



# **The Axholme Academy Recruitment pack**

Cover Site Supervisor  
September 2025

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## Welcome from the Principal



## Welcome to The Axholme Academy

Our mission is to provide the highest standards of all round education for every student so that students at The Axholme Academy go 'Beyond Expectations'.

We focus on our students being Ready and Able to Learn and thus be highly successful and independent. At The Axholme Academy we believe that every student really does matter and every student really can achieve. No student at The Axholme Academy is seen as a statistic or can be 'lost amongst the crowd' - each student is most definitely known and valued as an individual. The Axholme Academy will provide exactly the type of education and opportunities for your son or daughter to flourish and be successful in life.

Our students are simply fantastic - they are ambitious, independent, thoughtful and responsible. The Axholme Academy has an extremely dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services.

Success at The Axholme Academy is achieved through the energy and commitment of students and staff working closely together and also through strong relationships with

parents and carers. We match the curriculum studied closely with the talents, abilities and ambitions of our students so that individual excellence will be achieved.

Principal – Mr D Keogh  
An 11-16 Academy  
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## Recruitment Process Details

### Cover Site Supervisor

We are looking to recruit a Cover Site Supervisor to carry out a wide range of duties to provide a high standard of cleanliness, general security and maintenance of the school premises.

We'd like to hear from candidates who are:

- Well organised, motivated and have the ability to work on own initiative
- Energetic and have a can-do attitude
- Committed to safeguarding and the well-being of everyone at the school

Applicants with experience and qualifications as well as applicants with a desire to start a career in this field will be considered. What is important to us is that we appoint someone who is totally committed to the post and can demonstrate the ability to consistently support our quality first Teaching and Learning across the academy.

In return, we can offer:

- a positive and supportive working environment focused on student progress and achievement with a relentless focus on going 'Beyond Expectations'.
- An exciting opportunity to join an academy with a fantastic cohort of students and a highly supportive staff and leadership team.
- Training and CPD opportunities.

The Axholme Academy is an ambitious, forward thinking and friendly Academy serving the market town of Crowle and surrounding villages. We are increasingly becoming the first choice school for parents in the local area, not just those in our traditional catchment area of the market town of Crowle and surrounding villages but also those traditionally catered for by different local authorities. This has led to us increasing the number of students on roll year on year which in turn has enabled us to increase the number of staff that we employ thereby further improving the quality of our provision. As such the Academy is now oversubscribed in the majority of year groups.

In March 2023 Ofsted confirmed that The Axholme Academy continues to provide a good education for students. Please find the report attached [HERE](#).

In order to make an application please visit the vacancies section on our website [www.theaxholmeacademy.com](http://www.theaxholmeacademy.com) where you will also find further information about the

Academy. Applications should be e-mailed to [hr@theaxholmeacademy.com](mailto:hr@theaxholmeacademy.com)

If this post attracts sufficient interest before the closing date, we may decide to close this vacancy at an earlier date, so an early application is advised.

Visits and informal discussions with the Principal and/or Business Leader are very welcome; please call or e-mail the Academy to arrange.

The Axholme Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Any offer of employment to this post will be subject to receipt of a satisfactory Enhanced Disclosure from the Disclosure and Barring Service.

**Start Date:** October 2025

**Closing Date:** 19th September 2025 12pm

**Shortlisting :** 19th September 2025

**Interviews:** TBC



## Job Description

**Job Title:** Cover Site Supervisor (Temporary role 3 months)

37 hrs per week, split shift to open and close the academy

**Remuneration:** Grade 6 SCP 9-18 Actual Salary £26,409

**Reporting to:** Business Leader, Principal

### Core Role/Activity

1. To be a Cover Site Supervisor at the Axholme Academy
2. To work to the best of ability at all times
3. To work towards the Academy vision

