



Cover Supervisor

Permanent - 37 hours per week, term-time only

To start 7 September 2026

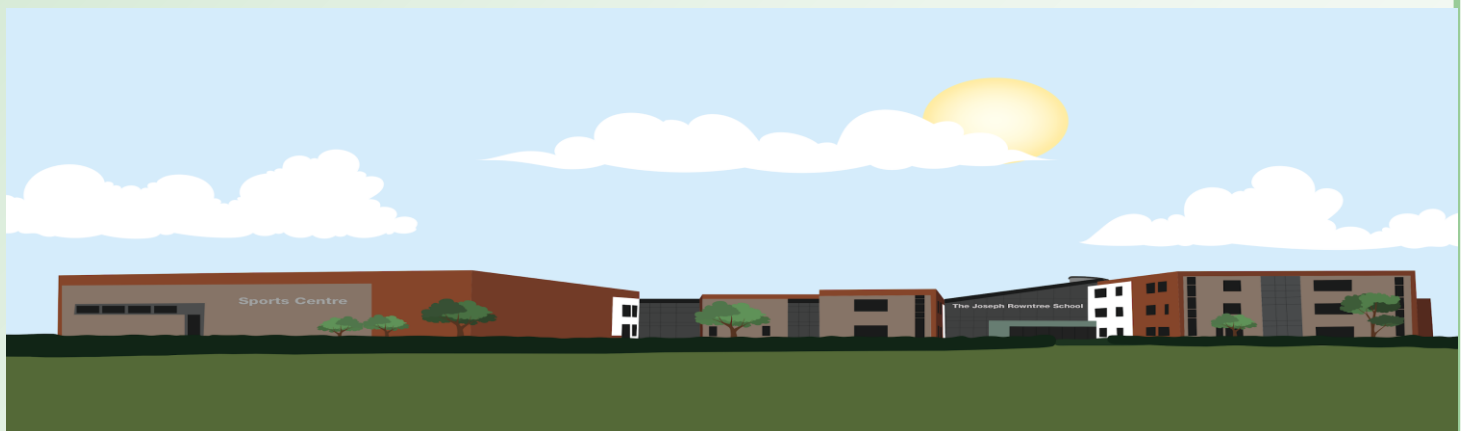
Grade 5, Level 1-4 (£26,748 - £27,935 per annum) reduced pro-rata to
£22,967 to £23,986

N.B. these figures do not include the Local Government pay offer, from 1
April 2026, that is currently under negotiation

Closing Date: Sunday 7 June 2026 at midnight

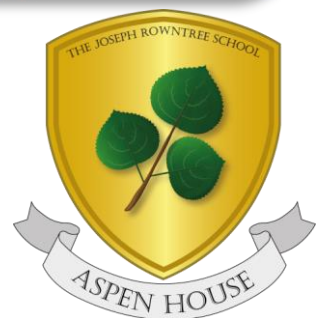
School website - www.josephrowntreeschool.co.uk

School email - contact@josephrowntreeschool.co.uk





The
**Joseph
Rowntree School**
the right school to grow in



Dear Prospective Applicant

Welcome to the Joseph Rowntree School. Please read the information about the school contained in this letter prior to completing your application.

General Information

We are a successful 11-18 comprehensive school of 1268 students, with 221 students in the sixth form. Our modern buildings and state of the art facilities provide an excellent learning environment and our talented and dedicated team of staff are wholly committed to the school and its students. We offer a broad curriculum which enables students to develop knowledge and skills that lead to important qualifications and the nurturing of talents.

Our extensive range of extra-curricular activities develops skills, interests, relationships and an enjoyment of school life. We are a school community where students are happy, safe and develop into well-rounded individuals. Integral to our focus on achievement and creativity, is a strong guidance and pastoral care system; this ensures that students are valued and supported well.

In October 2022, the school was judged to be 'Good' by Ofsted. We were pleased that Ofsted reported so positively on many aspects of the work we do with our students, particularly how well they are supported in school, the ambitious curriculum they access and how they feel safe and happy here. We are proud of our successes but are ambitious for the future. We continue to strive to develop the very best education for our students

Origins

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

Grounds and Buildings

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities.

