



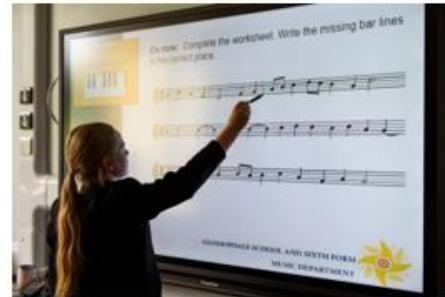
TRUE LEARNING
PARTNERSHIP



Cover Supervisor

Closing date for applications: Friday 12th July 2024 at midday

Interviews will take place during W/C 15th July 2024



Dear Candidate,

Thank you for your interest in joining Glossopdale School. Glossopdale school is an oversubscribed 11-18 comprehensive secondary school which serves the Glossop community. We are a warm and caring school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We exist to empower our students to find their purpose, develop high aspirations and thrive both academically and personally, to be the best that they can be. We provide a knowledge-rich curriculum which exposes students to powerful knowledge, places them on an ambitious pathway and develops the character traits needed to seize the opportunities that exist. Our core purpose is not merely finite 'success' for our students but for them to thrive - continually grow and flourish.

We are explicit about the culture we want to create and have clear ideas of the desired behaviours necessary for our students to succeed. At Glossopdale School, we maintain a relentless focus on the day-to-day actions, behaviours and routines within the school and adopt a disciplined approach to teaching students the right and successful ways to do things.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We are a research-based school with the aim to develop highly effective evidence-based practices including teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

We have some of the best facilities in the area having fully rebuilt our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

I am extremely proud to be the Headteacher of Glossopdale School and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

Debbie McGloin
Headteacher

Job Description & Person Specification

POST TITLE:	Cover Supervisor
GRADE/SCALE:	Grade 8
SALARY:	£22,451 - £24,010 per annum (Actual), £27,507 - £29,418 per annum (FTE)
RESPONSIBLE TO:	Deputy Headteacher
LINE MANAGED BY:	Deputy Headteacher
WEEKLY HOURS:	35
WEEKS PER YEAR:	39

PURPOSE OF JOB:

Alongside the responsibilities for a cover supervisor, the post holder will carry out cover supervision duties as required.

SPECIFIC RESPONSIBILITIES:

- In the absence of a teacher provide supervision of and be solely responsible for a class of students during lesson time.
- Manage the behaviour of students to promote and maintain order and a calm working environment for students, including implementation of the school's Climate for Learning Policy.
- Report back as appropriate on the behaviour of students during lesson, and any issues arising, using the school's agreed referral procedures.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom and school.
- Ensure the health, safety and welfare of students is maintained at all times.
- Establish constructive relationships and communicate with other relevant professionals, in liaison with the teacher, to support students' learning and progress.
- Liaise with teachers and other relevant professionals regarding the work set for a class.
- Communicate the work set by the class teacher to the students and ensure that students are aware of the teacher's expectations during the course of the lesson with regard to task completion.
- Motivate students to complete tasks set by the class teacher and encourage students to interact and work co-operatively with others to ensure all students are engaged on the set task.
- Respond to any questions from students about process and procedures.
- Deal with any immediate problems or emergencies in accordance with the School's policies and procedures.
- Provide comfort and immediate care in case of minor incidents, and report serious incidents to the appropriate person for action, in accordance with the School's guidance, policies and procedures.
- Collect any completed work after the lesson and return it to the class teacher as appropriate.
- Support teaching staff in supervising whole year groups or classes during internal or external examinations including invigilating examinations.

- Accompany teaching staff and students on educational visits.
- Contribute to the overall ethos, aims, and work of the school.
- Be aware of, uphold, and contribute towards the development of the school's policies and procedures.
- Participate in appropriate school-based meetings and training activities.
- Undertake any administrative duties relevant and appropriate to this post including taking a class register and supervising a group during tutor time when the regular tutor is on short-term absence.
- To work within child protection guidelines and follow school procedures.
- Be involved in the general supervision of students during the lunchtime, extra curriculum activities, bus duty and duty rotas as required.
- To assist with classroom displays to create a good working environment for staff and students.
- Assist in the educational and social development of pupils under the direction and guidance of the Headteacher, SENCO and class teachers.
- Assist in the implementation of Individual Education Programmes for students and help monitor their progress.
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.
- Work with other professionals, such as speech therapists and occupational therapists, as necessary.
- Assist class teachers with maintaining student records.
- Support students with emotional or behavioural problems and help develop their social skills.
- Provide backup for organising the daily cover arrangements when needed. This will include, but is not limited to, use of the Cover Manager module in Sims, liaising with supply agencies to arrange booking of supply staff. Organise lists and liaising with supply staff regarding arrangements of laptops and cover work instructions.
- Provide general admin support for departments as and when necessary.