### Core Responsibilities

1. Carries out security procedures for grounds, premises and their contents. The routine opening and closing of premises, setting/unsetting the alarm system.
2. Provides safe access to the premises in the event of flood, breaking and entering, snow and other emergency situations, e.g. laying grit in icy conditions and clearing snow from entrances.
3. Carries out required duties in connection with approved lettings of premises and after school activities.
4. Reports in accordance with agreed procedures any trespass on the premises, damage from intruders and unauthorised parking of vehicles.
5. Ensures that all hard surface playing areas, paths and drives etc are free from litter and weeds, all rain water surface gratings are clean of debris and ensures that the bin compound is tidy and bins are emptied regularly.
6. Carries out minor electrical, plumbing and joinery repairs as appropriate to the skills of the post holder.
7. Reports to the Business Leader and appropriate designated staff any repairs and or maintenance work required at the premises, which cannot be undertaken as part of the above duties.
8. Operates and monitors the heating plant and temporary heating equipment to maintain appropriate temperatures. Carries out frost protection procedures.
9. Cleans boilerhouses, stock/storerooms, the hall, stage area, management offices and other areas of the building, identified in consultation with The Business Leader. Cleans toilets during session times as necessary. Periodically descales toilets furnishings and shower heads, surfaces and channels. Performs other emergency cleaning required due to accidents during school time, building and equipment failure, vandalism etc.
10. Develops an effective maintenance program in conjunction with the School Business Manager for the premises and its equipment, arranging for repairs to be carried out where applicable.
11. Facilitates and monitors the daily cleaning of the school, arranging variations where necessary with the chargehand cleaner, both during and outside term-time.
12. Works with the Business Leader in producing plans and procedures for emergency situations and liaises with the Emergency Services as appropriate.

13. Directs contractors to sites of repairs and maintenance work and supervises them where necessary. Confirms that work has been completed. Ensures that contractors are working in a safe manner and reports deficiencies to the Business Manager.
14. Liaises between the academy and grounds maintenance staff to ensure work carried out is timely and in accordance with the SLA.
15. Undertakes checks on fire alarms, burglar alarms, extinguishers, emergency lighting and visual checks on electrical fittings. Carries out and records daily/weekly/monthly etc checks as detailed in the Premises Manual. Records designated Health and Safety checks in accordance with current legislation, taking corrective action where necessary.
16. Assists with the cleaning duties of fixtures, fittings and the internal fabric of the school buildings which include the following:
  - Emptying bins and removing waste
  - Using mechanical scrubbing, drying, buffing and suction cleaning equipment
17. Undertakes the movement/reception/storage of furniture, equipment, supplies and other goods in a safe manner, including the setting up/removing of exam desks, chairs and tables for assemblies, parents evenings etc as directed.
18. Ensures adequate stock levels and the safe use of and storage of cleaning materials and equipment.
19. Checks fuel levels, orders supplies and maintains records of consumption

**NB : The range of duties would only include those where staff are appropriately trained and comply with the terms of the Health & Safety at Work Act 1974. It is also necessary to ensure that the requirements of the Health & Safety at Work Act 1974 and Health & Safety Guidance Circulars are fully complied with when undertaking any of the above duties.**

### **Knowledge, Skill and Experience Required**

- Knowledge of Health & Safety and COSHH Regulations
- Knowledge of moving and handling procedures for moving large specialist furniture and equipment in classrooms
- Ability to use and operate small plant and machinery in connection with cleaning duties
- Computer literate – ability to use a simple database and e-mail
- Communication skills
- Time management and organisational skills
- Flexible working approach
- Literacy and numeracy skills
- Knowledge of basic plumbing, electrical and joinery skills
- Ability to work on own initiative

### **Creativity and Innovation**

- Monitors environment, including fixtures and fittings, throughout the academy site and communicates effectively with Business Leader and other staff about faults and defects whenever the need arises
- Devises and implements changes in cleaning materials, programmes and activities when this could be beneficial
- Uses recognised procedures to cope with all kinds of problems as they arise



- Be proactive in identifying issues that need addressing and in problem solving
- On the basis of their knowledge and understanding of school's needs plans, implements and reviews cleaning plans

### **Decision Making**

- Recognises when it is necessary to help colleagues dealing with problems as they arise
- Makes changes in cleaning pattern of cleaners to cope with one-off situations without immediate reference to the Business Leader in order to make best use of resources and minimise risks to self and/or others, e.g. on encountering defective electrical equipment
- Responds appropriately to students' attempts to communicate when they encounter them in school
- Communicates information about problems encountered by cleaners when cleaning classrooms to teachers, Principal and administrative staff, whenever the need arises
- When working out of sight of colleagues periodically checks to reassure them and self about personal safety
- Makes decisions about ordering of cleaning materials and domestic requisites within framework of agreed budget for premises
- Makes decisions about commissioning of minor repairs and site development work (costs less than £150 per item) requisites within framework of agreed budget for premises
- Responds to requests from contractors or officers about admission to the premises to do work
- Oversees premises during the lettings process and advises users of safety/security

