



The Polesworth School

ENSURING EXCELLENCE

Dordon Road, Dordon, Tamworth, Staffs, B78 1QT
01827 702 205



Cover Supervisor

Candidate Information



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Dear Applicant,

Cover Supervisor

Many thanks for your interest in becoming a Cover Supervisor at The Polesworth School. This is a permanent role and we are looking to fill this vacancy as soon as possible.

Polesworth is truly a community based comprehensive school. We have approximately 1450 students on roll which includes a large and thriving sixth form. We have extremely high standards and expectations and our ethos is underpinned by the three Rs of Ready, Respectful and Responsible.

Staff work tirelessly to ensure that all students are able to develop their confidence, resilience and desire to achieve so that they become well-rounded and well-educated individuals who are able to contribute positively to society and realise their full potential.

Polesworth is heavily oversubscribed and comprises a staff of over 150 people. Our Strategic Leadership Team consists of the Headteacher, a Senior Deputy Head, a Deputy Head, four Assistant Headteachers, the Head of Finance & Operations and the HR Manager. Heads of Department and Heads of Year are line managed by members of SLT.

Pastorally, the school is organised horizontally with every student belonging to one of our four Houses: Arden, Stratford, Kenilworth and Warwick. There is a healthy rivalry across the Houses in a wide variety of activities. The House system supports our ethos of social, academic and personal achievement.

Key Stage 3 students study all National Curriculum subjects together with Personal Development. We teach French and German and all Year 7 students are taught in mixed ability and broad ability groups. In Year 8 broad ability grouping is sustained. Students follow a common core of English, English Literature, Maths, Science, RS, PE and Personal Development at KS4. In addition, they take option subjects according to the Pathway they have been allocated. Tomlinson Hall Sixth Form Centre offers a very wide range of 'A' Levels and vocational courses.

We have a great deal of experience in the further development of all our staff. Our appraisal approach is one of coaching under the banner of 'Growing Great People'. We operate under a Trust wide staff development programme entitled "Developing People" and our induction programme for all new staff is superb!

The Polesworth School is a wonderful place to learn and work. The atmosphere is warm and purposeful with a balance of social, academic and personal success.

If you believe you have the vision, attributes and characteristics to be one of our Cover Supervisors, please complete our online application form via MyNewTerm, describing how your experience and qualifications thus far make you an outstanding candidate and what you feel you could bring to the role. Of course, feel free to address any other issues that you feel are relevant, besides those above.

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If you have any questions or would like to arrange a visit to our school please contact Nicky Holland, HR Manager & Head's PA on 01827 702278 or email, n.holland@thepolesworthschool.com.

The closing date for applications is **9.00 am on Friday 2nd October 2026**.

Good luck with your application.

Yours sincerely

A handwritten signature in black ink that reads "Maura Favell". The signature is written in a cursive style with a large, stylized 'M' and 'F'.

Maura Favell
Headteacher

Our Values & Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for the school.



Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Social: They have developed and sustained excellent friendships and an ability to build mutual respect with others. They know how to behave and conduct themselves so that they are ready for the next stage in their lives

Academic: They have developed intelligence and a broad range of knowledge and skills that equip them for the next stage in their lives.

Personal: They have personal attributes and talents that have been nurtured at school often beyond the day to day planned curriculum. They have pride and confidence in who they are and what they can achieve. They have developed essential character virtues and a crucial sense of possibility.



Our Staff

All members of our staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationship, working together to enhance professional growth and the consequent achievements of the young people in our care. All staff have clarity and certainty about the direction our school and trust are taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

Cover Supervisor

*Grade F, points 6-11 (£19,810 - £21,451 per annum actual salary)
(pay award pending)*

POST: Cover Supervisor

RESPONSIBLE TO: Cover Officer

SALARY: Grade F

LOCATION: The Polesworth School

WORKING PATTERN: 32.5 hours a week/term time only (39 weeks) 8.15 am to 3.15 pm daily

DISCLOSURE LEVEL: Enhanced

KEY RELATIONSHIPS: SLT, Staff, Students, external agencies

RESPONSIBLE FOR: The post has some impact on the well-being of individuals or groups (ie physical, mental, social, health and safety).

MAIN PURPOSE:

The postholders will, under an agreed system of supervision, supervise whole classes during the short-term absence of the class teacher. Under the guidance of teaching/senior staff, they will implement work programmes, manage pupil behaviour and assist pupils in relevant activities in line with the school's policies and procedures.

SPECIFIC RESPONSIBILITIES

Support for Pupils

- Supervising work that has been set by teaching staff.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom, encourage them to interact and work co-operatively with others and engage all in activities.
- Support pupils consistently whilst recognising and responding to their individual needs.

Support for Teacher

Provide cover supervision when the teacher responsible for the class is absent on short-term absence (which may be planned or unplanned). Cover supervision requires:

- Supervising a whole class to undertake set work/activities (see below*) and can include introducing and closing the class
- Manage behaviour of pupils whilst they are undertaking work to ensure a constructive learning environment
- Promotion of self-control and independence
- Keeping pupils on task as necessary
- Responding appropriately to questions raised by pupils
- Collecting any completed work and returning it to the appropriate teacher
- Dealing with immediate problems and emergencies in accordance with the school's policies

Examples of activities:

Pencil and paper set work, revision, questions or tests

Practising spellings or other factual recall activities

Taking registration while the students undertake reinforcement activities

Supervising set work, following introduction and explanation provided by a teacher

Supervising group activities such as board games, mathematical games, memory or co-ordination skills games, use of construction materials, practice and/or revision materials

When not required for cover, Cover Supervisors will provide other in-class support or administrative duties.

Support for the Curriculum

- Support the use of ICT where appropriate.
- Make appropriate use of equipment and resources.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
 - Be aware of, support and ensure equal opportunities for all.
 - Contribute to the overall ethos/work/aims of the school.
 - Appreciate and support the role of other professionals.
 - Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and have a commitment to the Growing Great People process
 - Assist with pupil needs as appropriate during the school day.

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

	Essential	Desirable
Qualifications	GCSE (or equivalent) Grade 4 or above in Maths and English	NVQ 3 for Teaching Assistant (or recognised equivalent qualification).
Experience, Skills and knowledge	- Experience of working to support children's learning gained in a relevant environment. - Effective use of ICT to support learning. - Use of other equipment technology - Well-developed interpersonal skills to be able to relate well to a wide range of people. - Work constructively as part of a team whilst being able to demonstrate initiative. - Good communication skills.	- An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation. - In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. - Understanding of principles of child development and learning processes. - Working knowledge of relevant policies/practices and external regulations.
Personal Qualities	- Ability to relate well to children and adults. - Ability to work constructively as part of a team. - Good communication skills. - Ability to influence others. - Good organising, planning and prioritising skills. - Methodical with a good attention to detail. - Ability to remain calm under pressure	
Other	- Commitment to safeguarding and promoting the welfare of children and young people - Willingness to undergo appropriate checks, including enhanced DBS Checks - Motivation to work with children and young people - Ability to form and maintain appropriate relationships and personal boundaries with children and young people	



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