



Avenue

CENTRE FOR EDUCATION

Honesty – Aspiration – Respect – Kindness

Recruitment Pack

Transforming lives through inclusive education, high expectations and a belief in every learner.



HONESTY



ASPIRATION



RESPECT



KINDNESS



SAFE, SUPPORTED, INSPIRED TO SUCCEED

www.avenuecentre.co.uk



About Avenue Centre for Education (ACE)

Avenue Centre for Education (ACE) is a specialist Pupil Referral Unit (PRU) based in Luton, dedicated to transforming the lives of young people through inclusive, high-quality education.

We work with pupils who require additional support beyond mainstream settings, providing a safe, structured and nurturing environment where every learner is supported to succeed academically, socially and emotionally.

At ACE, our approach is built on strong relationships, high expectations and a deep understanding of the complex needs of our pupils. We deliver a broad and balanced curriculum across academic, vocational and therapeutic pathways, ensuring that all pupils are equipped with the skills, confidence and resilience to progress successfully into education, employment or training.

Our work is underpinned by our core values:

Honesty, Aspiration, Respect and Kindness — values that shape our culture, guide our decisions and define our expectations for both staff and pupils.

We are proud to be recognised for:

- A strong and inclusive learning environment
- A commitment to safeguarding and pupil wellbeing
- Effective support for reintegration and positive transitions
- A culture where pupils feel safe, supported and inspired to succeed

Working closely with the Local Authority, schools and external agencies, ACE plays a key role in reducing exclusion and supporting vulnerable learners across Luton.

At ACE, we don't just educate — we re-engage, rebuild confidence and create pathways for the future.

Introduction to the Role

The Cover Supervisor plays a key role in ACE's daily provision, helping pupils to continue learning safely and purposefully when their class teacher is absent for a short period. The role sits at the centre of classroom practice, behaviour routines and pupil engagement across Key Stage 3 and Key Stage 4, and requires a calm, consistent and confident approach.

Working from lesson plans prepared by teaching staff, the postholder will supervise classes and support pupils to understand expectations, settle quickly and complete the work set. The Cover Supervisor does not take responsibility for lesson planning; instead, the focus is on maintaining continuity, routine and a positive climate for learning.

The postholder will use agreed school strategies to support learning, behaviour and participation, adapting their approach within the scope of the role to meet pupils' needs. They will help to maintain a purposeful classroom environment, reinforce routines and expectations, and promote positive relationships with pupils and colleagues.

The postholder will work closely with the Deputy Headteacher, class teachers and wider support staff, sharing relevant information about pupil engagement, completion of work, behaviour and any concerns. The role may also include supporting wider school activities, contributing to pupil care, health and welfare, and invigilating tests and examinations as directed.

This role would suit someone who is organised, resilient and relational in their approach, with the confidence to supervise a classroom while remaining flexible and responsive to pupils' needs. At ACE, the Cover Supervisor makes a direct contribution to stability, inclusion and positive learning experiences for pupils who may need additional support to succeed.

Job Description

Job Purpose

To supervise classes across the curriculum (KS3 and KS4) in following a programme of study during the short-term absence of their class teacher. To contribute to raising standards by providing support to the whole school.

Line Manager

The postholder is responsible to the Deputy Headteacher

Line Management Responsibilities

None

Working Hours

Minimum 30 hours, term time plus one week (INSET days), Monday to Friday

Salary Grade

Luton NJC L4 (£27,254 - £29,540 FTE)
National Pay Award Pending

Safeguarding / DBS

This post meets the definition of Regulated Activity and is subject to child protection screening, checks with past employers, online checks and Disclosure and Barring Service checks.

Application requirement

Applicants must complete the school application form. CVs will not be accepted for posts at Avenue Centre for Education.

Principal Responsibilities

The Cover Supervisor will provide effective classroom supervision across Key Stage 3 and Key Stage 4 during the short-term absence of class teachers. Working under the direction of the Deputy Headteacher and class teachers, the postholder will follow agreed lesson plans and support pupils to engage with the programme of study in a calm, structured and purposeful environment.

