**Candidate   
Information Pack**

**Cover Supervisor - HLTA**

**Carr Hill High School**

**A message from the Headteacher**

Thank you for expressing an interest in the position of Cover supervisor at Carr Hill High School.

This is an exciting opportunity for an outstanding, ambitious and dynamic person to join the school at an exciting stage of its journey.

Carr Hill is situated in the market town of Kirkham in the Fylde, just over a mile from exit 3 of the M55 and with very easy transport links from a wide radius in the north west of England. Kirkham is just 9 miles from the coastal town of Lytham St Annes and an easy drive to the Lake District or Trough of Bowland. Kirkham is also served by Kirkham and Wesham train station.

The school is 11-16 and has an average of 180 students in each year group. Students come from over 25 different primary schools though there are a core group of feeder schools. Historically there are a significant number of army families due to the proximity of the barracks at Weeton which will have a new regiment in summer 2024. As the only state school in the immediate area, Carr Hill is a truly comprehensive school with a wide range of ability and social background.

We aim high at Carr Hill and expect high standards of behaviour and academic effort from all our pupils. We believe in encouraging our pupils to take responsibility for their actions, decisions and their future education to foster a culture of commitment to lifelong learning. We believe every pupil is an individual that can achieve extraordinary goals and we work hard for them to achieve these; however, we expect our pupils to work even harder for their future. This is their responsibility that we will support them with every step of the way.

At Carr Hill our mission is to provide a high-quality education that prepares students for the challenges of tomorrow. With a focus on pursuing excellence, we strive to create an inclusive environment where every student can achieve their full potential, through our Carr Hill values of ‘Commitment, Aspiration, Resilience and Respect.’

We are committed to the pursuit of outstanding teaching and learning alongside the highest possible academic, personal and moral standards. This commitment is built upon a shared belief in hard work, self-reflection and a culture of respect and support for others.

We expose our pupils to culture beyond their experience to build opportunities and develop a strong sense of self-worth and humility to make positive contributions now, and in the future, to the communities to which they belong.

As a staff member of Carr Hill High School, you will be able to take advantage of the staff benefits available through the EPT.

If you have any questions about our school, or the role itself, please do not hesitate to get in touch.

To apply for this post, please follow the instructions on the Vacancies page on our website. For visits to the school or any other information, please contact [jgutteridge@carrhill-ept.com](mailto:jgutteridge@carrhill-ept.com)

A person in a suit and tie

Description automatically generated with medium confidence

**B. Layzell**  
Headteacher

I am delighted that you are considering a role within the EPT. The EPT was established in 2012 as a high performing multi academy trust and approved academy sponsor, that delivers the very best educational experience for our pupils within an ethos of collaboration and excellence.

The reduction of workload and the wellbeing of our colleagues are key priorities with Wellbeing Champions in each school and a designated trust lead.

Wishing you all the best with your application.

A person wearing glasses

Description automatically generated with low confidence

**Sharon Roscoe**

Chief Executive

**Our Vision**

Creating outstanding schools which transform learning, lives and communities

**Our Values**

**High Expectations**

of ourselves, our pupils and our school community

**Commitment**

we are dedicated to raising standards and improving opportunities

**Ambition**

we constantly strive to improve by setting ourselves challenging goals

**Job Advertisement**

**Cover Supervisor - HLTA**

**Hours: 37**

**Weeks Worked: 39 weeks (Term time + 5 Inset)**

**Salary: Grade SCP 19 - 25**

Carr Hill High School wishes to appoint a hardworking, enthusiastic and committed Cover Supervisor. If you are experienced, enthusiastic, open to new ideas and have a flexible ‘can do’ approach, we would welcome an application from you.

**The Job**

* To work under the direction of the class teacher or in their absence, the head of department, to implement planning and assessment, working with whole classes, individual or small groups of pupils in order to achieve high levels of accelerated pupil progress.
* To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting and mentoring as required to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class-based interventions.
* To provide supervision and guidance and learning opportunities in all non-lesson-based activities.
* Complement the professional work of the schoolteachers by taking responsibility for agreed learning activities.
* Supervision of whole classes during the short-term absence of teachers with agreed lesson plans in place across the school as required.
* Contribute to on call duties.

**What are the job requirements?**

* GCSE or Equivalent qualification in English and Mathematics at level 9 – 5.
* Child Care/NVQ/ HLTA or other relevant qualification (related to education is desirable i.e.: a degree) at level 4.
* A clear understanding of what makes good and outstanding lessons and an ability to develop a culture where striving for outstanding progress and learning is central to the school’s work.
* Child Care/NVQ/ HLTA or other relevant qualification (related to education is desirable i.e.: a degree) at level 4.
* A clear understanding of what makes good and outstanding lessons and an ability to develop a culture where striving for outstanding progress and learning is central to the school’s work.

