



Cover Supervisor

**Recruitment Pack
January/February 2026**



WELCOME

Belper School and Sixth Form Centre is a warm, inclusive and inspiring place to learn and work. We combine strong academic standards, a rich and inspirational curriculum and a caring and supportive ethos to provide the very best education we can for our wonderful students. At the heart of the school is a strong sense of belonging and shared responsibility, which gives Belper its distinctive character and underpins everything we do.

Our lively and successful school of just over 1200 students, including around 180 Sixth Formers, has proudly served the community of Belper and the surrounding villages for over 50 years. Belper is a vibrant market town in Derbyshire, on the edge of the Peak District. Situated within the Derwent Valley World Heritage Site, it is known for its creative and inclusive spirit, hosting an annual arts festival and a popular Pride event, values which closely reflect our own.

Our vision is captured in the phrase:

“Create your future. Be who you are, become who you aspire to be.”

Supported by our *Be Belper Values*, this vision shapes daily life in the school. We are committed to nurturing a love of learning and boundless curiosity in every student. Through our broad curriculum, rich subject content and extensive extracurricular opportunities, we inspire students to discover their interests and develop their talents. We also place great importance on building resilience, independence and self-belief so that students leave us as confident, well-rounded young people ready to make a positive contribution to their communities and the wider world.

We have a distinctive ethos that is reflected in the unique ways we build mutual respect and trust across the school. Belper is a non-uniform school, and students address staff by their first names. This is a deliberate and important part of our culture which helps foster positive relationships and ensures every child feels known, valued and respected. While we value academic achievement highly, we also see it as our duty to develop responsible, compassionate and respectful citizens.

Visitors often comment on the calm, positive and purposeful atmosphere around the school, and we are incredibly proud of our students, who are consistently kind, polite and engaged in their learning. As Ofsted noted in May 2025, *“There is a calm and productive atmosphere around school. Staff have high expectations of pupils’ behaviour and conduct. Pupils are trusted to behave well, and they do.”*

We know that to provide the very best education, we must recruit, retain and invest in exceptional staff. Staff wellbeing is a genuine priority and is closely linked to our high levels of retention. We are proud that Ofsted’s May 2025 inspection recognised the positive culture we have built:

“Staff are proud to work at the school. They appreciate leaders’ consideration of their work-life balance. They feel well led and managed”

Thank you for your interest in Belper School and Sixth Form Centre. We hope this gives you a sense of the warm, supportive and inspiring community we have created, and we look forward to welcoming colleagues who share our values and ambition for young people.

Mrs Matilde Warden BSc (Hons) NPQH
Headteacher



THE ROLE

We are seeking to appoint a Cover Supervisor to oversee classes during short-term teacher absences. As a Cover Supervisor, you will supervise classes, deliver pre-set work, and help maintain a calm, focused, and positive learning environment.

You will join an experienced team of Cover Supervisors and become an integral part of our school community. This is a varied role, and you will have the opportunity to supervise classes across all subjects within school as well supporting and supervising students during trips, visits and events.

This would be an ideal opportunity for someone looking to become an active and valued part of the school community by supporting students and staff on a day-to-day basis.

What we offer :

- LGPS Pension Scheme (Employer contribution 20.80%)
- CPD opportunities
- Access to our Employee Assistance Programme who offer a range of wellbeing and advice services
- Free Parking
- Staff Social events and activities

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.



APPLICATION METHOD

Role Type: Permanent

Salary: Grade 6 (Pay Point 6-7): £19,547 – £19,990

Hours: 32.5 hours per week 39 weeks per year (Term Time plus INSET days)

Closing Date: 9am, Monday 2 February 2026

Start Date: As soon as possible following pre-employment checks

Provisional Interview date: Monday 9th February 2026

Applications can be made online via the `Apply Now` link on My New Term.

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Early applications are encouraged. Applications will be reviewed periodically, and interviews will be held on a rolling basis. Should a successful appointment be made, we reserve the right to close this advert at any time.

All applicants must be able to provide evidence of their Right to Work in the UK prior to commencement of employment. As part of our need to comply with UK immigration rules, you will be required to provide Home Office stipulated documentation prior to interview.

Role Description and Person Specification

Post title:	Cover Supervisor
Grade:	Grade 6
Job Family:	Support for Teaching and Learning
Responsible to:	Deputy Headteacher
Hours of work:	32 ½ hours per week Monday: 8.15am – 3.15pm with 30 minutes for lunch Tuesday: 8.15am – 3.15pm with 30 minutes for lunch Wednesday: 8.15am – 3.15pm with 30 minutes for lunch Thursday: 8.15am – 3.15pm with 30 minutes for lunch Friday: 8.15am – 3.15pm with 30 minutes for lunch
Weeks of contract:	39 weeks per annum (term time only and INSET days)
Flexible working:	Flexible working is not available in this post

Role Description

Purpose of the Post

- To provide cover for absent teachers by supervising prepared lessons
- To manage the classroom so that students remain on task with the work set
- To motivate and support students to access the pre-set learning
- To cover registrations and similar activities ensuring that the school's procedures are followed
- Cover Supervisors are expected to encourage students and to have high expectations of behaviour for learning. They are expected to facilitate high quality learning by establishing a constructive working environment in the lesson. However they are not qualified teachers and are therefore not required to have subject knowledge, to plan, to teach, to assess, to set homework, or to mark work

