



KING'S LEADERSHIP
ACADEMY HAWTHORNES

Recruitment Guide

Cover Supervisor

Location: King's Leadership Academy
Hawthornes

Contract: Permanent

Actual Salary: £24,132 - £26,177

Start Date: September 2026



EDUGO TOP 10
TRUST AWARD WINNER



  @GSTSchools



WELCOME TO THE GREAT SCHOOLS TRUST

“Excellence is not a destination – it is who we are, every day.”

Welcome to Great Schools Trust, where belief in every child's potential meets the daily habits that make success inevitable. In our schools, excellence is not left to chance. It is embedded through clear routines, ambitious teaching, compassionate leadership and a culture where character matters.



Our Mission:

To develop in every student the academic skills, intellectual habits, qualities of character, and leadership traits necessary to become a successful, healthy citizen in the global community.



Our Vision:

To build a family of outstanding academies where all students, irrespective of their starting points, flourish, are happy and achieve their full potential.



Our Values — ASPIRE

- Aspiration
- Self-awareness
- Professionalism
- Integrity
- Respect
- Endeavour



Our Pillars of Excellence:

People & Leadership –

Growing exceptional leaders who inspire, empower and deliver.



Character & Leadership –

Building resilience, integrity and aspiration through values-led education.



Educational Transformation –

Relentlessly improving teaching and learning for every child.



AI & Future Learning –

Harnessing innovation and technology to personalise and future-proof learning.



System Leadership –

Driving improvement across schools with trust-wide accountability and collaboration.



Educational Partnerships –

Working with families, communities and global partners to extend opportunity.

National Recognition:

- National Behaviour Hub Lead MAT
- Edurio Top 10 for Staff Satisfaction (2024)
- Most Improved MAT in the Northwest for Progress 8 (2023–24)
- Home to the IPCL: The Institute of People, Character & Leadership

WELCOME FROM THE CEO

Shane Ierston Chief Executive Officer



At the Great Schools Trust, we hold a simple belief: educationalists deserve the space, support and trust to do what they came into this profession to do. To inspire young minds and to shape the future with hope and purpose.

This year has reminded us of the extraordinary things that happen when we work together with shared belief and a deep commitment to helping every child flourish. Innovation has been at the heart of this, especially our new AI-powered assessment platform, which is now rolling out across the Trust. It is already saving teachers hundreds of hours each year. That is not just a technological achievement. It is time genuinely returned to you.

Less pressure, fewer late nights and more energy for the work that truly matters.

No teacher enters this profession expecting to battle endless admin. They choose this path because they care. Our responsibility, as a Trust, is to make sure you can keep doing what you love, supported, valued and encouraged every step of the way.

Over the past year, we have continued to build a culture where people feel heard, respected and safe to grow. Our recent Edurio survey placed us in the top ten trusts nationally for staff wellbeing and organisational values. This reflects the warm relationships, thoughtful leadership and collective purpose that define our community. It also speaks to the consistency across our family of schools. All our academies are judged Ofsted Good or higher, something we are proud of because it represents the everyday dedication of our staff.

As our people thrive, so do our students. Across our academies, we are seeing outcomes that challenge expectations and transform futures.

With 70 percent of students entering the English Baccalaureate and several schools closing the Progress 8 gap between disadvantaged and non-disadvantaged students, our belief in social mobility is more than a vision. It is becoming a reality.

If you are considering joining us, we would love you to know this: you are not just stepping into a job. You are joining a community. A community that invests in you, trusts you and stands beside you. You will be welcomed into a family that celebrates your strengths, supports your growth and believes in the difference you can make.

Credo, Credimus:
"I believe, we believe."

We believe in every child.
We believe in every member of staff.
And we believe in what we can achieve together.

Shane Ierston, CEO

Shane Ierston



GREAT SCHOOLS
TRUST



WELCOME FROM THE PRINCIPAL

Andrea St John
Principal of Hawthornes



At King's Leadership Academy Hawthornes, we are proud to be a part of the Great Schools Trust, a growing and ambitious multi-academy trust in the Northwest of England. Our family includes five secondaries, two primaries and a groundbreaking Alternative Provision Setting.

