



Applicant Pack

Cover Supervisor

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ACADEMIC EXCELLENCE, AMAZING EXPERIENCE.

Part of the Trinity family of academies and school



A welcome from the Principal

I am delighted that you are interested in working at our inimitable academy. Trinity Academy St Edward's opened our doors in September 2021 to our founding cohort of students. This is an exciting and truly unique opportunity to be a key part of shaping the academy's journey from the early conception. The academy is part of Trinity Multi Academy Trust and we will be very fortunate to benefit from outstanding support, guidance and resource from our highly successful trust. While benefitting from being part of this family we will continue to embed our culture and ethos from the start, ensuring every child achieves academic excellence and has an amazing experience.


The academy serves communities from across Barnsley and no matter the starting point of our children we will raise their aspirations and change their futures by achieving outstanding outcomes and creating lifelong memories. Our broad and balanced curriculum, with a STEM focus, will open our students' eyes to what the world can offer, and genuinely wide ranging extra-curricular experiences will dovetail this.

We are looking for a passionate, committed, and driven colleague to become our cover supervisor. As our academy grows year on year, we need flexibility in our timetabling of lessons and a dedicated colleague to cover lessons due to absences for illness, trips or other school activities. We offer a fantastic CPD package for all staff and have an active wellbeing charter in place and a dedicated staff wellbeing team. This is an exciting opportunity for someone who loves working with children and feels they can make a difference to their lives. They will work closely with all class teachers, our other cover supervisor and will work directly under the supervision of our Vice Principal.

This September, we moved into our brand new £25 million new building which without doubt will further enhance the academic excellence of our students and opportunities for our staff.

I am delighted and privileged to lead the academy and serve the communities of Barnsley. I am passionate about the future of the academy, our staff and students, and the change that we can make to the lives of the people of Barnsley. Our values of respect, honesty, empathy and responsibility embody all we do in creating a happy, successful and ambitious culture at TASE.

Mark Allen



Principal



Trinity Academy St Edward's

Due to an increase in population in Barnsley, particularly in young people of school age, the need for a new secondary school is prevalent. In 2019, Trinity Multi Academy Trust was selected by the Department for Education as the sponsor for a brand-new school.

Trinity MAT is proud to have transformed the life chances of thousands of students across its existing academies, and we are equipped and eager to do the same for those in Barnsley. Our MAT core values of Empathy, Honesty, Respect and Responsibility run through all aspects of academy life. We welcome students of all faiths and none, these values relate to everyone regardless of faith or background.

Drawing from the success and expertise of organisations across our high performing MAT, we will ensure that children are supported both academically and pastorally to secure the brightest of futures.

Our secondary schools consistently achieve academic results which place them in the top 10% of highest performing schools in the country and receive national and international recognition for the quality of their provision. This success will be replicated at Trinity Academy St Edward's where every young person will benefit from outstanding teaching and an inspirational curriculum.

For more information about Trinity Academy St Edward's please visit stedwards.trinitymat.org

For more information about Trinity Multi Academy Trust please visit www.trinitymat.org



'An academy where ALL are respected and valued.'

We are a courageous, resilient and positive community rooted in hope, aspiration and excellence. Together, we enable each other to be the best we can be.

"The one who gets wisdom loves life; the one who cherishes understanding will soon prosper." Proverbs 19:8

CORE VALUES



EMPATHY

If we are to truly be an inclusive community where we care for one another, we must understand the challenges we face. We show an understanding of emotions and why certain emotions may be shown, we then work together to help our community overcome any barriers they face.



HONESTY

We are honest about our actions and aspirational for ourselves and others. We are not perfect, and we will make mistakes from time to time. We own up to these; we are honest about our actions and then we learn from them. If we are to be trusted and given responsibility, then we must be honest in our actions and behaviours.



RESPECT

We respect each other's views and ways of life; we respect the differences we have, but also our individuality. We respect the adults in the academy. Rules are made to keep us safe, to help everyone to learn, and to keep our academy a purposeful and enjoyable place to be. Respect is paramount in the classroom, in our building and our community.



RESPONSIBILITY

We are all responsible for the way we act, how we learn and the way we try to be the best we can be. A responsible student will succeed, and a responsible member of the community will be well respected. A responsible member of our community will stand up for one another and speak out against prejudiced views and challenge unacceptable behaviour towards one another.

Head Boy and Head Girl Welcome

Our school is designed and run to meet the needs of all of our children. Their voice plays a key part of this and alongside a full student council, we have a group of prefects and a Head Boy/Girl who lead this group and work with senior leaders to constantly improve life for our children.

Gabriel and Tilly are incredibly proud of their roles and love welcoming guests and potential new colleagues to our school.



Daily life here at Trinity Academy St Edward's consists of not only our "academic excellence" but also our "amazing experiences", one of which is why we were able to write this introduction to you all! TASE offers a wide variety of unique opportunities to all students regardless of backgrounds, cultures, and religion because we are essentially one big family, and a family we are proud to be part of.

We run roles such as head students, eco committee, student council, art council, sports leaders, and many more. We run lots of exciting trips such as a sports trip to Amsterdam, trips to Paris with MFL, and fieldwork in Castleton out with Geography to further our education and memories with friends.

At our school, we aim to provide you with an Ofsted outstanding education community, and lifelong memories. So, whether you are wanting to be in my position as a student, or are wanting to join our amazing teaching community, or are just interested in our school, welcome!

The amount of genuine happiness I've had during my time at this school, and the amount of support from our amazing pastoral team to get me where I am today, is something I don't think can be found equal anywhere else.