A key part of the role is to promote positive pupil engagement, behaviour and participation. This includes applying agreed school strategies, maintaining high expectations, encouraging pupils to complete the work set, and providing relevant feedback to teaching colleagues so that any learning, engagement or behavioural concerns can be followed up appropriately.

The postholder will also contribute to the wider life of the school by supporting classroom organisation, learning resources and ICT, assisting with learning and personal development activities, invigilating tests and examinations, and contributing to pupils' care, health and welfare in line with school policies. The role will be carried out in line with ACE's values, safeguarding responsibilities and commitment to raising standards for pupils.

Key Responsibilities

1. Under the direction of the Deputy Headteacher and class teacher, following agreed lesson plans, support the learning of individuals/ groups/whole classes of students. This may be in the absence of the class teacher, who will still retain the responsibility for the lesson planning. Use strategies appropriate to the needs of students, providing feedback and liaising with colleagues. Facilitate the intellectual and social development of students. Deploy appropriate aids, materials and equipment, including ICT, to assist learning. Contribute to the order and cleanliness of the classroom environment.
2. Assist in the evaluation and revision of lessons and work programmes using knowledge gained when working with students.
3. Contribute to the development of a purposeful working atmosphere, implement, and monitor the school's behaviour and any related policies and procedures.
4. Develop and promote positive relationships.
5. Contribute to the care, health and welfare of pupils in accordance with the school's health and safety and related policies.
6. As required, assist with specific aspects of learning and personal development, on/off site, e.g. projects, initiatives and activities.
7. Invigilate tests and examinations as directed.
8. Under the direction of the line manager, assist in other support roles around the school.
9. Maintain and respect confidentiality.
10. To undertake any other duties of a similar level and responsibility as may be required in order to help the school effectively meet its various obligations.

Dimensions

Supervisory Management: N/A

Physical Effort: N/A

Financial: N/A

Physical Resources: Computer, computer systems, classroom materials, equipment and resources. Health and Safety equipment, First Aid Equipment.

Other: N/A

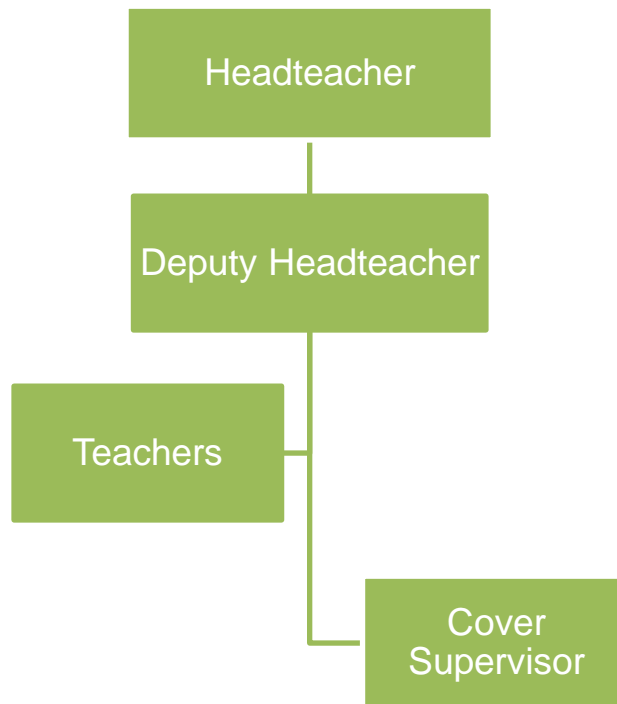
Working Environment: There could be a requirement to deal with vomit and bodily fluids when children are unwell or when following care plans.

