



HLTA- Cover Supervisor

# Recruitment Pack



Nurturing inclusive learning communities

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## CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of HLTA- Cover Supervisor at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy and we have high aspirations for future growth.

Thank you for your interest in Ethos Academy Trust and we will look forward to receiving your application.

*Jayne Foster*

Jayne Foster  
CEO, Ethos Academy Trust



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## HEADTEACHER WELCOME

### **Dear Applicant**

Elements Academy is a Special School which opened in September 2022 in Rotherham, South Yorkshire. It offers 135 places for Key Stage 2 – 4 pupils (aged 7-16) who have an Education, Health and Care Plan (EHCP) where Social, Emotional and Mental Health (SEMH) is identified as the primary need.

Ethos Academy Trust has a long-standing reputation for achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. At Elements Academy, we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable, and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the long-term confidence and skills required to succeed in post-16 education, employment or training.

Our outstanding staff teams are skilled at working with young people with needs across the SEMH range. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a young person's needs are identified and met throughout their journey at Elements Academy, preparing them for the next stage of their lives.

At Elements Academy, you will find strong, hardworking and dedicated members of staff. We believe in investing in our staff team and all staff have access to high quality internal and external professional development. Working within Ethos Academy Trust is extremely rewarding; making a difference to vulnerable children and young people, knowing that the work you do has a genuine, long-term impact on a young person's education and life chances.

We are seeking to appoint an HLTA- Cover Supervisor to join our team. The successful applicant must be dedicated to supporting our young people to reach their full potential. We would like to thank you for your interest in Elements Academy and we look forward to receiving your application.

Vicky Woodrow



Headteacher, Elements Academy





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**Ethos College** provides long-term full-time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted, and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



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**Evolve Academy** is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



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**Elements Academy** opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



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**Reach Academy** is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. All pupils attending the academy have an Educational Health Care Plan (EHCP) in place. Our nurture principles underpin our practice and ensure that we meet the individual needs of every pupil. We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



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**Engage Academy** is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) with SEMH needs. All pupils attending the academy have an Education, Health and Care Plan (EHCP). We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have extremely high expectations and achieve good academic progress across the curriculum with an emphasis placed on improving pupils' reading, writing and maths skills through personalised and creative learning opportunities.



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**Enrich Academy** is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEHM) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.

At Enrich Academy, our aim is to provide a caring, stimulating, safe and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by customising the curriculum to challenge ability and raise aspirations.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skill required to succeed in post-16 education, employment or training.

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## TRUST MISSION

Ethos Academy Trust is uniquely positioned with a clear strategic focus on Social Emotional and Mental Health and wider Special Educational Need provision. Our Academies are nurturing and inclusive communities, underpinned by a genuine value led culture where pupils and staff thrive and grow to their full potential.

## OUR CORE VALUES

 <h3>Leading</h3> <p><b>with integrity</b></p> <ul style="list-style-type: none"><li>• Championing honesty and transparency</li><li>• Building trusting relationships</li></ul>	 <h3>Encouraging</h3> <p><b>freedom and responsibility</b></p> <ul style="list-style-type: none"><li>• Working collaboratively</li><li>• Investing in effective partnerships</li></ul>
 <h3>Thinking</h3> <p><b>innovatively</b></p> <ul style="list-style-type: none"><li>• Finding creative solutions</li><li>• Meeting individual needs</li></ul>	 <h3>Improving</h3> <p><b>continuously</b></p> <ul style="list-style-type: none"><li>• Raising standards</li><li>• Developing strong and effective leaders</li></ul>
 <h3>Celebrating</h3> <p><b>achievement</b></p> <ul style="list-style-type: none"><li>• Improving academic progress</li><li>• Enriching personal development</li></ul>	 <p><b>ETHOS</b> ACADEMY TRUST</p> <hr/> <p>Nurturing inclusive learning communities</p>

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**ETHOS**  
ACADEMY TRUST

Nurturing inclusive learning communities

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## WHY WORK FOR THE TRUST?