**Amongst the many benefits of working within the Trust you will receive:**

* Healthcare cash back plan provided free by the Trust includes optical, dental, physio, diagnostics, health assessment, NHS prescription charges, hospital cover, discounted gym memberships plus lots more.
* 6 sessions of free counselling including CBT, wellbeing and bereavement.
* Cycle to work scheme.
* Electric Car Scheme (Salary Sacrifice)
* Access to Government pension scheme.
* Free parking
* Training and development opportunities
* Personal development and promotion opportunities across the Trust
* Trust wide focus on staff wellbeing
* Trust wide Intranet to share knowledge and resources

**Safeguarding**

The Education Partnership Trust is committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment.

The post you are applying for is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed.

Education Partnership Trust is also committed to promoting equality, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community.

Incomplete application forms will not be shortlisted, if you need to discuss a reason for being unable to complete a section, please contact the recruitment team [HR@ept-uk.com](https://educationpartnershiptrust.sharepoint.com/HR/Recruitment/%23EPT/School%20Improvment%20Lead/Advert/HR@ept-uk.com).

Applications for this exciting post are to be made through [**https://ept.face-ed.co.uk/vacancies**](https://ept.face-ed.co.uk/vacancies)

**Job Description**

**Cover Supervisor - HLTA**

**Reports to: Assistant Head – Teaching & Learning**

**Grade: SCP 19 - 25**

**Job Purpose**

* To work under the direction of the class teacher or in their absence, the head of department, to implement planning and assessment, working with whole classes, individual or small groups of pupils in order to achieve high levels of accelerated pupil progress.
* To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting and mentoring as required to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class-based interventions.
* To provide supervision and guidance and learning opportunities in all non-lesson-based activities.
* Complement the professional work of the schoolteachers by taking responsibility for agreed learning activities.
* Supervision of whole classes during the short-term absence of teachers with agreed lesson plans in place across the school as required.
* Contribute to on call duties.

**Key Responsibilities and Accountabilities**

* To provide classroom supervision and learning in the absence of a teacher, communicating the work set by the teacher to the pupils.
* Planning, preparing and delivering learning activities for individuals/groups, or for whole classes.
* Communicating feedback from the covered lesson to the teacher.
* Provide one-to-one support for pupils in either a care/special needs capacity as and when required
* Assist in the administering of routine and emergency medication.
* Monitor pupils and assess, record and report on pupils' achievement, progress and development.
* Support the development of pupils’ literacy skills in all lessons.
* Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.
* Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies.
* Support social communication skills at all times.
* Advancing pupils’ learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present
* Support the development of pupils’ independent learning and independence skills.
* Plan and deliver lunchtime activities as timetabled.
* If required, manage or mentor other teaching assistants.
* Mark work as required in the absence of or with the class teacher and give verbal feedback to pupils on progress made and next steps in all lessons.
* In liaison with the class teacher, to contribute to pupil reports and participate in reviews of pupil progress.
* Work with the class teacher to identify pupils requiring targeted interventions based on pupil progress data and ongoing assessment of progress.
* Establishing constructive relationships with parents/carers.
* Using behaviour management strategies effectively and in line with the school’s policy and procedures
* Provide support for pupil’s emotional and social needs by encouraging and modelling positive behaviour in line with the School’s Behaviour Policy.
* Assist with the general pastoral care of the pupils, follow Health Care Plans, administer medication and help pupils who are sick, distressed or injured.
* Actively engage and supervise pupils during unstructured time and transitions as necessary and if required for their safety.
* Establish positive relationships with the pupils and encourage them to interact with others and engage in activities.
* Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school and policies and procedures and making sure the individual/s involved understand it is unacceptable.
* Ensuring the classroom is prepared for lessons, ensuring resources are available and cleared away throughout and at the end of the lesson.
* Prepare and maintain appropriate learning aids, materials and equipment and assist the pupils in their use.
* Carry out any reasonable duties, which the class teacher deems appropriate and necessary for the benefit and well-being of the pupils.

**Note**

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management’s discretion in the future. As a general term of employment, the Trust may affect any necessary change in job content or may require the post holder to undertake other duties, at any location in the Trust’s service, provided that such changes are appropriate to the employee’s remuneration and status.

As a term of your contract of employment, the Trust reserves the right to vary your hours of work and require you to work outside the range of your “typical working arrangements” specified in your Statement of Particulars. The Trust reserves the right at its discretion to affect this condition of your employment. Should this be necessary you will be given reasonable notice of any proposed changes.