Why King's Leadership Academy Hawthornes?

A school is defined by its culture, working at Hawthornes means that you are part of a team of highly motivated staff who truly care about our children. As Principal, I am committed to the development and retention of excellent staff and the growth of all teams.

We are a growing highly over-subscribed school of committed,

friendly staff, a cohort of students who are polite, enthusiastic and keen to learn right across the curriculum. We are a school centred in our Aspire Values of Achievement, Aspiration, Self-awareness, Professionalism, Integrity, Respect and Endeavour. It is these values that drive our behaviours and relationships, a 'lingua franca' that helps to bind our community together. An inspector captured the mission of the school when he observed that we were 'building better people,' something we are proud of. This sentiment is reflected in our motto, 'Credimus', which, translated from Latin, literally means 'we believe.'

We believe our school exists to shape both academic excellence and the life chances of all our students so they can attend the best universities or secure the best employment opportunities in the years to come. We also aim to create an enriched offer that provides cultural capital for all our students, irrespective of their starting point or social privilege. With 80 students in our Combined Cadet Force programme, we provide a high-quality personalised enrichment and boast an award-winning careers programme. We are proud of our inclusivity and pride ourselves on the welcome we give every student and their families.

We provide every student with a Chromebook, breakfast, residential experiences to build self-esteem and teamwork, and opportunities to join the Duke of Edinburgh scheme. No student is left behind, and we remove barriers to learning at every opportunity.

Why join us?

We prioritise staff development and support. CPD is bespoke, high-quality, growing leadership at all levels. Staff retention is high. It is an exciting time to be a part of a tangible journey of excellence at Hawthornes.

If you are ready to challenge yourself, inspire others, and leave a lasting legacy, I encourage you to contact the school for a visit and a conversation with me, staff and children about how you can help us shape the future.

I look forward to meeting you.

Andrea St John



**KING'S LEADERSHIP
ACADEMY HAWTHORNES**

Staff Benefits & Wellbeing

At our Trust, we are committed to creating an exceptional working environment where staff feel valued, supported and empowered to thrive. We believe that investing in our people is the foundation of outstanding education.

A Trust That Prioritises Staff Wellbeing

- A culture where staff wellbeing underpins decision-making
- Strong pastoral support and leadership that genuinely listens
- A collaborative, family-oriented environment across all academies

Professional Benefits & Career Development

- Highly competitive salaries that reward excellence
- Access to CredimusAI, saving significant time and reducing workload
- A personal device for all teaching staff to support professional practice
- Weekly leadership link meetings to support development and progression
- Clear career pathways, with rapid promotion for the right candidates
- Trust-wide collaboration, sharing expertise and supporting other schools
- Strategic input into our new building, shaping facilities for future generations

Health, Wellbeing & Personal Support

- Benenden Health membership (optional £15.50 per month), with day-one access to:
 - 24/7 GP and mental health helplines
 - Specialist advice for adult care, neurodiversity and disability
 - Fast access to diagnostics, physiotherapy, mental health support and cancer advice
 - Support for tuberculosis and selected surgical procedures (subject to eligibility)
 - No medical checks, excess fees or age-related pricing
 - Option to add family members at additional cost
- BUPA Employee Assistance Programme (Trust-funded), providing:
 - Counselling and emotional wellbeing support
 - Legal, financial and family care advice
 - 24/7 confidential assistance
- Generous occupational sick pay, maternity/paternity provision and family-friendly policies

Financial, Lifestyle & Community Benefits

- Cycle to Work salary sacrifice scheme
- Membership of the Teachers' Pension Scheme or Local Government Pension Scheme
- Opportunities to engage with the local community through fundraising and charity work
- The chance to contribute to trust-wide culture, innovation and school improvement





About the Role

Location: King's Leadership Academy Hawthornes

Contract: Permanent, 37-Hours, Term-Time Only

Reports to: Assistant Principal

Salary: Scale 5; Points 12 £28,598 - 18 £31,022

Actual Salary: £24,132 - £26,177

Start Date: September 2026

A Cover Supervisor plays a vital role in maintaining continuity of learning when a teacher is absent. They supervise classes using work prepared by teaching staff, explain instructions and support students to remain focused, engaged and productive. By establishing clear expectations and promoting positive behaviour, the Cover Supervisor ensures that lessons run smoothly and students continue to make effective use of their learning time.