GENERAL RESPONSIBILITIES:

The postholder will be expected to:

- To be able to carry out basic First Aid as and when required and to keep their basic First Aid training up-to-date
- Where appropriate, use ICT to support learning.
- Take an active part in appraising their own work against agreed priorities and targets in accordance with the school's performance management
- Contribute to the School Improvement Plan targets.
- Undertake any necessary training associated with the duties of the post.
- Be aware of and comply with policies and procedures relating to child protection, security, confidentiality, equal opportunities and data protection, reporting all concerns to the appropriate person.
- Comply with the Health and Safety Policy of the school with regard to the wellbeing of themselves and others
- Carry out other duties commensurate with the level and grade of the post as directed by line or day-to-day management
- The responsibilities and duties attached to this role will be reviewed annually as part of the performance management process and may be subject to change. Any amendments requiring a change in grade or that are not within the general remit of the role will only be made after consultation with the post-holder.

CORE RESPONSIBILITIES FOR ALL TRUST EMPLOYEES

Health & Safety

All staff within The TRUE Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

Equality & Diversity

Staff employed by The TRUE Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. The TRUE Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

Data Protection

All staff within The TRUE Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

Role requirements

Person Specification		
Selection Criteria	Essential/ Desirable	Assessment
Experience		
Experience as a Cover Supervisor	D	AIR
Experience of supervising young people	E	AIR
Experience of SIMS or similar management information system	E	AIR
Up to three years experience working with children of relevant age	D	AIR
Participation in appropriate school based meetings and training activities	D	AIR
Administrative duties	D	AIR
Qualifications/Training		
Has level 3 or above (degree desirable but not essential) in related field or equivalent working experience	E	AIR
Good general education to GCSE or equivalent including Maths and English	E	AIR
Has demonstrated further professional development through qualifications or training	E	AIR
Leadership & Management		
Has high expectations, sets and delivers high standards and commands credibility through expertise	E	AIR
High level communication skills and the ability to liaise with staff, students, parents and outside agencies	E	AIR
Knowledge/Skills		
Ability to communicate effectively with outside organisations such as teaching supply agencies	E	AIR
Ability to use ICT to effectively organise staffing	E	AIR
Ability to manage the behaviour of students to promote and maintain order and a calm working environment for students.	E	AIR
Ability to motivate students	E	AIR
Ability to support the processes and procedures for students' learning	E	AIR
Ability to work at own initiative and as part of a team	E	AIR
Excellent communications skills	E	AIR
Knowledge or a range of strategies to promote good behaviour	E	AIR
Awareness of the statutory frameworks relevant to their role	E	AIR
Knowledge and understanding of what makes for effective learning in a classroom setting	E	AIR
Knowledge and understanding of how a lesson is delivered	E	AIR
Knowledge and understanding of the different classroom roles and responsibilities in relation to this post	E	AIR
Awareness and understanding of the school's policies and procedures	E	AIR

Awareness of confidentiality issues linked to home/student/teacher/school work	E	AIR
Willingness to take part in extra-curricular activities	E	AIR
Behavioural Attributes		
Demonstrated skills in organising multiple tasks and projects	E	AIR
Has a sense of humour particularly when facing difficult and challenging situations	E	AIR
Is committed, resilient, robust and resourceful and of a reflective focussed and determined disposition	E	AIR
Is reliable and has an excellent record of attendance and punctuality	E	AIR
Sees tasks through to completion	E	AIR
Ability to work constructively as part of a team	E	AIR
Ability to meet deadlines	E	AIR
Ability to relate well to children and adults	E	AIR
Other		
Enjoys seeing young people learn in a positive climate and is committed to ensuring all students are supported in making progress	E	AIR
Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	E	AIR
Acts with integrity, fairness and in an ethical manner	E	AIR

Assessed by: *A = Application form* *I = Interview* *R=Reference*

Safeguarding & Child Protection

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher from time to time, up to or at a level consistent with the Main Responsibilities of the job.

The TRUE Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance.