### **Contacts and Relationships**

- Receives information from teachers about particular security, cleaning or repair problems daily
- Communicates in a friendly way with pupils when encountering them - daily.
- Liaise with Business Leader/Principal/SLT - daily
- Meets and works with administrative staff - daily
- Works in collaboration with other cleaners – daily
- Minimal contact with other professionals and parents
- External Users of school site for lettings, contractors, grounds maintenance- giving advice on safety and security

### **Work Demands**

There are no specific deadlines other than completing cleaning programme and securing the school premises during time available as directed. Time to complete activities will vary. Disruptions to normal patterns of work occur often, e.g. during each week for out of school clubs, training sessions and staff meetings and whenever contractors are working on site. Disruptions to normal work patterns also occur if there have been smears or spillages of bodily fluids on surfaces due to special cleaning requirements.

### **Working Conditions**

The postholder will need to spend time outside to clear gutters, drainpipes, drainage systems etc. They will also need to work outside during severe weather conditions to ensure pathways are gritted, snow is cleared and entrances free from obstruction.

Some hygiene areas and equipment may have traces of bodily fluids which may be disagreeable.

### **Work Context**

- At risk of verbal abuse and physical harm from a minority of pupils and parents who behave aggressively and from any intruders outside normal school hours.
- At risk of injury from moving and handling furniture and equipment.
- At risk of exposure to cleaning materials and dust/dirt.
- At risk of exposure to bodily fluids when cleaning.
- At risk of infection when cleaning up after or encountering children who are unwell.
- Works in areas out of sight of colleagues for periods, including periods of lone working.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it 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 Academy at the reasonable discretion of the Principal.

## Person Specification

### Cover Site Supervisor

ATTRIBUTES	REQUIREMENTS	
	<i><b>Essential</b></i>	<i><b>Desirable</b></i>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Willingness and ability to obtain and/or enhance qualifications and training for development in the post</li> <li>• Good standard of education - at least at a basic level</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety Regulations knowledge</li> <li>• Electrical awareness</li> <li>• First Aid qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Proven experience of a repairs and maintenance background</li> <li>• Working on a self motivation basis as well as being a team member</li> <li>• Working under direction</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within a school setting</li> <li>• Health and Safety Regulations knowledge</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Excellent organisational and time management skills</li> <li>• Ability to respond to, and prioritise, incidents as and when they occur in a calm and professional manner</li> <li>• Ability to deal with day to day maintenance and liaise with trades people/contractors as and when the need arises</li> <li>• Ability to deal with paperwork (ie timesheets, maintenance check sheets)</li> <li>• Ability to maintain confidentiality at all times</li> <li>• Written and verbal communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge of child protection legislation and procedures</li> <li>• Knowledge/experience of COSHH, manual handling, DIY, cleaning and Health &amp; Safety Regulations</li> </ul>

## The Axholme Academy Vision and Mission:

At The Axholme Academy we aim to achieve excellence in all aspects of school life through high quality teaching and learning, a creative and challenging curriculum, and an ethos of support, in order to develop independent learners who are well prepared for the next stage of their lives.

*'Every learner is ready and able to go beyond expectations.'*

We achieve our vision through quality first teaching and a 5 year learning journey which enables every learner to be :

- Confident
- Ambitious
- Independent
- Resilient
- Responsible
- Aware
- Thoughtful
- Involved
- Reflective

We provide opportunities for every learner to achieve their best possible outcomes, make a positive contribution and be prepared for their future learning and life.

To achieve our vision we will:

- All share a relentless drive to improve the academy
- Have the highest expectations of all students and staff
- Ensure all students have high aspirations
- Recognise and reward success
- Deliver consistently high quality lessons which enable students to learn well
- Develop independent learning, communication, literacy and numeracy skills across all subject areas
- Provide a creative and challenging curriculum which is personalised to meet the needs of all students
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development
- Provide excellent information, advice and guidance to fully prepare students for their future education, employment and training

