



**CHESSINGTON**  
**SCHOOL**



# Cover Supervisor

Working Hours: 36 hours per week  
Salary: Unqualified Teacher Pay Scale

“Everyone valued, every day an opportunity, every moment focused on success”

# Cover Supervisor

**Are you considering teaching as a possible career, but not sure it is right for you?**

**Do you enjoy working with children?**

Then why not consider becoming a **Cover/Study Supervisor** to gain experience in the classroom. Many of our cover supervisors have successfully moved into teaching and have commented how invaluable working within the classroom environment has been.

We are looking to appoint Cover Supervisors to supervise whole classes undertaking pre-prepared activities provided by a teacher during the short term absence of a classroom teacher. The primary focus is to maintain order in the classroom and to keep pupils on task.

The successful candidates will be able to demonstrate robustness & resilience as the role can be extremely rewarding but very demanding. It is important to be able to maintain a level of calm and have excellent communication skills with both adults and young people. It is essential to have good organisational skills, ability to multi-task and act as a role model for students. Past experience of coaching or leading young people would be beneficial.

This post is ideal for candidates who are looking to progress into a teaching role. Chessington School has a fantastic succession plan for ECTs and has an outstanding track record of supporting ECTs through their teaching career. This succession plan would also be available to Cover Supervisors if they wished to develop their career into teaching.

## **The successful candidate:**

- will **champion** all of our young people
- is **passionate** about the importance of education for all children
- be able to work effectively as a member of a team
- have a **calm** and approachable disposition when dealing with students and staff
- be well **organised** and efficient; keeping to deadlines and encouraging others to do so
- a willingness to **learn** to effectively use Google Classroom and related systems
- have high personal **standards** and the ability to motivate others to sustain those standards.

## **Why work at Chessington:**

- **Our students are wonderful.** They love the school, their teachers and learning
- £30 million state of the art **modern facilities** in an Ofsted rated 'Good' school
- Fantastic **support** from line managers and SLT who genuinely want to see you succeed and thrive
- Excellent **opportunities** for career progression and professional development in a successful family of schools within the Every Child Every Day Trust
- **A school dedicated to well-being.** Increased length of October Half Term, workload reducing feedback strategies, free gym membership, onsite childcare and **MORE.**

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Please see our school video [HERE](#)

Please see our school pledges [HERE](#)

**Here's what our teachers say:**

"I have been at this school for 9 years and I love it! It gets better and better each year without losing the supportive and caring environment"

I am in my NQT year. The CPD, support and commitment I get has been overwhelming. I made the right choice"

"This is the best school I have ever worked at"

**Interview Date:** Interviews will be held when suitable applications are received.

We reserved the right to withdraw the advert if suitable candidates are found.

We are able to accept applications using CVs and will not be accepting applications from Recruitment Agencies.

The Governing Body are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher 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 DBS.

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## Responsible to the Deputy Headteacher

### **Role:**

To work under guidance of teaching staff and within an agreed system of supervision, to implement work programmes with individuals and groups in or out of the classroom including the supervision of whole classes during the short term absence of teachers. To administer allocation of supply staff and cover work for absent teachers.

### **Specific responsibilities include:**

- Supervising the students on work left in accordance with the school policy
- Assisting in preparing the learning environment and the materials used therein
- Assisting with the management of student behaviour to ensure a constructive working environment
- To act as a teaching assistant on occasion, supporting the work of the classroom teacher, supporting individual students or groups of students according to their identified needs
- Register each class using the Sims computerised system, for which training will be given
- Responding to students about the work that has been set
- To liaise with teaching staff regarding work set
- Ensure the Health and Safety of themselves and the pupils in their care
- Collecting any work completed after the lesson and returning it to an agreed person/place
- Leaving the room in good order at the end of the lesson
- Supervising entry and departure of students in accordance with school policy
- Recording and reporting attendance at lessons in accordance with school policy
- Assisting in exam invigilation under the supervision of the examinations officer
- Reporting back as appropriate using the schools' agreed referral procedures on the behaviour of pupils during the class and any other issue arising
- To undertake any training which may be deemed necessary and cascade information as appropriate
- Dealing with any immediate problems or emergencies according to the schools' policies and procedures
- Following school policies and procedures especially those relating to child protection and health and safety
- Respecting confidential issues linked to home/students/teacher/school work and to keep confidences as appropriate
- Completing occasional clerical duties including reception work, data input and filing as well as the basic marking of assessments (where clear guidance is provided)
- Any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms following consultation with the recognised trade unions

**Role:**

- Support pupils' learning activities (STL18)
- Promote positive behaviour (STL19)
- Help to keep pupils safe (STL3)
- Prepare and maintain the learning environment (STL31)
- Use ICT to support pupils' learning (STL8)
- Invigilate tests and examinations (STL17)
- Escort and supervise pupils on educational visits and out-of-school activities (STL59)
- Develop and promote positive relationships (STL20)
- Develop and maintain working relationships with other practitioners (STL62)
- Reflect on and develop your own practice (STL22)

(STL = Guidance on the national occupational standards for supporting teaching and learning in schools)

