



Westhoughton
HIGH SCHOOL

Application Pack

Cover Supervisor

Support Staff



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Letter from the Headteacher

Dear Potential Colleague,

Thank you for expressing an interest in joining Westhoughton High School. Within this pack you will find information about the school, job vacancy and the application process. Application processes are two-way, it is just as important that you find out about us, and how we work, as it is that we find out more about you.

We are a large 11-16 school that draws from a diverse catchment area in and around Westhoughton. Our aim is to be truly inclusive and ensure that learning comes first for all our learners – every child, every classroom, every day. Everyone who works here shows commitment to our LEARN values – they are not just words on a website or flying on flags at the front of our school. They are our daily mantra for what we do, and how we do it.

- Look after each other
- Enjoy school
- Aim High
- Respect one another, ourselves and our community
- Never stop learning

When I arrived for interview to be Headteacher I could feel the sense of community and belonging as I walked down the drive. Coming to school here, and working here, means something. If you are thinking of applying for this post it is wise to look at our website and undertake some research on our school, but more than that, I urge you to come and visit us. This is the only way that you will really know if we are the right school for you.

I wish you every success with your application and thank you in advance for the interest you have shown in our school community.

Yours faithfully,

Mr N S Coe
Headteacher



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Department profile

Welcome from Gill Bailey, Business Manager

Support staff are the backbone of our school, they keep the school running both inside and outside of the classroom to benefit teaching and learning and help maximise the experiences of our learners.

Every member of support staff plays a pivotal role in making a difference and we are truly inclusive; all staff are equally valued within our school community, and we all look after each other.

Our support staff team consists of 60 people, forms around 42% of our workforce and is made up of the following teams:

- Administration, Data & Finance
- Behaviour & Pastoral Support
- Facilities Management
- IT Support
- Learning Cover Supervisors
- Learning Support Assistants
- Student Support Leaders
- Technicians

All our teams work together to ensure the best outcomes for our learners.

If you enjoy working as part of a team and want to play a part in ensuring every child fulfils their potential, you would be a welcome addition to our school community where every day is different!



Getting to know our school

LEARN values

Our LEARN values are our daily mantra. We are by no means perfect but work hard every day to exemplify what our values mean to our school community and how they support our learning.



Community

Our community is central to the work that we do here. Our school badge carries two symbols from our community heritage – a cow's head and the Pretoria Pit wheel. A quick google of our town will tell you the stories that sit beneath these symbols. These symbols were chosen by our learners when the school uniform was redesigned several years ago. The cow's head reminds us to think differently and own our decisions, the pit wheel is a nod to a unique community that have always worked hard and looked after each other.

We are incredibly proud of our work within and beyond our school community. If you choose to visit us, you will hear about the work of our Anti-Bullying Ambassadors and our Kindness Army. Our community campaigns "Let's Share Christmas" and "Bring the Spring" are always incredibly successful and are known throughout the town.



Staff Wellbeing

“Never Stop Learning” applies to staff and learners alike. We invest in staff development through a shorter teaching day each Wednesday. Learners leave the school site at 2:15pm to allow for professional learning of all colleagues in school.

Our staff wellbeing includes:

- An Employee Assistance Programme
- A Health Care Cash Plan
- Secret Buddy Society & Secret Santa
- Cover Plus Initiative (leading to time off in lieu)
- Access to support services (counselling)
- Wellbeing Wednesdays (early finish, no CPD)
- Late Start / Early Dart draw for 100% termly attendance
- Duvet Days for long service

Ofsted

We were last inspected on 10th and 11th May 2023, the outcomes for each category of the inspection matched with our self-evaluation. Safeguarding was highlighted as a particular strength of the school. We are pleased to see that the report included recognition that most of our students enjoy coming to school, feel safe and engage well with the curriculum. Inspectors were impressed by the personal development of our young people and their contribution to the wider community. The expertise of the staff body, and their subject knowledge also stood out.

There is much in the report that learners, staff, governors and parents should be justifiably proud of. The report includes the following highlights:

Ofsted said:

- Pupils work hard to support their local community.
- Leaders have ensured that pupils have a broad choice of subjects to study.
- Leaders provide pupils with appropriate support and guidance, so that they choose subjects that match their talents.
- Leaders have high expectations for pupils’ achievement.
- The curriculums that underpin pupils’ personal development have been carefully designed.
- Pupils involve themselves with extra-curricular clubs and enjoy the range of activities on offer.
- The school’s Safeguarding Team offers effective support to help pupils to stay safe in school and to support their varied needs.





School Improvement

We are proud of improvements made to the curriculum, teaching and behaviour since our last inspection. Last academic year (2023-24) we worked on “Routines, Relationships & Reading”. This has been the bedrock for our improvement work.