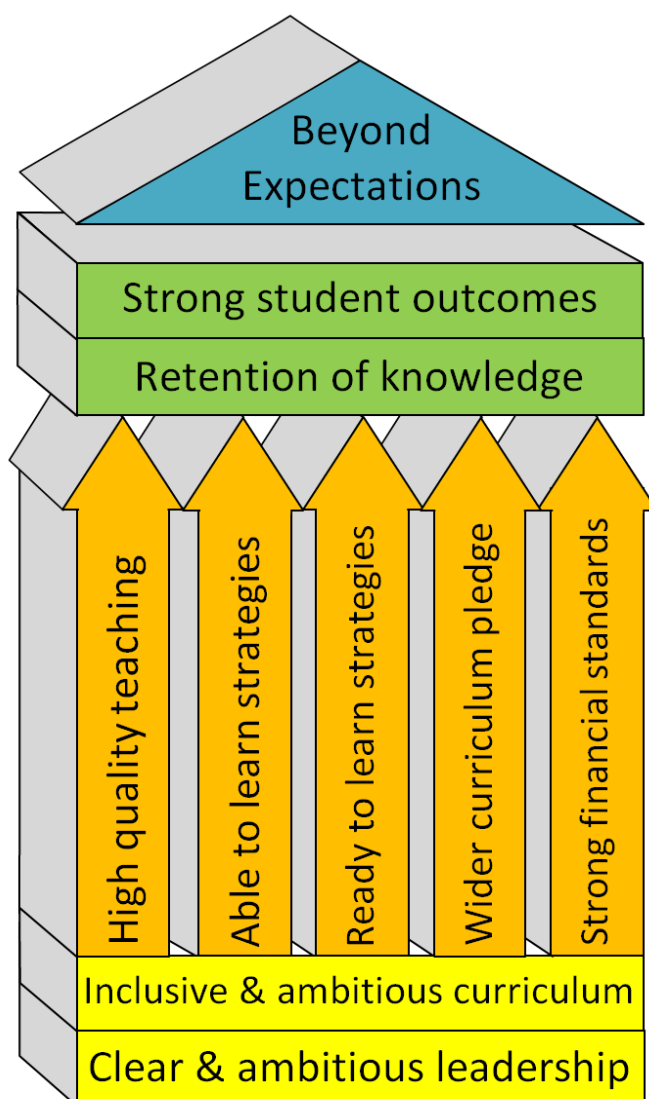
- Work with parents, carers, other schools and the wider community to provide the best opportunities for all students

## Strategic Planning

### Improvement Priorities 2022/23

Enable students to retain knowledge, make at least good progress in all subjects and gain the qualifications and cultural capital to succeed in life by:

- Embedding an ambitious, broad, well sequenced and structured curriculum
- Further improving the quality of teaching through the consistent use of high impact evidence based approaches
- Further improving students' readiness and ability to learn



## Staffing

Senior Leadership Team		
Principal		Damien Keogh
Vice-Principal		Ben Creasy
Assistant Principals		Liane Cooke Kate Causier
Business Leader		Sophie Leggott
Teaching and Educational Support Staff		
Subject	Subject Leader	Teacher
Mathematics	Dawn Robinson	Anna Brown Brett Pendrey Stephen Whitter Lisa Woodhall
English	Cat Mann	Rachel Aisbitt Kerrie Grantham Peter Kench Jane Laird
Science & ICT	Marie Miriello	Zoe Hall Mick Liddle Anne-Marie Pendrey Brett Pendrey Ben Creasy (Computer Science)
Humanities	Natalie Henderson	Cheryl Carter (Geography) John Hardy (History) Richard Thorpe (History) Dan Wayte (Religious Ed)
Creative Arts	Hayley Childs	Adam Shah (Music)
MFL		Kate Causier Kristen Patrick
Technology		Liane Cooke (Textiles) Anne-Marie Pendrey (Food)



<b>Physical Education</b>	Lee Mason	Emma Winder Leah Underwood Julie Harrison	
<b>Teacher</b>	Emma Leigh	<b>Complementary Studies</b>	Emma Winder
<b>Vocational Lead</b>	Lee Mason	<b>Careers</b>	Liane Cooke