The role requires a calm, confident and adaptable individual who can build positive relationships with students and colleagues. Cover Supervisors respond appropriately to questions, concerns and unexpected situations, following the academy's behaviour, safeguarding and reporting procedures at all times. They also provide teachers with helpful feedback about students' engagement, behaviour and completed work.

When cover is not required, the postholder may support learning in classrooms, mentor students, assist with interventions or undertake appropriate administrative duties. As an active member of the wider academy community, the Cover Supervisor contributes to the school's values and high expectations, helping to create a safe, inclusive and purposeful environment in which every student is encouraged to succeed.

Job Description

1) Professional Values & Ethos

Our staff are the primary custodians of the Trust's mission, character through leadership and exemplify the ASPIRE values (Aspiration, Self-awareness, Professionalism, Integrity, Respect, Endeavour) in every action.

- Uphold and actively model the values, ethos, and moral purpose of the Great Schools Trust
- Demonstrate a clear passion for your subject and for improving life chances for young people
- Maintain high expectations of yourself, colleagues, and pupils at all times
- Treat colleagues, pupils, and families with professionalism, respect, and integrity
- Contribute positively to a culture of ambition, inclusivity, and mutual respect
- Act as a role model in conduct, language, and professional standards
- Commit fully to safeguarding and student welfare responsibilities

The Cover Supervisor will;

- To supervise classes during the short-term absence of teaching staff, ensuring that pupils continue to learn in a safe, calm and purposeful environment.
- The Cover Supervisor will facilitate work prepared by teaching staff, maintain high expectations of behaviour and contribute to the wider work of the academy.

2) Classroom Supervision & Learning

- Supervise classes using work and resources provided by the absent teacher or relevant curriculum leader.
- Communicate lesson instructions clearly and ensure that pupils understand the tasks set.
- Establish and maintain a calm, purposeful classroom environment in which pupils remain engaged with their learning.
- Provide appropriate guidance and encouragement without introducing new subject content or undertaking the full responsibilities of a qualified teacher.
- Respond to pupils' questions about lesson processes, instructions and expectations.
- Collect completed work and ensure that classrooms are left organised and ready for subsequent lessons.
- Provide clear feedback to the relevant teacher regarding work completed, pupil engagement and any issues arising during the lesson.

3) Behaviour, Safety & Safeguarding Procedures

- Apply the academy's behaviour policy consistently, calmly and fairly.
- Establish clear routines and expectations that support positive behaviour and effective learning.
- Manage incidents of inappropriate behaviour using the academy's agreed systems and referral procedures.

- Recognise and respond appropriately to bullying, discrimination, harassment or other unacceptable behaviour.
- Report safeguarding concerns immediately and accurately in accordance with the Trust's procedures.
- Respond appropriately to accidents, emergencies or welfare concerns, seeking assistance where required.
- Support the safe and orderly movement and supervision of pupils around the academy, during social times and on educational visits where appropriate.

4) Pupil Support & Pastoral Care

- Build positive and appropriate working relationships with pupils.
- Encourage pupils to develop confidence, independence, resilience and positive attitudes towards learning.
- Provide appropriate support for pupils with additional educational, pastoral or behavioural needs, following guidance from relevant colleagues.
- Mentor individual pupils or small groups where required.
- Support intervention, catch-up and enrichment activities when cover is not required.
- Share relevant information with pastoral, SEND and safeguarding colleagues to help identify and remove barriers to learning.
- Contribute appropriate information to reviews of pupils' attendance, behaviour, progress and wellbeing.

5) Communication & Teamwork

- Work collaboratively with teachers, curriculum leaders, pastoral staff and other colleagues to support effective learning.
- Record and report relevant information accurately and promptly using the academy's agreed systems.
- Communicate with parents and carers where required and in accordance with academy procedures.
- Contribute to review days, parents' evenings, staff meetings and other academy events where appropriate.
- Maintain confidentiality and handle pupil information in accordance with data-protection requirements and Trust policies.
- Develop a secure understanding of academy routines, curriculum expectations and the needs of different classes and year groups.

