



# BRIGHOUSE HIGH SCHOOL & SIXTH FORM COLLEGE



## Job Application Pack

Cover Supervisor (February 2026)

**'Pupils, including students in the sixth form, are proud to attend the school. They feel safe and cared for. Positive relationships are a cornerstone of the school'**

Ofsted February 2022



# Welcome to Brighouse High School



Thank you for your interest in joining Brighouse High School; we are very much looking forward to welcoming you to our school.

Brighouse High School was one of the initial converter academies in 2006 and is the founding member of the Valley Learning Partnership.

Our school is oversubscribed and has consistently served the community of Brighouse and the surrounding area, always developing and building on consistent good practice and ensuring that positive experiences of student and staff development are partnered with good outcomes for the students. Our School Direct Programme is also growing rapidly as we move to ensure that we engage, train and retain the best teachers for our students.

- **Pupils, including students in the sixth form, are proud to attend the school. They feel safe and cared for.**
- **Pupils feel they can speak to any member of staff if they have concerns or worries.**
- **Positive relationships are a cornerstone of the school and allow pupils to express themselves with confidence.**
- **Pupils believe the school takes their well-being seriously.**
- **One pupil told an inspector, 'Everyone cares at Brighouse.' The atmosphere around school and in lessons is calm.**
- **Pupils behave well and engage positively in lessons. Pupils are polite and respectful towards each other and staff.**

## **Ofsted 2022**

Our commitment to a broad and balanced curriculum has never faltered; we have always ensured that students are offered the broadest range of opportunities to succeed in an inclusive and supportive environment. We are consistently amongst the highest achieving secondary schools in Calderdale for enabling our students to progress with the benchmark qualifications required to access their next steps in education, employment or training.

Our ethos is simple; we value and are proud to be a comprehensive school which serves all of our local community. The core purpose of our school is to raise achievement for all and to do this within a framework of positive behaviour and relationships. We consistently strive to ensure that Brighouse High School is a happy place to learn and work and that there is equality of opportunities for all. We put the welfare and achievement of our pupils at the core of all our decisions.

Our vision remains clear; we aim to provide for our students an education and support that is second to none.

Our sense of togetherness is important to us and to our community and it is often quoted that 'the best thing about Brighouse High is the people in it'.

# Our Priorities

## Brighouse High School

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### Our People

As an inclusive comprehensive school working in partnerships, we recognise that the single, most important resource we have is our people. As we have consistently stated, the best thing about our school is the people in it. They make our ethos a reality through their day-to-day work. By our people, we mean every person that works with us across our partnerships, irrespective of role.

With this in mind, and in an environment where teacher recruitment remains a challenge, we are committed to enhancing the work of the Valley Learning Partnership School Direct in order to recruit and improve our staff through a programme of high-quality, continuous professional development.

We are also committed to maintaining a high level of retention. This can be via our engagement with the early careers framework and a high quality CPD programme, as well as the numerous professional opportunities that we aim to offer; supporting our employees in seeking wider experience across our partnerships, supporting applications for further professional qualifications and to initiatives such as the leaders in education programmes. We are committed to recognising and rewarding high performance, as well as ensuring that the wellbeing of all staff is always considered in the decisions we make.

Of course, the people who make Brighouse High School what it is are also our students who, alongside the staff, are at the forefront of every decision we make. What we do, we do because it is right for our students, our staff and our community.

### Our Systems

We have never subscribed to the 'one size fits all' approach in our school and have repeatedly described our approach as being led by 'systems with a heart'.

We believe that what works exceptionally well should be rolled out across our organisation and consistently applied as it drives continuous school improvement, but we are always mindful of the need for a heart in all we do. We value our identity as an inclusive school that works relentlessly to raise the aspirations and achievement of all of our students.

Our focus for some time has been on developing our practice in areas such as curriculum, Quality Assurance and Monitoring (QAM) processes, effective assessment and use of data, intervention strategies and developments in teaching and learning, with high quality in-house CPD and appropriate BfL policies.

All of our systems are under constant review and amended if necessary. If something does not work, we change it; if it does, we invest in it and promote it for the good of all of our community.