**Person Specification**

**Cover Supervisor - HLTA**

**Reports to: Assistant Head – Teaching & Learning**

**Grade: SCP 19 - 25**

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| --- | --- | --- | --- | --- | --- |
| **No** | **CATEGORIES** | | **Essential/ Desirable** | **App**  **Form** | **Interview**  **/Task** |
| **QUALIFICATIONS & EXPERIENCE** | | | | | |
|  | GCSE or Equivalent qualification in English and Mathematics at level 9 – 5. | **E** | | **X** |  |
|  | Child Care/NVQ/ HLTA or other relevant qualification (related to education is desirable i.e.: a degree) at level 4. | **E** | | **X** | **X** |
|  | Experience of support work with children in an educational setting. | **E** | | **X** | **X** |
|  | Experience of planning, preparing and delivering agreed work, and supporting programmes for individuals or groups of pupils. | **E** | | **X** | **X** |
|  | Experience of advancing pupils’ learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present | **E** | | **X** | **X** |
|  | Experience of being responsible for the management and development of other TAs | **D** | | **X** | **X** |
|  | Experience of assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning | **D** | | **X** | **X** |
|  | Experience of monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies | **D** | | **X** | **X** |
| **KNOWLEDGE & UNDERSTANDING** | | | | | |
|  | Knowledge of The National Curriculum and Schemes of Work in Literacy and Numeracy. | | **E** | **X** | **X** |
|  | Knowledge of the principles of child development and processing of learning. | | **E** | **X** | **X** |
|  | Knowledge of how to remove barriers to learning for pupils with a range of SEN (cognitive learning difficulties, ASD, C Knowledge of Communication and Language needs, Attachment needs, Social and Emotional development needs) and promote inclusion. | | **E** | **X** | **X** |
|  | Knowledge of how to support the development of social communication and literacy skills, promoting high standards of literacy, articulacy and numeracy. | | **E** | **X** | **X** |
|  | Knowledge of how to support the development of independence. | | **E** | **X** | **X** |
|  | Knowledge of how to support phonics and reading development including use of cued articulation. | | **E** | **X** | **X** |
|  | Knowledge of how to support pupils with ASD barriers to learning. | | **E** | **X** | **X** |
| **SKILLS** | | | | | |
|  | Is able to work as a member of a class team to deliver and assess planned lessons. | | **E** | **X** | **X** |
|  | Excellent written communication skills and a high level of ICT literacy. | | **E** | **X** | **X** |
|  | Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration. | | **E** | **X** | **X** |
|  | Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps. | | **E** | **X** | **X** |
|  | Can use ICT effectively to support learning and general administrative tasks. | | **E** | **X** | **X** |
|  | Can self-evaluate effectively to improve own practice. | | **E** | **X** | **X** |
|  | Hold a UK driving license and, after training is provided, be willing to drive minibus (desirable). | | **D** | **X** | **X** |
| **PUPILS & STAFF** | | | | | |
|  | Show evidence of raising standards that have impacted positively on pupil attainment and teaching and learning. | | **D** | **X** | **X** |
|  | A clear understanding of what makes good and outstanding lessons and an ability to develop a culture where striving for outstanding progress and learning is central to the school’s work. | | **E** | **X** | **X** |
|  | A belief in the role of independent learning in education with the ability to put this into practice with the pupils. | | **E** | **X** | **X** |
|  | An understanding of excellent strategies for management of SEMH needs and challenging behaviour. | | **D** | **X** | **X** |
|  | A commitment to valuing, supporting and encouraging the professional development of all members of the school community. | | **E** | **X** | **X** |
| **STRENGTHENING COMMUNITY** | | | | | |
|  | Show evidence of building and nurturing a strong positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement. | | **E** | **X** | **X** |
|  | A commitment to building and maintaining effective and positive relationships with parents/carers, governors, the wider community and other schools. | | **E** | **X** | **X** |
|  | Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people’s lives. | | **E** | **X** | **X** |
| **PERSONAL QUALITIIES** | | | | | |
|  | Proven ability to listen to, understand and work effectively with all children, staff, governors and parents/carers. | | **E** | **X** | **X** |
|  | Ability to work under pressure and to meet deadlines. | | **E** | **X** | **X** |
|  | The ability to foster an open, transparent and equitable culture, deal effectively with difficult conversations and conflict at every level, and to value and praise good and outstanding practice | | **E** | **X** | **X** |
| **PROFESSIONAL VALUES AND PRACTICE** | | | | | |
|  | Be positive and respond to situations in a calm, professional manner at all times. | | **E** | **X** | **X** |
|  | Be self-motivated, creative, robust and resilient. | | **E** | **X** | **X** |
|  | Carry out responsibilities while being flexible and adaptable. | | **E** | **X** | **X** |
|  | At all times model good relationships, attitudes and behaviour | | **E** | **X** | **X** |
|  | Understand and respect social, cultural, linguistic, religious and ethnic backgrounds | | **E** | **X** | **X** |
|  | Work collaboratively within a team using own initiative | | **E** | **X** | **X** |
|  | A high level of commitment to safeguarding, inclusion and equality in all aspects of school life. | | **E** | **X** | **X** |
|  | Demonstrate a willingness and ability to improve own practices and to act on feedback. | | **E** | **X** | **X** |
|  | Support the Head Teacher and Deputy Head Teacher in their duty to ensure that the school meets its educational aims to deliver the best possible educational outcomes for pupils. | | **E** | **X** | **X** |

Carr Hill High School

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