This year (2024-25) we continue to embed “the three R’s” and have also commenced work on “Attend, Adapt, Assess”. This year there is a focus on ensuring that the classroom environment is welcoming and inclusive for all, provides learners with activities and strategies to meet their individual learning needs and includes strong formative assessment that enables teachers to know that everyone understands and is learning well. Keeping school improvement clear and streamlined is part of our staff wellbeing strategy.



A final word from Phomolo and Ellis

It is our pleasure to give you a glimpse into what makes our school such a special place. At Westhoughton High, we pride ourselves in fostering a respectful and welcoming environment which is apparent from the moment you walk down our drive. As learners, we are encouraged to not only immerse ourselves in the school community, but also in the wider community. The charity campaigns are not only teacher led, but student led too. We have firsthand experience of this through ‘Lets Share Christmas’ and ‘Bring the Spring’ last year. This is one of our many favourite experiences at this school, because we love giving back to our community and building trust in the area that we live.

Collectively, we know the importance of creating strong relationships with staff and understand it is an essential part to succeeding in high school. The teachers at our school are genuine, easily accessible and are always willing to help.

LEARN is the forefront motto here at Westhoughton High School, which Mr. Coe ensures we do not forget! But if you ask us, every student: *‘Looks after each other’; ‘Enjoys our school’; ‘Aims high’; ‘Respects our school community’* and most importantly *‘Never stops learning’!*

Phomolo & Ellis, Head Girl & Head Boy





Job Description

Post: Cover Supervisor

Main Scale Pay Range: Grade G SCP 23 -27, Term Time plus 3 Days

Job Purpose: To work with and supervise individuals and groups of children, specifically whole class groups, under the direction/instruction of teaching and/or senior staff, inclusive of contribution to teacher lesson plans, delivery and assessment, enabling access to learning for all students and support in classroom management and behaviour techniques. Management and development of specialist area within the school.

Responsible to: Business Manager / Headteacher

Relationship: The post holder will be a member of the Support Staff Team, and as such will be responsible to the Business Manager and Headteacher. The day-to-day work of the post holder may be supervised and directed by the Deputy Headteachers and/or Leaders of Learning as appropriate.

Principal Responsibilities: Provide support for the student, teacher, curriculum and the school.

Main Duties:

- To supervise whole class groups for absent staff
- Promote inclusion and acceptance of all students
- Provide consistent support to all students, responding appropriately to individual student needs
- Encourage students to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure (in conjunction with the teacher)
- Assess the needs of students and use detailed knowledge and specialist skills to support student learning
- Establish productive working relationships with all students, acting as a role model and setting high expectations
- Develop and implement individual learning plans
- Provide feedback to students in relation to progress and achievement
- Back-up support to Rove and Reflection when required.

Support for the Teacher:

- Production of lesson plans, worksheets, learning objectives etc. within agreed system of supervision
- Assist with the display of students' work
- Effectively contribute to the selection and preparation of teaching resources that meet the diversity of students' needs and interests
- Use teaching and learning objectives to plan challenging targets and to evaluate and adjust lesson/work plans as appropriate within agreed systems of supervision



- Monitor and evaluate students' responses to learning through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested
- Administer and assess/mark tests and accurately record achievement/progress and invigilate exams/tests
- Establish a clear framework for student discipline, anticipate and manage student behaviour constructively, promoting self-control and independence in line with established school policy.

Support for the Curriculum:

- Deliver learning activities/programmes, adjusting activities according to student learning styles and individual needs within agreed system of supervision
- Use ICT effectively in learning activities and develop students' competence and independence in its use
- Assist students to access learning activities through specialist support e.g. specialist curriculum area
- Select and prepare required resources to lead learning activities, taking account of student's interest, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School:

- Comply with school policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person(s)
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and objectives
- Attend and participate in regular meetings as required
- Participate in training and other learning activities as required
- Establish own best practice and lead specialist area and use to support others
- Assist with the planning of opportunities for students to learn in out-of-school contexts, according to school policies and procedures and within working hours
- Contribute to the identification and execution of appropriate out of learning activities, which consolidate and extend school activities.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Customer Care - To provide quality services in line with customer requirements. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.

Promoting equality and diversity - To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.



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Developing Self and Others - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others.

Whilst every effort has been made to explain the main duties and responsibilities of the post, you will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description. Depending on the needs of the school, these may be altered from time to time in accordance with the conditions set out in the currently operating School Teachers' Pay and Conditions Document and relevant Governors' Policy Documents.

The school and Governing Body are committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an Enhanced Disclosure and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.

Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council's Emergency Management Plan is activated, you could be required to assist, or assist others, in the continued maintenance and delivery of key council services and of support to the community. This could require working outside of routine working hours and could entail working from a place other than your normal place of work.