The Educational Context

The school is part of the City of York Councils education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents/carers. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools.

Our Students

Our students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 18% of students receive free school meals (29% disadvantaged) and there are 190 on the SEN register (EHCP and K), 62 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hardworking and well-motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

Our Staff

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Our staff work hard and there is a genuine commitment to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school.

Organisation

The school's academic structure is based on departments. Guidance and welfare is based on a Year Group system. There is a great emphasis placed on teamwork and collaborative working at all levels. Leaders are expected to provide leadership, support and challenge to their teams. The Governing Body provide excellent support whilst challenging us effectively. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads and a School Business Manager. We have high standards and expect colleagues to meet these, regardless of which role they play in school.

Curriculum

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra-curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. We continue to value all subjects equally, notwithstanding a particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have had an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible, in order to match their needs.

In Conclusion

The Joseph Rowntree School is a hard-working school community with a high level of cohesion and mutual support. We have high expectations of our students, both in terms of their behaviour and their studies. Our students are treated with respect and care and are expected to treat their staff the same in return. Relationships are good.

We always seek to appoint highly skilled and reflective members of staff. You will need to be enthusiastic, hardworking and committed to delivering high standards in your role. You should like and understand children and be prepared to go the extra mile to help them succeed.

Application information

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. Please email your completed application to

recruitment@josephrowntreeschool.co.uk.

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Further information about the school is available on our website at www.josephrowntree.co.uk

Thank you for the interest you have shown in The Joseph Rowntree School.

David Hewitt

Headteacher

Important Information

Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates.**

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above)

School Policies can be found on our School website or by following the link below. The School's Child Protection Policy should be read by candidates who are intending on applying for a post at The Joseph Rowntree School.

https://www.josephrowntree.co.uk/docs/school_policies/Child_Protection_and_Safeguarding_Policy.pdf

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

References

It is important that you give details for valid referees otherwise there may be a delay in confirming your appointment, should you be successful.

Please ensure that you provide the full details for two people who can comment on your suitability for the post. These people should be:

1. Your present employer, one of which should be your current Headteacher, or, if unemployed, your last employer, including your last Headteacher; AND
2. Your former employer i.e. your employer prior to your present or last employer; OR
3. If you haven't been employed before or you have only one former employer, you may use, if they consent, the details of:
 - (a) Your current or former teacher, lecturer or tutor
 - (b) Some other person of a "profession" who can comment on your suitability for the role e.g. policeman, doctor, solicitor etc.

You cannot use a family member or a friend as a referee. This applies even if you work for a family member.

All referees must be over 18 years old.

Please seek an alternative referee if you cannot comply with the above requirements. Contact us if you are unsure.

References may be taken up prior to interview for posts within schools. If you have any objection to references being taken up at this point please make the Recruiting Manager aware of this.

Confirmation of the offer of employment will be subject to satisfactory pre-employment checks including references.

Induction and Continuous Professional Development

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

School Policies

All school policies are available on our website or upon written request:

<https://www.josephrowntree.co.uk/Policies/>

JOB DESCRIPTION



DIRECTORATE: Learning, Culture and Children's Services		DEPARTMENT: Schools	
JOB TITLE: Cover Supervisor		POST NUMBER:	
REPORTS TO (Job Title): Lead Cover Supervisor or Relevant member of the School Leadership team		Current Grade 5	
JE REF: 2071		Panel Date	100709
1.	MAIN PURPOSE OF JOB <p>The central focus of the Cover Supervisor's role is taking responsibility for the learning, behaviour and progress of classes during the absence of the designated teacher. At the heart of the role is creating the conditions for effective pupil learning, through positive classroom management, delivery, relationships with pupils and organisation and through care for pupils including responsibility for their behaviour and safety. Ensuring that pupils can learn from activities planned by teachers for lessons.</p> <p>You will also cover a duty rota of pre and post school activities within working hours.</p>		
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:		
	i	Pro-active classroom management in accordance with school expectations and policy;	
	ii	effective leadership and delivery including introducing material pro-actively, chunking the lesson as appropriate, and ensuring an appropriate plenary;	
	iii	ensuring order, security, on-task-ness and learning; consistent, firm, positive pupil management in accordance with school expectations and policy, including following up any disciplinary issues and if necessary detaining pupils;	
	iv	invigilating tests, assessment and exams, ensuring compliance with exam board regulations; attending staff meetings, participating in other briefings and meetings in designated time as required, attending relevant twilight training sessions as appropriate, and undergoing on-going training, assessment and the monitoring of performance as required;	