**Staff Cover:**

- Receive early morning messages from staff re: sickness absence, dependency cover etc and at end of day contact staff to ascertain return to work
- Receive cover work and distribute to cover supervisors
- Record and allocate cover supervisor and/or call to arrange agency staff
- Produce daily staff cover sheet and daily bulletin sheet
- Brief agency staff
- Re-room all exams or events within college

**General:**

- Report progress, as required, to line manager
- Represent the college positively and professionally in all contact with the wider community
- A shared responsibility with all staff to ensure the health and safety of all members of the college
- Support equal opportunities for all members of the college, regardless of gender, ethnicity, religion, sexuality or disability
- Support and promote the ethos of outstanding inclusive comprehensive education
- Any other reasonable tasks or duties assigned by the Principal

**Continuous Professional Development**

The school is committed to ensuring staff have access to appropriate CPD in order to further develop their ability to fulfil this role and further enhance their future career prospects

The school is committed to the safety and well-being of all our pupils and staff, and will follow all policies and recommended procedures to ensure the safe recruitment of staff

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment by ensuring they adhere to the school's Code of Conduct at all times. An enhanced DBS disclosure and a Children's and Adults barred list check will be required for this role.

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This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

This job description is current at the date shown but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job, commensurate with the grade and job title.

Signed ..... Date .....

Compiled by: Business Manager  
Approved by: Headteacher

Revision Number: 04  
Revision Date: October 2022

## Personal Specification

Skills and Abilities	Essential or Desirable	Evidence Source
Competent use of ICT packages	Essential	I
Awareness and knowledge of Sims	Desirable	I
Understand the principles of the teaching and learning process	Essential	A,I
Ability to work on own initiative with minimum supervision	Essential	A,I
Ability to relate well to students, be an effective role model and motivate students to achieve success	Essential	A,I
Ability to raise standards of attainment and aspiration	Essential	A,I
Excellent interpersonal and organisational skills as well as an ability to work to deadlines	Essential	A
Strong numeracy and literacy skills	Essential	IT
Excellent communication skills, both verbal and written	Essential	AIT
Knowledge of the national curriculum and other relevant learning strategies/programmes of study	Desirable	A,I
Ability to apply Restorative Approaches (RA) solutions to conflicts and inappropriate student behaviour	Desirable	I
To invigilate internal and external examinations as required	Essential	I
To act as reader/assistant in external examinations for pupils with Special Educational Needs, as required	Essential	I
Personal Qualities	Essential or Desirable	Evidence Source
Willingness to be flexible with working hours to respond to the needs of the school	Essential	I
Professional manner at all times	Essential	A,I

\* Method of Assessment: A + application form/ process; I + Interview process;  
R = References; C = Certificates

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## Personal Specification

Personal Qualities (continued)	Essential or Desirable	Evidence Source
Ability to remain calm under pressure and have a sense of humour	Essential	A
Able to demonstrate robustness and resilience	Essential	A
Committed to safeguarding and promoting the welfare of students	Essential	A
Ability to work as a member of a team	Essential	A,I
Ability to multi-task	Essential	A, I
Reliable and have a good attendance pattern	Essential	A,R
Committed to the School's Equal Opportunities Policy	Essential	A
Qualifications and Experience	Essential or Desirable	Evidence Source
Five GCSE's grade C or above, to include Mathematics and English or equivalent life and work experience	Essential	A
Relevant Professional and/ or management qualification	Desirable	A
Experience of working with students aged 11-16	Essential	A
Experience of working in a school environment or coaching young people	Desirable	A
Evidence of addressing large groups of students/giving presentations	Desirable	A
Experience of providing administration support	Desirable	A
ICT skills	Essential	A

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R = References; C = Certificates

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## expect...

...leadership	...benefits	...culture and ethos	...students & student admin	...learning & feedback
Expect leaders in this school to be dedicated to enhancing the wellbeing of all staff and moving closer to work life balance	Expect a two week October Half Term	Expect a culture of earned autonomy	Expect detentions sensibly run by leaders to minimise administration and ensure time for restorative conversations and for teachers to plan great lessons	Expect a sensible approach to assessment, monitoring and reporting that maximises impact while minimising workload
Expect every member of SLT to teach to spread the load and to stay current	Expect the choice to do lunch duties or not	Expect to be encouraged to have a social life	Expect quick, numeric and effective report writing no more than three times a year	Expect sensible approaches to Year 11 Interventions with only one Trial Exam a year
Expect a sensibly sympathetic leadership team mindful of the demands of life	Expect only one break duty per week usually you are free the next period	Expect a culture where everyone is valued and wants to help	Expect only three external student assessments a year	Expect sensible feedback strategies that reduce workload but increase impact on student progress
Expect sensible performance appraisal, done with you not to you	Expect access to our Nursery and a discount on that place	Expect a school calendar that is produced early, in consultation and completely mindful of work life balance	Expect a school with clear expectations for all students and unwavering support from leaders	Expect a culture of sharing of great resources across classrooms and schools
Expect great ICT support; swiftly	Expect the right amount of time for PPAs and the right amount of time to lead your area	Expect a school email protocol that values your weekends, your individual role and your life outside of school	Expect a Behaviour for Learning strategy that is clear, restorative and effective	Expect lesson observations that are part of a holistic picture of effectiveness and ultimately developmentally focussed
Expect a Trust with a wealth of expertise in all educational areas that you will have the opportunity to experience, develop and train within	Expect a Student Support Officer linked to your year group who doesn't teach with the aim of removing all barriers to learning	Expect an inclusive school, dedicated to Restorative Approaches	Expect systems and software that minimise administration and maximise your time to plan, deliver and assess excellent learning	Expect continuing professional development tailored to your own individual needs and career plan; led by a Trust nationally recognised for its commitment to CPD
Expect an open door from your leadership team where your views as a critical friend are openly welcomed	Honorariums, Retention and Recruitment points for the right candidates	Expect a coaching culture that empowers all staff to take effective control of their work	No written reports	Expect personalised induction and continued support as you start your role with us