NB emergencies requiring activation of Bolton Council's Emergency Management Plan only occur very infrequently. If you are asked to respond to an emergency, your personal circumstances at the time will be taken into account.

Job Description reviewed January 2025.

Mrs G Bailey, School Business Manager



Person Specification

Job Title Cover Supervisor

Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

<i>MINIMUM ESSENTIAL REQUIREMENTS</i>	<i>METHOD OF ASSESSMENT</i>
SKILLS AND KNOWLEDGE	
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	<i>Interview/Application form</i>
Ability to build effective working relationships with all students and colleagues	<i>Interview/Application form</i>
Ability to promote a positive ethos and role model positive attributes	<i>Interview/Application form</i>
Excellent personal numeracy and literacy skills	<i>Interview/Application form</i>
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	<i>Interview/Application form</i>
Ability to adapt own approach in accordance with student needs	<i>Interview/Application form</i>
Effective use of ICT and technologies	<i>Interview/Application form</i>
Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	<i>Interview/Application form</i>
Working knowledge and understanding of principles of child development, learning styles and independent learning	<i>Interview/Application form</i>
Working knowledge of relevant policies/codes of practice/legislation	<i>Interview/Application form</i>
Understanding of inclusion, especially within a school setting	<i>Interview/Application form</i>
Experience of resources preparation to support learning programmes	<i>Interview/Application form</i>
KNOWLEDGE/EXPERIENCE/QUALIFICATIONS/TRAINING ETC.	
Experience of working with children in an educational setting (within specified age range/ subject area)	<i>Application form</i>
Education: 5 GCSEs A* - C or equivalent (including English & Maths)	<i>Application form</i>
Willingness to participate in relevant training and development opportunities	<i>Interview/Application form</i>



<i>MINIMUM ESSENTIAL REQUIREMENTS</i>	<i>METHOD OF ASSESSMENT</i>
<i>Work Related Circumstances – Professional Values & Practices</i>	
High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	<i>Interview/Application form</i>
Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	<i>Interview/Application form</i>
Demonstrate and promote the positive values, attitudes and behaviour they expect <i>from the students with whom they work</i>	<i>Interview/Application form</i>
Ability to work collaboratively with colleagues and carry out role effectively, knowing <i>when to seek help and advice</i>	<i>Interview/Application form</i>
Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	<i>Interview/Application form</i>
Able to improve their own practice through observations, evaluations and discussion with colleagues	<i>Interview/Application form</i>
Competencies – Please note the school’s competencies, which are considered to be essential to all roles, are in the Core Competencies listed below	<i>Interview</i>

<i>Stage Two</i> Will only be used in the event of a large number of applicants meeting the minimum essential requirements	
<i>ADDITIONAL REQUIREMENTS</i>	<i>METHOD OF ASSESSMENT</i>
<i>SKILLS AND KNOWLEDGE</i>	
Experience of working in a classroom based environment	Application form
KNOWLEDGE/EXPERIENCE/QUALIFICATIONS/TRAINING ETC.	
Training in special educational needs strategies	Application form
Willingness to undertake certificate in First Aid	Interview

Note to Applicants:

Please try to show in your application form, how best you meet these requirements

Date Person Specification prepared/updated

January 2025

Person Specification prepared by

Gillian Bailey



Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others - Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies - Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity - Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care - The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety - Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality - Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty - Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours - The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding - This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.



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Application Process

Please download, complete and return the application form by the closing date specified. Candidates are asked to complete all the relevant sections of the application form and to submit a supporting statement, addressing the criteria listed on the person specification. This should be no longer than 2 sides of A4 paper. You may include examples from previous paid, unpaid or voluntary experience. CVs will not be accepted.

Please ensure that you provide a current email address and contact number with your application to ensure that we can get in touch with you. The completed application form should be emailed to: WHSOffice@westhoughton-high.org or posted to:

Miss A Hodson, PA to the Headteacher,
Westhoughton High School, Bolton Road, Westhoughton, Bolton, BL5 3DN

For further details, please contact the school office on 01942 814122 or for additional information about the school please visit the website www.westhoughton-high.org.

Whilst every effort has been made to explain the main duties and responsibilities of the post, you will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description. Depending on the needs of the school, these may be altered from time to time in accordance with the conditions set out in the currently operating School Teachers' Pay and Conditions Document and relevant Governors' Policy Documents.

Background Checks and Safeguarding Students

Westhoughton High School is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an Enhanced Disclosure and Barring Service check, medical clearance, satisfactory references, qualification checks and eligibility to work checks under the Asylum and Immigration Act.

The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.

Thank you for considering Westhoughton High School and we look forward to receiving your application.