# Our Priorities

## Brighouse High School

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### Our Organisation

Our partnership working has grown from our one secondary school to initially two secondary schools and now six cross-phase schools in just over one year. All schools operate completely independently but our collaboration makes us stronger.

Our primary concern has always been, and will always be, Brighouse High School but real strength and real potential to improve the outcomes for our students lies in strong partnerships. We had a modest growth plan where the Valley Learning Partnership was concerned, but our reputation was strong and has grown and we have built on those strengths to welcome other schools into the organisation and consequently helped to strengthen their position too.

Our next steps, beyond our own school, will be to help shape effective policies and procedures concerning finances and HR services, as well as Health & Safety and facilities management support, which will not detract from but will complement the main business of improving the outcomes of the young people in our school and those who work with us.

One further important priority for us, in terms of the organisation, has always been the effectiveness of governance. We are now strengthened by the board of the VLP and the addition of the University of Huddersfield and a broader pool of expertise feeding into our own school, but we have also focused the effectiveness of our LGB; the next step is to incorporate further training to inform and support governance, at both school and partnership level.

### Our Wider Partnerships

A strength of our school is the partnership between home and school as well as the many other partnerships we are developing.

Our own school improvement work, as well as school improvement across our partner schools, remains our primary focus for the coming years but alongside this important work are a number of initiatives including work focusing on improving recruitment and retention through the school direct programme.

We understand the importance and benefits of real collaboration and are building a network of partners as well as deploying our own colleagues to further support other schools in SLE and SIP work across neighbouring authorities.

We will continue to build these networks and partnerships where they will benefit our school and enhance the wider opportunities of our staff and young people.

# What We Can Offer You

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If appointed, you will be joining a strong and dedicated team and a focused and supportive wider staff body who are fully committed to delivering the best outcomes for our students. We aim to both challenge and support our students and staff to push the boundaries of their achievements, to contribute to the wider life of the school and its community and to be role models in all that they do.

We offer you the opportunity to join a strong and developing team at a time when challenge and reward are in abundance; most of all we offer you a happy place to work in a role which can really shape futures.

There are also the wider opportunities available to you through our partnership work in the Valley Learning Partnership.

This is a fantastic opportunity to make a real difference.

We are looking for a candidate who is seeking to establish themselves in an exciting role and we can fully support you on that journey.



# Our Staffing Profile



The school currently employs 97 members of teaching staff and 86 members of support staff.

## Senior Team

The senior team currently comprises of the Headteacher, three Deputy Headteachers and six Assistant Headteachers.

## Curriculum Leaders

Heads of Department lead curriculum areas, with core curriculum areas also having additional TLR holders within the leadership of that area.

## Pastoral Structure

Each Year group is headed by a Head of Year, Assistant Head of Year and has the support of a member of the senior team. Each key stage has the additional support of a non-teaching Pastoral Assistant. HOYs move with their Year group throughout KS3 or KS4. A team of tutors works with each HOY and remains with their form group through each key stage.

The Sixth Form is led by the Assistant Headteacher - Head of Sixth who works with an Assistant Head of Sixth Form. The Sixth Form team are supported by a part-time administrator and a Sixth Form receptionist.

## Support Staff

The school has an extensive array of support staff in student support, administration, IT, technical support and premises. Student support includes:

- Children with additional needs who are supported through the SEND department which includes 11 Learning Support Assistants.
- Vulnerable students are supported through a full-time Additional Needs Coordinator and a Pupil Premium Champion.
- Underachieving students are also supported through various support structures across the key stages.
- Safeguarding Leads and Counsellors to support EWB and Child Protection.
- Pastoral Administrators to support our extensive pastoral structure.

# Job Advert



## BRIGHOUSE HIGH SCHOOL & SIXTH FORM COLLEGE 11-18 COMPREHENSIVE SCHOOL WITH ACADEMY STATUS

### COVER SUPERVISOR

Required from March 2026  
28 hrs per week – Term time only  
Salary APT&C Scale 3 Point 5-6

Brighouse High School and Sixth Form College is a successful, ambitious and inclusive school. We are proud of our place at the heart of the community and of our academic, sporting and pastoral successes. The main function of this post is to supervise groups of pupils completing work set in accordance with school policy. The post would also provide excellent CPD opportunities for graduates who wish to apply for teacher training.