Context

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. They are required to support and follow all relevant school policies including those for behaviour management and child

protection. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy, pressurised environment

Organisational Chart



Working Relationships

The postholder will work closely with:

- Deputy Headteacher
- Class teachers and subject teachers
- SENDCo
- Teaching assistants and wider support staff
- Pastoral, safeguarding and behaviour colleagues
- Parents, carers and external professionals, where appropriate and in line with school procedures

Professional Conduct

- Model high standards of professionalism, integrity and conduct at all times.
- Act as a positive role model for pupils, promoting calm, respectful and purposeful conduct.
- Maintain appropriate professional boundaries and confidentiality.
- Demonstrate reliability, including good attendance and punctuality.
- Follow the school dress code and act as a role model for pupils and other members of staff.
- Engage in ongoing professional development relevant to classroom supervision, behaviour, safeguarding and pupil support.

Equality and Diversity

The postholder will:

- Act in accordance with the Equality Act 2010 and the Public Sector Equality Duty.
- Promote inclusive, anti-discriminatory and culturally competent practice.
- Support pupils fairly and consistently, taking account of SEND, protected characteristics and barriers to engagement.
- Challenge discrimination and model respectful behaviour at all times.
- Recognise and respond appropriately to the impact of exclusion, poverty, trauma and disadvantage on pupil engagement and wellbeing.

Team Working and Collaboration

- Work collaboratively with colleagues to promote consistent behaviour expectations and a purposeful learning environment.
- Share relevant information with teachers and leaders to support continuity of learning, pupil engagement and timely follow-up of any concerns.
- Participate in relevant meetings and CPD opportunities relating to pupils, behaviour, safeguarding and wider school organisation.
- Contribute as an effective team member, identifying opportunities to support best practice across the school.
- Provide cover and support across the school within the scope of the role, as directed.

Wider Professional Responsibilities

- Work collaboratively with others to develop positive professional relationships.
- Communicate effectively with colleagues, pupils, parents, carers and other stakeholders using school processes as appropriate.
- Communicate and cooperate with relevant external professionals, where required and under the direction of senior colleagues.
- Make a positive contribution to the wider life, ethos and values of the school.
- Have professional regard for the ethos, policies and practices of the school and maintain high standards in attendance and punctuality.
- Perform any other reasonable duties requested by the line manager or Headteacher, consistent with the level and responsibility of the post.
- Be aware of and comply with all school policies, including safeguarding and child protection, behaviour, health and safety, confidentiality, UK GDPR and data protection, undertaking training as required.
- Maintain confidentiality at all times in respect of school-related matters and prevent disclosure of confidential or sensitive information.

Professional Development and Professional Standards

Avenue Centre for Education is committed to continuous professional development and maintaining high standards of professional practice across all roles.

The Cover Supervisor will:

- Take responsibility for their professional development, engaging in appraisal, supervision, training and continuous learning aligned to school priorities.
- Maintain and develop knowledge of classroom supervision, behaviour, safeguarding, SEMH and trauma-informed practice.
- Use feedback and professional dialogue to improve practice and support positive pupil outcomes.
- Model professionalism, integrity, resilience and accountability in line with school expectations.
- Maintain effective professional relationships with pupils, families, colleagues and external agencies, demonstrating clear professional boundaries at all times.
- Promote equality, diversity and inclusion through daily practice, ensuring all pupils are treated with respect, fairness and dignity.
- Contribute positively to the wider life, ethos and values of the school.

Performance Management

- Take part in the school's staff development programme by participating in arrangements for training and professional development.
- Continue personal development in areas relevant to the Cover Supervisor role.
- Actively engage in the Performance Management Review process.

Performance Measures

- **Continuity of Learning:** Effective supervision of classes during short-term teacher absence, supporting pupils to engage with agreed work and maintain learning routines.
- **Behaviour, Engagement and Culture:** Consistent implementation of the school's behaviour expectations, contributing to a calm, purposeful and safe classroom environment.
- **Pupil Support and Wellbeing:** Positive contribution to pupil care, health, welfare and personal development in line with school policies and procedures.
- **Safeguarding and Pupil Welfare:** Strong safeguarding practice, including timely reporting and escalation of concerns in line with school procedures.
- **Communication and Feedback:** Effective communication with class teachers, the Deputy Headteacher and relevant colleagues, including feedback on pupil engagement, behaviour and completion of work.
- **Record Keeping and Organisation:** Accurate and timely completion of records, where required, to support effective classroom supervision and wider school processes.
- **Examination and Assessment Support:** Effective invigilation of tests and examinations as directed, maintaining appropriate standards, routines and pupil conduct.
- **Professional Standards and Development:** Consistent demonstration of professionalism, reliability, resilience and positive role modelling, alongside active engagement in CPD.
- **Contribution to School Priorities:** Effective contribution to ACE's values, ethos and priorities, particularly in relation to inclusion, behaviour, safeguarding and improving outcomes for vulnerable pupils.