Ethos Academy Trust spans West and South Yorkshire, with all our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

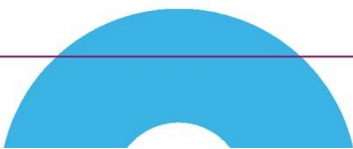
At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all the children and young people within our community at the heart of what we do. Our staff are pivotal in this and in recognising, achieving and bringing to life our vision and values.


As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

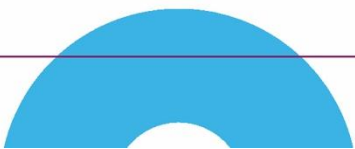
Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- A chance to work at a unique Trust with a clear direction and commitment to working with Social Emotional and Mental Health need and wider SEND pupils.
- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- Opportunities to collaborate with colleagues across academies and within the Central Trust teams and other Multi Academy Trusts on a local and/or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to Teacher and Local Government Pension Schemes.
- Access to 24/7 Employee Assistance Programme which includes counselling and physiotherapy services.
- All staff have 1:1 sessions with their managers every half term and complete a Wellness Action Plan at least annually.
- All staff are required to have an annual appraisal.
- We recognise and reward staff who have gone over and above with our half termly values driven staff awards.
- Opportunity to have your say and to contribute to Academy related developments via annual staff survey, regular “pulse” surveys and Academy Liaison Groups.



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- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted shopping.
  - Additional day off after 5 years' service with the Trust
  - Local agreements for corporate access to gyms and other leisure facilities.





I started working for Ethos College around 11 years ago as a Grade 7 inclusion worker. It was an immensely enjoyable and rewarding position. I loved the fact that I could support the social and emotional development of young people and be able to have the ability to make a huge impact on their lives. I was inspired by our talented team and decided to combine my passion for science and education to train to become a qualified teacher. Ethos College supported me all the way and when a position became available, I applied and was proud to take up the post of science teacher. Since then, I have not looked back! I then moved into a leadership role at Ethos College. From September 2023, I moved to the position of Head of School at Enrich Academy. Working at Ethos Academy Trust and being part of the transformation of the lives of our young people is an absolute privilege.

**EMMA McMANUS**, HEAD OF SCHOOL - ENRICH ACADEMY







I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust thirteen years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification. More recently I was able to complete training to become a SENDCo and I am currently SENDCo for Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

**SARAH SIMMONDS**, SENDCO - REACH ACADEMY



During my 8 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role, I became a member of the Senior Leadership Team at Ethos College and was supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice. From January 2024, I moved to the position of Head of School at Reach Academy.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

**JACK GHEE**, HEAD OF SCHOOL - REACH ACADEMY



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## ADVERT FOR HLTA-COVER SUPERVISOR

HLTA-Cover Supervisor  
Two positions  
Band G  
37 hours per week  
Term time plus 1 week  
Permanent  
Full time salary -£31,067 - £33,366  
Actual salary - £27,362 - £29,387  
Closing date - 13 January 2025 at 9am

### Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint two HLTA- Cover Supervisors to join our passionate and hardworking team at Elements Academy.

If you are looking for a new and rewarding challenge in education and you are committed and passionate to making a difference, then we look forward to hearing from you.

Closing date: 13 January 2025 at 9am  
Interview date: 21 January 2025

If you require further information or would like to arrange a visit, please contact Danny Ross – [dross@eat.uk.com](mailto:dross@eat.uk.com)

You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>

### Safeguarding statement

**Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.**

**Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.**

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## HLTA – COVER SUPERVISOR JOB DESCRIPTION

<b>Job title</b>	HLTA – Cover Supervisor
<b>Location</b>	Elements Academy, Dinnington
<b>Hours</b>	37 hours per week working term time plus 1 week
<b>Reports to</b>	Line manager/Class Teacher
<b>Staff responsible for</b>	No staff responsibility
<b>Closing Date</b>	13 January 2025 at 9am Interview – 21 January 2025
<b>Salary/Grade</b>	Band G Full time salary -£31,067 - £33,366 Actual salary - £27,362 - £29,387
<b>Job Purpose</b>	<p>To provide short term cover across key stages and curriculum in the absence of the class teacher.</p> <p>To plan, deliver, monitor and review academic interventions to support pupils' needs as identified through baseline assessments and/or My Support Plan or Educational, Health and Care Plan</p> <p>To provide practical support for learning and developing social skills whilst promoting pupils' physical and emotional wellbeing.</p>