6) Wider Academy Responsibilities & Professional Development

- Provide classroom, administrative or organisational support when not covering lessons.
- Undertake longer-term cover by agreement, with appropriate planning and support.
- Participate in induction, training and performance review.
- Keep up to date with relevant policies and procedures.

Duties may be reviewed, following consultation, to meet the changing needs of the academy.

Person Specification

Category	Essential	Desirable
Qualifications & Knowledge	- GCSE grade 4/C or above in English and mathematics, or equivalent. - Understanding of safeguarding and pupil welfare. - Knowledge of effective behaviour-management approaches.	- Educated to A-level standard or equivalent. - Relevant education, youth work or support qualification. - Knowledge of SEND and inclusive classroom practice.
Experience	- Experience of working successfully with children or young people. - Experience of managing challenging situations calmly and appropriately. - Ability to organise work and manage competing priorities.	- Recent experience in a school or educational setting. - Experience of supervising classes or supporting classroom learning. - Experience of mentoring pupils or delivering interventions.
Skills & Attributes	- Clear and confident communication skills. - Ability to give instructions and maintain a purposeful learning environment. - Ability to use initiative, solve problems and work calmly under pressure. - Good organisation, record-keeping and basic IT skills.	-Confidence supporting learning across different subjects and age groups. - Experience of using school information or behaviour-management systems. - Ability to contribute to extracurricular or enrichment activities.
Relationships & Teamwork	- Ability to build positive, professional relationships with pupils and adults. - Ability to work effectively as part of a team. - Ability to communicate sensitively with colleagues, parents and carers. - Commitment to confidentiality and professional boundaries.	- Experience of working with pastoral, SEND or safeguarding teams. - Experience of communicating with families or external professionals.
Professional Values & Personal Qualities	- Commitment to the Trust's mission and ASPIRE values. - High expectations for pupil behaviour, learning and achievement. - Commitment to safeguarding, equality, inclusion and pupil wellbeing. - Professionalism, integrity, resilience and reliability. - Flexibility and willingness to contribute to the wider life of the academy.	- Evidence of ongoing professional development. - An interest in progressing within education or pupil support.



How To Apply

Submit your application via [Our Website](#)

For an informal conversation about the role or to arrange a tour of our academy, please contact our Operations Manager, Hayley Fenlon at h.fenlon@greatschoolstrust.com or [0151 922 3798](tel:01519223798).

Appointment, Compliance & Safeguarding

Appointment, Terms & Compliance

This appointment is made by the Local Academy Council on behalf of the Great Schools Trust. The Job Description forms part of the contract of employment and may be reviewed as the role or organisational needs change, following consultation. The Trust will make reasonable adjustments to support applicants and employees with disabilities.

The Trust is a licensed Skilled Worker Visa sponsor and may offer sponsorship subject to eligibility and the requirements of the role.

Full-time teaching contracts require staff to be on site from 8:00am. In addition to timetabled teaching, staff are expected to attend departmental meetings held on Mondays from 3:30-4:30pm, and weekly CPD sessions on Fridays from 1:30-2:30pm. Attendance at all scheduled parents' evenings and open events is also required and forms part of directed time.

Safeguarding & Pre-employment Checks

Great Schools Trust is committed to safeguarding and promoting the welfare of children and young people. All staff must share this commitment. As part of safer recruitment, interviews will explore motivation to work with children, ability to maintain professional boundaries, emotional resilience and attitudes to authority and behaviour management.

Pre-Employment Checks

Any offer of employment is conditional upon the successful completion of the following:

- Proof of identity, address and right to work in the UK
- Two satisfactory references, including the most recent employer
- Verification of relevant qualifications
- Enhanced DBS check with barred list check
- Prohibition from teaching check
- Section 128 check (for management roles)
- Overseas police checks (where applicable)
- Occupational health clearance
- Satisfactory completion of the probationary period

Ongoing Compliance

The postholder must comply with Trust policies, including the Staff Code of Conduct, Safeguarding and Child Protection Policy, and Staff Communication and Social Media Policy. Responsibilities may be reviewed periodically in line with Trust and academy priorities.



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