#### Pastoral Staff/SEND/Support Staff

<b>DDSL</b>	Doreen Millward	<b>Ready to Learn Leader</b>	Ami Burton
<b>KS3 Ready to Learn Manager</b>	Samantha Ackroyd	<b>KS4 Ready to Learn Manager</b>	Danielle Shipman
<b>KS3 Able to Learn Leader</b>	Dan Wayte	<b>KS4 Able to Learn Leader</b>	Cheryl Carter
<b>SENDSCO</b>	Julie Harrison	<b>Deputy SENDSCO</b>	Emma Leigh
<b>HLTA</b>	Louise Parish	<b>Cover Supervisor</b>	John Hardy
<b>Teaching Assistant</b>	Steph Parkinson Diane Nunns	Hayley Coel Alex Finnegan	Dan Leggott Anne Fisher

#### Administrative and Support Staff

<b>Finance/HR Officer</b>	Amanda Audifferen	<b>Site Supervisor/ DT Technician</b>	Darren Hague
<b>Data Manager</b>	Nicky Sample	<b>Administrative Officer</b>	Kelly Boyd
<b>Attendance Officer</b>	Laura Flanagan	<b>Administrative Assistant</b>	Jo McBride
<b>Exams Officer</b>	Stacey Haith	<b>Finance/HR Assistant</b>	Rebecca Crow

<b>Administrative Assistant (SEN)</b>	Janet Kaye	<b>Communications &amp; Events Officer</b>	Ashlee Do Couto
<b>Site Assistant</b>	Mick Rudkin	<b>Network Manager</b>	Alberto Legido
<b>Science Technician</b>	Teresa Turner	<b>Technology Technician</b>	Kerry McVeigh

## Teaching and Learning



## T&L Policies/Procedures

The Axholme Academy provides Quality First Teaching to ensure our students are **Able to Learn**. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered
- Students think hard about their learning within and beyond the classroom
- Students are Ready to Learn

### Approach

Our evidence based Able to Learn Lesson Cycle (appendix 1) ensures that lessons are well structured to ensure that concepts and processes are introduced, understood and embedded.

Our **6Rs Independent Learning** Framework develops students lifelong learning skills and consists of:

1. REVIEW what has been learned to identify gaps
2. RESTRUCTURE information by producing revision materials
3. RETRIEVE information from memory by self-quizzing
4. REVISIT learning that hasn't been retained over time
5. REPEAT steps 2 and 3 until learning has been retained
6. REFLECT on how effectively you are using these independent learning activities

# Curriculum

## Our Curriculum Intent

At The Axholme Academy, our '5 Year Learning Journey' is designed to ensure that every learner is ready and able to go beyond expectations. This vision underpins three pillars upon which our curriculum is constructed, these are:

### Pillar 1: Ready to Learn (RtL)

The Axholme Academy has Disruption Free lessons and our students are Ready to Learn. Our classrooms are spaces where learning can always take place because our approach is binary - students are either Ready to Learn or they are not. Three universal principles underpin our approach:

- Every student has the right to learn without disruption.
- Every teacher has the right to teach without disruption.
- Students are either Ready to Learn or they are not.

Our Ready to Learn strategies maximise the amount of curriculum time available for teachers to teach and for students to learn.

### Pillar 2: Able to Learn (AtL)

The Axholme Academy provides Quality First Teaching to ensure our students are Able to Learn. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered.
- Students think hard about their learning within and beyond the classroom.
- Students are Ready to Learn.

All lessons are designed using our 'AtL Lesson Cycle'. This structure ensures that learning is introduced in small chunks, modelled using worked examples, scaffolded to develop confidence and practised to develop independence. Our approach to lesson planning and delivery has been informed by Rosenshine's Principles of Instruction, an evidence based approach proven to help students know more and be able to do more.

Strengths & Gaps Reports and Reflection Workbooks to ensure that all learners are

### Pillar 3: Wider Curriculum Pledge:

Our wider curriculum provides all students with a range of experiences to equip them with the knowledge and cultural capital they need to succeed in life. Our pledge encourages students to be: Ambitious, Aware, Involved, Responsible and Thoughtful.



## Workload and Wellbeing



The biggest asset The Axholme Academy has is its staff; the biggest asset they have is their health and wellbeing. We aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our students and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. Our approach to supporting staff wellbeing is detailed in our staff wellbeing policy.

At The Axholme Academy we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.

- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Reducing workload:
  - No expectation to mark every piece of learning or write extensive comments.
  - No formal lesson observations
  - No grading of lessons
- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 08:00, after 18:00 or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (08:00 - 18:00).
- Offering easy access to occupational health/professional mental health support where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning

**We have signed up to the  
education staff wellbeing charter  
to prioritise staff wellbeing**