Performance objectives will be aligned to ACE's annual School Improvement Plan priorities.

Safeguarding

ACE is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

The Job-holder will ensure that Luton Borough Council's and PRU's policies are reflected in all aspects of their work, in particular those relating to;

- (i) Safeguarding and Child Protection
- (ii) Equal Opportunities
- (iii) Health and Safety
- (iv) UK GDPR and Data Protection Act 2018

Disclosure & Barring Service (DBS) and Disclosure of Convictions:

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

It is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates invited to interview will be required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

The information you provide will be treated as strictly confidential and will be considered only in relation to the job for which you are shortlisted.

Questions may be asked of anyone who has ever had a criminal history during the recruitment process.

For posts working with children, young people or vulnerable adults, a Disclosure & Barring Service (DBS) check is requested. This check will be cross referenced against the Adults and Children's Barred Lists.

These lists contain details of people deemed unsuitable to work with children or vulnerable adults. All jobs requiring these checks will be identified on the job description.

Offers of employment will be subject to the receipt of satisfactory checks which will include a check with the Disclosure & Barring Service (DBS). Note, it is an offence to apply, offer or accept any work with children (paid or unpaid) if disqualified from working with children.

The information provided will be confidential and not passed onto unauthorised persons or organisations. However, we are under a duty to protect public funds, and to this end may use the information you have provided for the prevention and detection of fraud. We may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

Additional Information

The Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete the particular duties as set out in the foregoing.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): - without which candidate would be rejected

Desirable (D): - useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
Experience	Some experience of working in an educational setting.	1,2	Some experience of working with people with a range of special needs.	1,2
	Some experience of managing student's behaviour.	1,2		Some experience of working with people with a range of special needs
Skills/ Abilities	Able to contribute constructively to and work effectively as a member of a team.	1,2	Information technology skills in word processing, the use of databases and spreadsheets to support record keeping and children's learning.	1,2,5
	Able to use own initiative in working with parents/carers and the child's community within an agreed framework of policies and procedures.	1,2		
	Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc.	1,2,5		
	Able to keep accurate records and use these to inform judgements.	1,2,5		
	Able to support learning in at relevant Key Stage.			
Equality Issues	Able to recognise and act upon common forms of discrimination.	1,2		
	Able to understand the issues for pupils' education in an urban, multi-cultural context.	1,2		
Specialist Knowledge			Demonstrable knowledge of how pupils learn including some knowledge of how pupils acquire a second or additional language.	1,2 1,2,5
			Demonstrable knowledge of curriculum requirements.	1,2,5
			Some knowledge of policies and procedures in areas such as child protection, behaviour management.	

Attributes	Essential	How Measured	Desirable	How Measured
Education and Training	Demonstrate a basic level of literacy and numeracy at NVQ2 or equivalent	1,2,5	GCSE 'C' in mathematics and English or equivalent qualification	4
	Able to commit to relevant job training NVQ Level 3 or equivalent qualification.	1,2		
	Willingness to undertake First Aid training and to apply this in the school.	1,2		
Other Requirements	Willing to undertake training and development activities.	1,2		
	Willingness to adjust working arrangements to suit the changing needs and demands of the school (occasional).	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

Avenue Centre for Education will consider reasonable adjustments under the Equality Act 2010 to enable applicants with disabilities to participate fully in the recruitment process and, where appointed, to meet the requirements of the post.

The Jobholder will ensure that the school's policies are reflected in all aspects of their work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) UK GDPR and Data Protection Act 2018

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.