...more

## **Staff welfare, workload focus and initiatives at Chessington School over the last five years**

[Reducing School Workload](#) DfE June 2018/ [School Workload Toolkit](#)

<p><b><u>Data Management</u></b></p> <ul style="list-style-type: none"> <li>-Progress Tracking Sheets – pre populated</li> <li>-Reduction in Assessment Points 2 for KS3 &amp; KS4 and 3 for years 12</li> </ul>	<p><b><u>Feedback and Marking</u></b></p> <ul style="list-style-type: none"> <li>-Full review of marking policy to ensure efficacy and minimise workload</li> <li>-Subject specific frequency of marking rather than whole school model</li> <li>-Quality assurance process changes</li> </ul>
<p><b><u>Communications</u></b></p> <ul style="list-style-type: none"> <li>-Open door policy with Headteacher, SLT</li> <li>-Emails – no expectation to answer outside of sensible school hours</li> <li>-We revisited our communications policy to manage parent’s expectations about email responses (48 hr response time)</li> <li>-Tutor notices and pastoral website to reduce emails and overload of activities in different places</li> <li>-Assembly time given back to support with parental communications</li> </ul>	<p><b><u>Behaviour Management</u></b></p> <ul style="list-style-type: none"> <li>-Behaviour and reward policies well used and understood by staff and pupils</li> <li>-Learning assistance on hand to support staff with any behaviour issues.</li> <li>-Highly visible Headteacher and SLT around the site, modelling appropriate behaviour and supporting staff and students</li> <li>-Centralised detentions</li> <li>-CPDs focused on behaviour and engagement</li> </ul>
<p><b><u>Yearly calendar</u></b></p> <ul style="list-style-type: none"> <li>-School calendar arranged so that there was not more than 1 staff meeting or event per week</li> <li>-Two week half term introduced Oct 2019</li> </ul>	<p><b><u>Curriculum Planning and Resources</u></b></p> <ul style="list-style-type: none"> <li>-Time given to create a sequence of learning/ learning journey</li> <li>-Fully resourced SoWs/Tier 4 that links to Tiers 1, 2,3</li> <li>-Tiers implemented consistently to support staff with planning</li> </ul>
<p><b><u>Wellbeing and workload</u></b></p> <ul style="list-style-type: none"> <li>-Staff wellbeing working group</li> <li>-No lesson plans required</li> <li>-CPD delivered as twilight (both elective and compulsory)</li> <li>-Regular staff pilates group session – in its second year</li> <li>-New staffing to support staff workload – i.e. Marketing Officer, Social Work Trainees, Kickstart program and more</li> <li>-Staff socials</li> <li>-Thank you culture - i.e. Heads Lines</li> <li>-Staff support through challenging health or personal times</li> <li>-Launched a new Employee Assistance Programme</li> <li>-Annual flu jab offered</li> <li>-Cycle to work scheme</li> <li>-Complementary tea, coffee for staff</li> <li>-Onsite Counsellor</li> <li>-Supervision</li> <li>-EISS drop in to support with student cases</li> </ul>	<p><b><u>Support for teaching staff</u></b></p> <ul style="list-style-type: none"> <li>-Part time and flexible working supported</li> <li>- Supporting staff with absence of leave requests for those instances beyond the policy as part of our ‘family culture’</li> <li>-Discounted and guaranteed places at Piglets Nursery on site for all of our staff</li> <li>-Supervision provided for AHTs pastoral (DSLs) and HoYs</li> <li>-A buddy for new staff who join</li> <li>-Opportunities for career development</li> </ul>
<p>Support for governing boards and trustees</p>	<p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>-Pay awards: the academy trust has supported each pay recommendation made by the DfE and rather than pay just minima and maxima on the Main Pay Scale, has adopted the uplift across all relevant points.</li> <li>-Changes to appraisal for 2019 – removed student progress KPI targets for teaching staff</li> <li>-Use of Bluesky performance management process for support staff to ensure parity and alignment with teaching staff</li> <li>-Changes to the staff room to make it a place where staff can relax more easily - significant investment led by governors</li> </ul>