My role as head girl has developed my confidence unbelievably from the shy Year 7 I used to be, and I love that the role gives me the ability to give our school community a voice.



It is our pleasure to speak to anyone new to our school and we hope you love it just as much as we do!

-Tilly

We are so pleased you are interested in joining our amazing school and we look forward to meeting you soon. Our school is unique in what we do, and we have a true family feel to the things that occur.

We ensure that everyone feels included and involved in our school. After school we have involve clubs which are mandatory. The clubs last an hour after school and present terrific opportunities for everyone, examples of these include football club, Library club, and extracurricular activities like Duke of Edinburgh that ensure that everyone is included and active.

At TASE, we have specific rules and requirements that students must abide by which sets us apart from other schools. One example of this is silent stairs, these ensure that we get to lessons swiftly to maximise learning time. At TASE, we also have excellent new facilities that cater to everyone's needs. For example, we have amazing football pitches, design technology rooms, and plenty more. The students really value our relationships with staff, and we enjoy how friendly they are but also how hard they push us to achieve the very best we can.

My role as head boy has made me step out of my comfort zone.

It gave me the chance to have the voice I have today, where in Year 7 I couldn't speak to anyone.

So far, I have had amazing experiences that have created lifelong memories, and I'm sure there are plenty more to come.

-Gabriel





Trinity Academy St Edward's

Job Description

Job Title: Cover Supervisor
 Job Scale: Scale 5 (points 12- 17)

BASIC JOB PURPOSE

- To supervise whole classes of students and ensure that set work is completed in the absence of the teacher.
- To provide cover for the short-term absence of teaching staff so that an effective and tailored approach to cover is delivered.
- To meet the specific needs of individual students, or a small group of students, as directed by teaching staff and in line with their statement of Special Educational Needs.
- To liaise with all relevant staff to support students' progress and overall development.
- To support students placed in the Recharge Room as and when required

Reporting to: Assistant Principal
Responsible for: n/a

MAIN RESPONSIBILITIES

1	Supervise students who are undertaking work that has been set by a teacher, in accordance with the academy policy so that learning continues.
2	Manage the behaviour of students whilst they are undertaking their work to ensure a constructive environment. Ensuring that the Behaviour for Learning policy is applied consistently in the classroom.
3	Respond to any questions from students about process and procedures so they can continue with their set work.
4	Deal with any immediate problems or emergencies in accordance with the academy's policies and procedures to ensure that student/employee safety is assured.
5	To support individual students in the classroom or small groups of students, as required.
6	Collect any completed work after lessons to ensure it is returned to the relevant member of the teaching staff.
7	Report back, using the academy's agreed referral procedures, on the behaviour of students during class and any issues arising so that the relevant member of the teaching staff is fully aware of the situation.
8	To provide objective and accurate feedback and reports as required on student achievement, progress, and other matters, ensuring the availability of appropriate evidence.
9	To deliver local and national learning strategies e.g., literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of students' skills.
10	To use ICT effectively to support learning activities and develop students' competence and independence in its use.
11	To provide a range of support to teaching and learning activities, e.g. supervision of the Recharge Room, Exam Support and offering support to curriculum areas (displays or other resources). Including any admin support that is also required.

Other Specific Duties:

- All staff are expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school.
- Treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people.
- To uphold and promote the academy's Christian vision.
- To continue personal professional development as required.
- Attend staff and other meetings and participate in staff training and development events as required.
- To actively engage in the performance review process.
- All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee's current salary.
- To work in the best interests of the academy Trust, students, parents and staff.
- To adhere to the academy's policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety.
- Undertake the role of a Form Tutor within the academy's pastoral system, and provide relevant and appropriate pastoral support where required.
- To work flexibly, including some evening work, and to travel, as required, to meet the needs of the role.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION

Job Title: Cover Supervisor

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	<ul style="list-style-type: none"> • 5 or more GCSEs (or equivalent) at C or better, including English and maths • proficient use of technology, (PC, internet, MS Office packages) and understanding its use in supporting effective teaching and learning • experience of teaching (or other relevant learning environments), covering groups or whole classes (students 11-18) • basic experience of assessing student progress and contributing to assessment processes 	<ul style="list-style-type: none"> • experience of working with young people with SEN • deal sensitively with people and resolve conflicts
Knowledge & Understanding	<ul style="list-style-type: none"> • understanding of equal opportunities issues • basic knowledge of reward strategies and understanding how these could be applied • awareness and commitment to safeguarding and promoting the welfare of children and expecting all staff to share this commitment 	<ul style="list-style-type: none"> • knowledge of the needs of SEN students in academic surroundings
Skills & Abilities	<ul style="list-style-type: none"> • ability to work consistently, prioritise and delegate appropriately, to handle pressure and to work to deadlines • ability to communicate clearly and sensitively, both orally and in writing, with students, parents/carers and staff • ability to work in a team, and collaboratively with other staff • think creatively and imaginatively to anticipate, identify and solve problems • demonstrate good judgment • work without supervision, to provide assistance as and when required, to seek work when unoccupied • readiness to accept and implement change, openness and willingness to learn and flexibility • work with students both patiently and tactfully and promote calm and reassuring behaviour from the students 	<ul style="list-style-type: none"> • willingness to develop own understanding and capability through advice and training • effective collaborator with other academy staff and students • think clearly in emergency situations • achieve challenging professional goals
Personal Qualities	<ul style="list-style-type: none"> • an excellent record of attendance and punctuality • commitment to learning • resilience and perspective • set high standards and provide a role model for students and staff • seek advice and support when necessary 	<ul style="list-style-type: none"> • reliability, integrity and stamina • respect confidentiality