXPECT YOU:

To Model

- The values of BDAT and your school at all times
- Professional behaviours at all times

To Be

- A consistently good member of staff on a day to day basis
- Committed to ongoing professional development
- A team player and to adopt a 'can do' attitude

To

- Place safeguarding of students at the heart of the work
- Engage in constructive professional dialogue, giving and listening to feedback
- Contribute to the development of students and staff

Thank you for taking the time to read this information.

MAKING YOUR APPLICATION

We hope that having read this pack you are inspired to apply for the post.

In order to apply, please complete the BDAT application form. The application form can be downloaded from the school website <https://www.buttershaw.net/myterm-vacancies/>

At BBEC our first priority is keeping our young people safe. Safeguarding is at the heart of all we do, and we work hard to ensure that all of our students are safe at all times and know how to keep themselves safe in a variety of situations. BBEC makes decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

If you would like to speak to someone about the vacancy, please contact Taffy Brown at Buttershaw Business and Enterprise College on 01274 676285, or by email at taffy.brown@bbec.bdat-academies.org.

INCLUSION

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

COVER SUPERVISOR – JOB DESCRIPTION

Scale 5 – 6 (£22,590- £26,816 actual salary)

37 hours per week TTO + 2 days

Working hours: 8am-4pm Monday – Thursday, 8am-3.30pm Friday

1. JOB PURPOSE

To work under the direction of the Assistant Headteacher with responsibility for Cover Supervisors and PSLs, covering absent teachers and when possible provide in class support or assist children in small groups as directed.

2. PRINCIPAL ACCOUNTABILITIES

Cover

- Cover for classes when a teacher is absent for up to 30 hours per week. Deliver the work set and agreed with the teacher.
- Be proactive in the classroom, checking understanding, circulating, responding to questions, supporting students with their work and staying on task, and managing behaviour.
- Create a calm and purposeful environment in which students can complete work set by the class teacher and engender high expectations.
- Establish productive working relationships with students, acting as a role model.
- Challenge and motivate students, promote and reinforce self-esteem.
- Provide feedback to students in relation to progress, achievement, behavior and attendance
- Support teacher and the department in the absence of teaching staff both short and long term
- Support students' access to learning using appropriate strategies and resources

Mentoring

- Support the progress of students excluded from, or otherwise not working to, a normal timetable.
- Support teachers in the provision of support for students with special educational needs and/or disabilities.
- Planning and implementing small group learning programmes.
- Provide information and advice to enable students to make choices about their own learning/behaviour/attendance.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Take a lead role in the development and implementation of appropriate behaviour management strategies.
- Determine the need for, prepare and use specialist equipment, plans and resources to support students.
- Collate and maintain a bank of resources in liaison with the relevant members of the teaching staff

Specialist Support

- Where appropriate, deliver a specialist course or subject in absence of available teachers
- Plan specialist learning
- Assess specialist learning

Support for the School

- Invigilate exams when required
- Lead a tutor group or assist a form tutor at registration and assembly times in order to encourage punctuality, students bringing correct equipment, friendship and support of each other and see general well-being of tutor group.
- 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.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Support, uphold and contribute to the development of school's equality policy and practices in respect of both employment issues and the delivery of services to the community.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Undertake duties as directed by senior staff.



COVER SUPERVISOR - PERSONNEL SPECIFICATION

ATTRIBUTES	ESSENTIAL REQUIREMENTS	DESIRABLE REQUIREMENTS	HOW IDENTIFIED
Qualifications	<ul style="list-style-type: none"> ➤ Educated to degree level or equivalent ➤ Excellent literacy/numeracy skills (Grade 4 or higher in English and maths at GCSE or equivalent) 	<ul style="list-style-type: none"> ➤ HLTA status or equivalent is desirable ➤ Qualifications or training relating to childcare, literacy, children with emotional and behavioural difficulties 	Application
Experience	<ul style="list-style-type: none"> ➤ Experience of working with children aged 11-19 ➤ Experience of working effectively with small groups of students or covering whole classes 	<ul style="list-style-type: none"> ➤ Experience of working with students with special educational needs ➤ Experience of working with students to prepare them for exams and to provide a positive impact on exam results 	Application References Interview
Training	<ul style="list-style-type: none"> ➤ Evidence of relevant training or willingness to undertake such training 		Application Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> ➤ Ability to understand and carry out verbal and written instructions ➤ Ability to understand classroom roles and responsibilities and own position within these ➤ Ability to manage a classroom calmly, courteously and without the need for shouting ➤ A track record of being proactive within the classroom ➤ Ability to implement the school's behaviour procedures consistently and effectively ➤ Ability to react constructively to student questions ➤ Ability to adapt set cover work to suit differing abilities and to provide appropriate extension tasks ➤ Ability to provide/meet deadlines ➤ Ability to keep simple records 	<ul style="list-style-type: none"> ➤ Knowledge of special educational needs, raising attainment and motivating students 	Application Interview
Personal Circumstances	<ul style="list-style-type: none"> ➤ Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) ➤ Able to satisfy the requirements of safeguarding recruitment checks in line with Keeping Children Safe in Education (2019) ➤ Must have the ability to be flexible and work to the requirements of a busy school 	<ul style="list-style-type: none"> ➤ Interest in the school's wider role in the community 	Application Interview
Disposition and Attitude	<ul style="list-style-type: none"> ➤ A passion for education and a deep-felt desire to make a difference for young people. ➤ .Demonstrating good co-operative, inter-personal and effective listening skills ➤ Demonstrating a commitment to working with children of the relevant age ➤ Willingness to participate in development and training opportunities 	Understands the importance of work/life balance	Application Interview References

ATTRIBUTES	ESSENTIAL REQUIREMENTS	DESIRABLE REQUIREMENTS	HOW IDENTIFIED
	<ul style="list-style-type: none"> ➤ Willingness to accompany school trips and visits as instructed ➤ Ability to recognise own training and development needs ➤ Approachable, courteous and able to present a positive image of the school to callers and visitors ➤ Willingness to carry out wide range of non-teaching tasks. ➤ Ability to maintain confidentiality in matters relating to the school, its students, parents and carers ➤ Enthusiastic, flexible, team player who enjoys hard work and takes constructive criticism. ➤ Good oral and written communicator. 		
Physical	<ul style="list-style-type: none"> ➤ Resilient 		References Interview
Equality	<ul style="list-style-type: none"> ➤ A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice. 		Application Interview