Key Tasks and Responsibilities

1. To provide supervision of and be solely responsible for a class of students during lesson time in the absence of a teacher
2. To manage the behaviour of students to promote and maintain order and a calm working environment, including implementation of the school's behaviour policy
3. To report back as appropriate on the behaviour of students during lessons, and any issues arising, using the school's agreed referral procedures
4. To establish productive working relationships with students, acting as a role model and setting high expectations
5. To promote the inclusion and acceptance of all students within the classroom and school
6. To ensure that the health, safety and welfare of students is maintained at all times
7. To establish constructive relationships and communicate with other relevant professionals, in liaison with the teacher, to support students' learning and progress
8. To liaise with teachers and other relevant professionals regarding the work set for a class

9. To communicate the work set by the class teacher to the students and ensure that they are aware of the teacher's expectations during the course of the lesson with regard to task completion
10. To motivate students to complete tasks set by the class teacher and encourage them to interact and work co-operatively with others to ensure all students are engaged on the set task
11. To respond to any questions from students about process and procedures
12. To deal with any immediate problems or emergencies in accordance with the school's policies and procedures
13. To 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
14. To collect any completed work after the lesson and return it to the class teacher as appropriate
15. To invigilate examinations
16. To carry out the registration of students in the absence of a teacher
17. To accompany teaching staff and students on educational visits
18. To contribute to the overall ethos, aims, and work of the school
19. To be aware of, uphold, and contribute towards the development of the school's policies and procedures
20. To participate in appropriate school-based meetings and training activities
21. To undertake any administrative duties relevant and appropriate to this post and to provide general administrative support to educational departments as requested when not assigned to cover a class, including display work, filing and other clerical tasks
22. To undertake any other duties which may reasonably be regarded as within the nature of the duties, responsibilities and grade of this post

Line management or supervisory responsibilities (if applicable)

- None but may be required to assist in basic training or induction of new colleagues

Supervision received (if applicable)

- Line manager is the Deputy Headteacher
- Work is allocated by the Cover Manager
- Supervision of tasks is provided by the Head of Faculty, Head of Year or other relevant teacher
- Supervision of the management of student behaviour is provided through the school's behaviour management system

Corporate Responsibilities

- To be aware of and comply with school policies and procedures
- To work towards the school vision and in support of the school's ethos and aspirations
- To comply with the school Code of Conduct
- To comply with health and safety policies and procedures
- To maintain confidentiality and observe data protection and associated guidelines
- To receive safeguarding training and comply with school policies and procedures
- To carry out the duties and responsibilities of the post in compliance with the Equalities Act and the school's equal opportunities policies
- To act with honesty and integrity and in accordance with the school's financial regulations

- To act appropriately and professionally, and to treat others with courtesy, respect and consideration

Person Specification

A – application form R- references I – interview T – test

Knowledge and Skills	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • Experience of working in a secondary school environment • Experience of working with students aged 11 to 18 • Ability to communicate effectively with students as a group and individually, in particular with regard to communicating the tasks set by the teacher, setting out lesson expectations, managing behaviour and responding to queries • Ability to communicate effectively with staff, in particular with regard to the tasks planned for the lesson, student expectations, behaviour, feedback and queries • Ability to motivate students • Practical behaviour management skills • Ability to work flexibly across the school day covering a range of practical and academic subject areas • Ability to manage short notice assignments • Working knowledge of ICT as used in a classroom • Ability to demonstrate levels of literacy and numeracy equivalent to GCSE grades 4 and above • Ability to work accurately under pressure and to meet deadlines 	<p>D D E</p> <p>E</p> <p>E E E</p> <p>E D E</p> <p>E</p>	<p>ARI ARI ARI</p> <p>ARI</p> <p>ARI ARI ARI</p> <p>ARI ARI ARI</p> <p>ARI</p>
Personal Qualities	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • Ability to manage student behaviour positively • Ability to interact effectively and appropriately with students of different ages and abilities • Enjoyment of working with young people and commitment to supporting learning for every student • Highly flexible and adaptable 	<p>E E</p> <p>E</p> <p>E D</p>	<p>ARI ARI</p> <p>ARI</p> <p>ARI ARI</p>

<ul style="list-style-type: none"> • Able to work in an outdoor or technical environment as well as classrooms • Ability to remain calm in all situations • Ability to work co-operatively and flexibly as part of a team • Ability to work alone and deal with situations as they arise, following standard procedures and with access to assistance when required • Integrity, showing trustworthiness • Patient, tactful and approachable • Takes care and pride in all tasks given • Well-organised • Fosters good relationships 	E E E E E E E E	ARI ARI ARI ARI ARI ARI ARI ARI
Qualifications	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • Grade 4 (C) or above in GCSE Maths or equivalent • Grade 4 (C) or above in GCSE English or equivalent • Further relevant qualifications 	D D D	ARI ARI ARI
Corporate Competencies	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • General knowledge and understanding of the requirements of a school environment • Ability to relate to students aged 11 to 18 • Punctuality and reliability • Understanding of the importance of safeguarding and the welfare of children, and a commitment to remaining up to date with requirements of the role in this area • Understanding of the importance of financial rules and procedures and a commitment to remaining up to date with the requirements of the role in this area • Understanding of the importance of health and safety rules and procedures and a commitment to remaining up to date with the requirements of the role in this area • Understanding of the importance of Equalities Act requirements and a commitment to remaining up to date with the requirements of the role in this area • Understanding of the need for confidentiality and knowledge of data protection principles 	E E E E E E E E	ARI ARI ARI ARI ARI ARI ARI ARI