The post holder will work with groups of pupils at Key Stages 3 & 4. Other duties will include supporting individual students with learning tasks and pastoral issues and carrying out routine clerical/administration work. Our Ofsted report from February 2022 recognised that 'Positive relationships are a cornerstone of the school' and that 'everyone cares at Brighouse High School'.

What we can offer you:

- An opportunity to work in a happy school with strong relationships
- Full support from a highly experienced and dedicated senior leadership team
- Induction and mentoring from a welcoming whole staff body
- A strong pastoral support framework and behaviour system to work within
- CPD and early careers support
- A range of colleague benefits including wellbeing and Employee Assistance programme, giving access to family healthcare, counselling and a range of other services

Our latest Ofsted inspection, in February 2022, recognised that, *'There is an acute awareness of what pupils need to support them...all pupils, including those with SEND, access an ambitious curriculum that stimulates their minds and promotes curiosity. Inspectors also reported that "there are clear and high expectations for behaviour that pupils know and understand. Staff apply the behaviour policy consistently"*.

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are made subject to an enhanced DBS check before the appointment is confirmed. We are an equal opportunities employer.

Please email Jane Pyrah for further details and an application pack  
[vacancies@brighouse.calderdale.sch.uk](mailto:vacancies@brighouse.calderdale.sch.uk)

The information can also be downloaded from the school website  
<https://brighouse.calderdale.sch.uk/join-us/work-for-us/>

**Closing date for all applications: Midday on Wednesday 25<sup>th</sup> February 2026**

**High School: Finkil Street, Brighouse, West Yorkshire HD6 2NY**

**Sixth Form College: Halifax Road, Brighouse, West Yorkshire HD6 1AY**

*The school is in an excellent location, only five minutes from Junction 25 of the M62 and easily accessible from Bradford, Leeds and Manchester.*

# Job Description



## Job Description

**Post:** Cover Supervisor  
**Scale:** APT&C Scale 3 points 5 - 6  
**Hours:** 28 hours per week – term time only

### PRINCIPAL RESPONSIBILITIES:

- Supervising work that has been set in accordance with the school policy.
- Managing the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment.
- Responding to any questions from pupils about process and procedures
- Dealing with any immediate problems or emergencies according to the school's policies and procedures.
- Collecting any completed work after the lesson and returning it to the appropriate teacher.
- Reporting back as appropriate using the schools agreed referral procedures on the behaviour of pupils during the class, and any issues arising.

### ADDITIONAL RESPONSIBILITIES:

- Supporting students, departments and administration at times when not needed for study supervision.
- Supervise student eating/leisure at break times and lunch times (post holder's breaks and lunches to be taken flexibly)

### DECISIONS:

- Day-to-day decisions in respect of the responsibilities of this post

### RANGE OF DUTIES AND RESPONSIBILITIES:

- To be familiar with the full range of school policies, particularly those regarding health and safety, equal opportunity issues and special educational needs (SEN)
- Have the necessary skills to manage safely classroom activities, the physical learning space and resources for which they are responsible.
- Understand and be able to use a range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs.
- Be familiar with ICT and its effective use within classroom activities.

### RESPONSIBILITY FOR ASSETS:

- Day to day responsibility for teaching resources.

### GENERAL:

This job description is not a restrictive outline, but indicates a range of duties. The postholder will be expected to be flexible in the range of tasks undertaken as appropriate to the post. Training will be available for the successful candidate as required.

Applicants who are interested in applying for teacher training will be given the opportunity to observe other teachers and participate in the schools ITT induction programme.

# Person Specification

Range of Duties	Essential	Desirable	How Identified
<b>Qualifications</b>	No specific qualifications essential Training will be provided		
<b>Experience</b>	Working with children / young people	Administrative experience Working in a school environment	Application Interview
<b>Skills</b>	Good relationships with pupils Co-operative relationship with other staff Ability to work independently without supervision Good organisational skills		Reference/Interview Application/Reference/Interview Reference/Interview  Reference/Interview
<b>Attitude</b>	Interest in and enjoyment of working with children Punctuality and good attendance Display a calm and positive attitude Commitment to equal opportunities and inclusion		Application/Reference/Interview Reference/Interview  Reference/Interview  Application/Reference/Interview