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance including an online check. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

Key information regarding the application process

To apply

Applicants are requested to submit a completed application form via My New Term

Closing date

Closing date for applications: Friday 12th July 2024 at midday

Interviews will take place during W/C 15th July 2024

Our vision and values

Our vision for Glossopdale School is very simple - to aspire, endeavour and thrive together.

We aim to deliver this through an understanding of what is expected of each and every one of us - staff and students. We achieve this as a staff body through good communication, clear expectation and working together.

We inspire the students to understand and personally act on our vision by breaking this down into a clear message. We feel these values are encapsulated by the acronym THRIVE. Each of the letters stand for a character trait we want to see our students develop during their time at Glossopdale School.

T	H	R	I	V	E
Tenacity	Hard Work	Responsibility	Independence	Visionary	Excellence

We are able to use this in all our interactions with our students to help them build the skills and traits to enable them to aim high and achieve their potential. We firmly believe that strength of character is the fundamental cornerstone of academic success.

Our students

As a new school where all age groups are together we expect everyone to make a contribution.

Students readily volunteer to represent our school in many ways: welcoming visitors; outreach work with local primary schools; work experience; voluntary and charitable work and much more. Everyone has something to offer and we celebrate our students' generosity, maturity and willingness to help.

Students are encouraged to aim high—in their work, conduct, attendance, punctuality and dress. We expect them to achieve their best and to take responsibility for their own learning, working independently and collaboratively. We aim to meet our learners' needs in a rich and varied way.

We listen to the student voice and we encourage them to become involved in the work of the school. The health and well-being of our students is important and we endeavour to support their emotional, social and moral development to enable them to flourish. Working with a range of professionals, we listen to and guide young people throughout this time in their lives.

We are very proud of our school community and expect our students and their families to join with us in this pride and embrace our values and aspirations for all.

Our staff

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where all can achieve.

New Staff joining us will have a full induction and will be paired up with an existing member of staff to support them in their first few months of employment. The induction process is for all staff and is tailored to the needs of each individual. New teachers at the start of their teaching career are well supported through the ECT and RQT process and we are pleased that many staff have stayed with us throughout their teaching careers, enhancing their skills and developing their pedagogy through our ongoing training offer.

Staff Wellbeing is a priority for us as we aim to support all of our staff to enable them to support all of our students. The headteacher takes the lead for this area and the need to manage workload and work smarter is a key focus. Student and Staff Committees focus on welfare and wellbeing for all, with further external specialist guidance and support provided by The TRUE Learning Partnership

Our curriculum

The quality of teaching and learning is our priority. We want our students to gain satisfaction through hard work and engagement with their studies. We know that a determined focus on excellent progress and grades will take them to Post-16, University and beyond.

We have a flexible personalised curriculum which provides for the needs of all our students. Traditional GCSE subjects in English, Maths, Sciences, Humanities, Languages, Arts and Technology sit side by side with some more vocational and technical courses in Sport, Performance, Social Sciences, Business and Catering. Targets are set and progress is closely monitored.

Year 7 to 9 students follow a core curriculum. This includes: English, Mathematics, Science, Technology, Humanities, Art, Music, Dance, Drama, Computer Science, Physical Education and a language.

In Year 10 and 11 students have the opportunity to design a curriculum matching their interests and skills. Those who are especially talented in one or several areas may have the chance to accelerate their learning. Students can choose purely academic pathways or routes that are work related, such as Design Technology & Catering as well as a range of BTEC subjects such as Sport, Business studies and Health and Social care.

The curriculum is designed to give every student the best possible chance of leaving Glossopdale School with strong qualifications and high aspirations.

Across all subjects, we want students to be excited and enthused, to express themselves confidently and eloquently and to rigorously expect the best academic standards of themselves.

Why work for the Trust?

TRUE Learning is a community based, values focused, cross phased multi academy trust based across Cheshire and Derbyshire. All five academies in the Trust are closely located to one another which lends itself to many opportunities to work closely and collaboratively. Our vision is a community based, values focused, learning organisation that meets the needs of all its members so that all will achieve. By working within our community clusters, we will ensure that every child that is presented to us at the age of 3 is the best they possibly can be by the time they leave us at 18.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central. For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where we can provide world class education where all can achieve.

We offer highly competitive salaries, pension scheme membership, free on-site parking and regular social events. All staff are able to access discounted gym memberships and other negotiated benefits across the Trust.

The Trust provides an Employee Assistance Programme through Health Assured which offers a wide range of services including legal and wellbeing support for employees and their families.