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## KEY OBJECTIVES AND ACCOUNTABILITIES

### Main Duties

- To provide in-class support to enable the class teacher to carry out work with small groups of pupils or individual pupils
- Where no cover is required, undertaking activities at the direction of the class teacher such as planning group and individualised interventions, joining in with class activities and administrative tasks
- Support the class teacher in organising and managing the learning environment and resources
- To provide objective and accurate feedback and reports, as required, to the classroom teacher on pupil achievement and progress, behaviour, safeguarding and any other relevant matters, ensuring the availability of appropriate evidence and data
- To provide feedback to pupils in relation to SEMH progress and achievement
- Actively embrace the nurture principles of the academy and apply them within all aspects of curriculum delivery
- Address the needs of individual pupils as stated on their My Support Plans and EHCPs to maximise progress
- Be flexible in the delivery of a range of subjects across the curriculum,
- Confidently model de-escalation, positive handling and intervention techniques
- Manage the behaviour of pupils whilst they are undertaking their work to ensure an environment conducive to learning
- To promote positive pupil behaviour, maintaining high expectations for all pupils and using effective strategies to support pupil behaviour promoting self-control and independence
- To participate in and assist in supervision of educational visits
- To administer and invigilate exams and tests
- Develop trusting and positive relationships with students and their families
- To work alongside external agencies and key professionals
- To update pupil records on relevant school systems
- Attend and participate in meetings with internal and external stakeholders, as required
- Undertake relevant training and CPD

### General

- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
  - Have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
  - Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications.
  - Take reasonable care of the health and safety of self, other persons and
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resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act

- Demonstrate day to day commitment to the Trust's vision, mission and core values.
- Carry out such reasonable additional duties as may from time to time as determined by or on behalf of Trust Senior Leaders or the Trust Board.

## PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
<b>Knowledge, Education and Training</b>	GCSE grade 4 or above (grade C or above) in English and Maths or the ability to demonstrate equivalent knowledge	E
	HLTA Qualification or equivalent	E
	Understanding of child development and nurture principles	E
	Knowledge of the national curriculum across key stages	D
<b>Relevant Experience</b>	Recent experience of supporting the learning of pupils within a mainstream or alternative setting	E
	Experience of working with SEMH pupils in a primary or secondary environment	E
	Experience of supporting pupils' basic skills in core subjects	E
	Experience of working with families, other professionals and external agencies to improve outcomes for pupils	E
	Experience of delivering specific learning interventions	E
	Experience of engaging pupils in a variety of creative indoor and outdoor learning opportunities	E



<b>Aptitudes, skills and competencies</b>	Ability to manage workload effectively and meet deadlines	E
	Ability to communicate effectively with a wide range of internal and external stakeholders	E
	Ability to use IT based systems to keep accurate records and data to report to relevant stakeholders	E
	Ability to relate to children and young people from diverse backgrounds	E
	Ability to work as a team member	E
	Emotional resilience to work with children exhibiting challenging behaviours	E
	Willingness to lead extra-curricular activities	E
	Ability and willingness to drive the school minibus	E
	Motivated to work with pupils with a wide range of learning, social, emotional and mental health (SEMH) needs	E
	Willingness to work outdoors in varying weathers and an ability to adapt planning to accommodate changes	E
<b>Any additional factors</b>	The postholder may be required to work outside of normal school hours on occasion with due notice	E
	Willingness to undergo an Enhanced DBS check and sign up to the DBS service on an annual basis	E
	Commitment to ongoing personal training and development	E
	Willingness to work offsite with pupils and families	E



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	Willingness to work across Trust sites and in different key stages	E
	Understanding and commitment to working in line with legislation and Trust policies and procedures	E

### **Equality and Diversity Statement**

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

### **Disability statement**

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

### **Online checks for shortlisted candidates**

In accordance with DfE Keeping Children Safe in Education 2024, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

### **GDPR**

A copy of our Privacy Notice is available via our website: [www.eat.co.uk](http://www.eat.co.uk)

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Ethos Academy Trust  
c/o Reach Academy  
Field Hill Centre  
Batley Field Hill  
Batley  
WF17 0BQ

