



Wyvern St Edmund's
Academy

Applicant Pack

Cover Supervisor

Closing Date: Wednesday 15th July 2026

Start Date: 1st September 2026

About This Role



Thank you for your interest in applying for a Cover Supervisor position at WSE. This is an exciting opportunity to join a happy and successful school with excellent achievement and delightful students.

The successful candidate will have the opportunity to contribute to all aspects of school life. The role will involve providing cover for lessons as well as supporting a range of wider school activities including break, lunchtime and after-school duties; enrichment clubs and other supervisory responsibilities.

This is a rewarding role, providing the opportunity to help and support students across our Academy and contribute to the WSE vision of enabling every student to be the best they can be.

You will join an enthusiastic, forward thinking and supportive team in an innovative environment.

This position is:

- Permanent
- 35 hours per week, with an 8am start time. Part time applications will be considered.
- Term time only (39 weeks per year).
- Salary: MLP Grade F, FTE salary £27,254. Salary would be pro-rata dependent on the number of hours.
- Closing date: Wednesday 15th July.
- Start date: 1 September 2026.

We reserve the right to close recruitment early should exceptional applications be received before the deadline.



Job Description



Job Title:
Reporting To:

Cover Supervisor
SLT who oversees cover team

Purpose: To supervise the learning of whole classes during the short-term absence of the class teacher as they undertake work set by the teacher; to invigilate tests and examinations and to provide additional support to students within lessons.

1. Main Duties

- Supervise the work of whole classes set by their class/subject teacher, in accordance with school policy.
- Manage the behaviour of students to ensure a constructive learning environment,
- Respond appropriately to student queries about process and procedures relating to the lesson and provide reasonable guidance on content.
- Deal with any immediate problems or emergencies according to the school's policies and procedures.
- Collect completed work at the end of the lesson and return it to the appropriate teacher.
- Report back as appropriate using the school's agreed referral procedures on the behaviour of students during the class and any issues arising.
- Support other activities relating to the supervision of students, e.g. general supervision during school breaks, after school and attendance on school trips.
- Liaise with staff, particularly senior teaching/pastoral staff, to receive and provide information and guidance about work set, student behaviour, conduct, and attendance.
- Assist with other activities relating to the supervision of students, such as invigilation of tests, and provide additional support to student within lessons when not needed for cover.

2. Supervision and Management

- The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.

3. Creativity and Innovation

- The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem.

4. Key contacts and relationships

- The job holder has extensive contact with students, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other agencies e.g. health, social care.

Work hard, Aim high, Be kind, Serve others

Job Description



5. Decision making	<ul style="list-style-type: none">The job holder is expected to follow school procedures, and plans made by the classroom teacher.
6. Resources	<ul style="list-style-type: none">The job holder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.
7. Working Environment	<ul style="list-style-type: none">The job holder is mainly based in a classroom setting and there is regular background noise.The work involves some crouching, stretching or working in other constrained or awkward positions e.g. when dealing with students.
8. Knowledge and skills	<ul style="list-style-type: none">The role demands that the job holder has the ability to undertake a range of involved tasks involving the application of rules, procedures and techniques. The job holder needs a good standard of practical knowledge of learning needs and ways of meeting these, and good skills in dealing with students.

This job description will be reviewed annually as part of our appraisal process and may be subject to amendment or modification at any time after consultation with the post holder. It is not comprehensive but sets out the main expectations of the school.

Personal Specification



	Essential
Qualifications	<ul style="list-style-type: none"> • A good Level of education, including GSCE Maths and English A-C or 4-9. • The willingness to undertake training to apply behaviour management policies and strategies and to understand classroom roles and responsibilities.
Experience	<ul style="list-style-type: none"> • Working with a range of ICT packages.
Skills and Abilities	<ul style="list-style-type: none"> • Ability to organise and prioritise a demanding workload. • Resilience and ability to cope with pressure. • To be proactive and able to look ahead. • Ability to use own initiative. • Excellent verbal and written communication skills to deliver instructions and report to regular teaching staff. • Ability to implement school behaviour policies and handle low-level disruptions calmly. • Ability to adapt quickly to last-minute timetables, different subjects and various age groups. • Ability to deal with sensitive school and student information discreetly.
Personal qualities	<ul style="list-style-type: none"> • A sense of humour and a sunny disposition. • The ability to form positive relationships with both young people and adults. • Charismatic personality and a strong presence in the learning environment. • A calm, confident and resilient personality.

Personal Specification



	Desirable
Experience	<ul style="list-style-type: none">• Working in a school environment.• Working with young people.
Skills and Abilities	<ul style="list-style-type: none">• An understanding of inclusion and supporting students with differing needs.

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Although correct at the time
of printing, this booklet may
be superseded as part of our
commitment to continuing
improvement.



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