The Trust places at the heart of its development a commitment to high quality professional development for all staff who join the Trust. The CPD@TTLP programme enables all of our staff to access development opportunities across the Trust. Future goals and aspirations are supported through this programme to ensure that all staff are able to develop and achieve their own personal goals.

Staff wellbeing and providing a positive and healthy working environment is a key priority for us, as supporting all of our staff enables them to support all of our students. Our Director of Health and Wellbeing leads this key area working with senior staff across the multi academy trust. We are very pleased that our commitment to staff wellbeing has been recognised by the Valued Worker scheme which offers accreditation to workplaces where staff feel valued.

We are also committed to supporting mental health in the workplace by training a number of teaching and support staff across our Trust to be Mental Health First Aiders and through our work with the Time to Change programme which aims to end mental health discrimination in the workplace.



Information about our academy schools



Poynton High School

We are a very special school where the whole school team passionately believe in creating a school that truly meets the needs of all in our learning community. This is embodied in our mission statement which serves to guide us in the long-term planning for our school.

“We will inspire and empower all in our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society”

This can be summed up in three words, INSPIRE ACHIEVE CELEBRATE and is applied to every aspect of our work. We aim to inspire our young people in all of our work so that they may achieve their full potential and at the heart of this lies a truly celebratory culture; we aim to inspire our team, so that you can achieve, and we celebrate every achievement for everyone - staff and student. (Matthew Dean, Head Teacher)



Lostock Hall Primary School

We are a growing (205 students) Primary School, serving children from the age of 3 to 11. We are a safe, stimulating and friendly school which provides an inclusive, calm, caring and productive learning environment. Our aim is to challenge and support each other and every child to help them realise their potential and to make a positive difference to their lives. Children leave Lostock Hall Primary school very well prepared for their future learning at secondary school and beyond.

Through our guiding principles of Be Ready, Be Respectful and Be Safe we deliver a carefully designed curriculum which progressively meets the needs of our children through fun learning and leads to excellent outcomes. (Graham Hamilton, Head Teacher)



Disley Primary School

Our school is a very special place to be. We pride ourselves on being a happy, caring school where each child is valued as an individual. We aim to provide a stimulating learning environment which allows every individual to fulfil his/her potential.

We constantly seek exciting ways of delivering both the Foundation Stage and National Curriculum requirements, along with opportunities for social and moral development. Our children are at the heart of everything we do. (Jake Nicklin, Headteacher)



Glossopdale School

Our School is a warm and caring community for all of our students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

We are in the very fortunate position to work within a new purpose-built school which opened in September 2018. This has benefitted staff and students in so many ways. Our students learn in a modern, open and inclusive environment which has been designed to reflect and compliment the local landscape. (Debbie McGloin, Executive Head Teacher)



Hague Bar Primary School

Here at Hague Bar Primary School, we have worked hard to develop a school which provides an excellent education by helping each child to achieve her or his full potential. Our skilled staff foster a happy and caring atmosphere, where children can succeed through our personalised learning process, ensuring no child is left behind.

The origins of Hague Bar Primary School stretch all the way back to 1854, with a school which was in existence at the Strines Print Works. Hague Bar Primary School is just inside the Derbyshire border. It lies between the town of New Mills in Derbyshire and Strines in Cheshire. The school is situated on the edge of the countryside and enjoys stunning views of fields and distant hills.

We are proud of, and celebrate, the achievements of our children, both in and out of the classroom, and we are here to help your child make the most of their potential. (Karen McCurdy, Head of School)

TRUE LEARNING PARTNERSHIP: SCHOOL LOCATIONS



Our partnership of primary and secondary schools is located to the south-east of Manchester, close to the natural beauty of the Peak District National Park.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central.

For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

Trust Safeguarding Statement

TRUE Learning (TL) recognises the important role that our schools and their staff have in the wider safeguarding system for children. **ALL** staff have a responsibility to provide a safe environment in which children can learn. TTLP fully adopts statutory guidance "Keeping Children Safe in Education" (September 2023).

Keeping Children Safe 2023

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school. Full details of key contacts for safeguarding in each of our schools is listed below.

TTLP's Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail Cholyland@truelearning.org.uk

TTLP's Trust Board safeguarding representative is Lucy Monk. If you wish to contact her, please e mail info@truelearning.org.uk stating that the e mail relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



TRUE LEARNING
PARTNERSHIP