	v	maintaining a pack of basic materials and a stock of back-up activities for emergencies;
	vi	liaising with colleagues as appropriate before and after the lesson regarding lesson content and/or pupils whose learning or conduct give cause for concern; taking a leadership role in liaising with faculty and subject leaders to resolve issues relating to the successful delivery of lessons in the absence of the normal member of staff;
	vii	monitoring and responding to pupil learning and behaviour at all times by making adjustments to delivery, pupil management and/or learning activities; ensuring differentiated delivery and learning based on knowledge and understanding of pupils and their learning; undertaking with success the cover supervision of the most challenging classes in the school;
	viii	being available in emergencies to cover lessons when timetabled for other duties and during both cover and non-cover timetabled time, undertaking other duties and responsibilities as required commensurate with the grading of the post;
	ix	contribute to the overall ethos, work and aims of the school.
3.	SUPERVISION / MANAGEMENT OF PEOPLE No supervision of other staff although may need to work with other adults allocated to the class.	
4.	CREATIVITY & INNOVATION <ul style="list-style-type: none"> • It is essential for the post holder to have flexibility and resourcefulness to ensure the successful delivery of a cover lesson. • The post holder will monitor and respond to pupil learning and behaviour at all times by making adjustments to delivery, pupil management and/or learning activities. • Communicates effectively with teachers and other professionals whenever the need arises. • The post holder needs to be creative with the delivery of lessons and ensure this is based on the knowledge and understanding of pupils and their learning. • May be asked to participate in the design of classroom activities. 	

5.	<p>CONTACTS & RELATIONSHIPS</p> <p>Internal - The postholder will work closely with Teaching and support Staff within the school - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required. Contributes to the professional development of colleagues. Works in collaboration with other support staff - daily.</p> <p>External - May be required to provide information about pupils' progress, strategies and issues e.g. therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents and recommends strategies/courses of action as required.</p>				
6.	<p>DECISIONS – discretion & consequences</p> <p>The post holder recognises when it is necessary to implement de-escalation strategies to minimise the risk of pupils' behaviour becoming disruptive or dangerous.</p> <p>The post holder takes action to meet pupils' needs and has the ability to make adjustments to planned learning activities as required.</p> <p>The post holder responds to incidents appropriately.</p> <p>The post holder needs to make decisions regarding the delivery of learning, poor decisions may lead to lower pupil learning, and/or to pupil misbehaviour, the consequences of which it then falls to other staff to rectify.</p>				
7.	<p>RESOURCES – financial & equipment</p> <p><i>(Not budget, and not including desktop equipment.)</i></p> <table border="0" data-bbox="266 1234 932 1276"> <thead> <tr> <th data-bbox="266 1234 824 1276"><u>Description</u></th> <th data-bbox="824 1234 932 1276"><u>Value</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="266 1318 824 1346">None</td> <td data-bbox="824 1318 932 1346"></td> </tr> </tbody> </table>	<u>Description</u>	<u>Value</u>	None	
<u>Description</u>	<u>Value</u>				
None					
8.	<p>WORK ENVIRONMENT—work demands, physical demands, working conditions and work context</p> <p>Work Demands</p> <p>Need to implement in lessons activities as planned by the teacher. Work may be subject to changes and interruptions.</p> <p>Physical Demands</p> <p>Mainly classroom based, but may have sustained periods of physical activity involving bending, crouching, lifting, walking and running.</p> <p>Working Conditions</p> <p>Majority of work takes place in classroom environment.</p> <p>Working Context</p> <p>Risk of verbal abuse and physical harm from a minority of pupils who behave aggressively.</p>				

9.	<p>KNOWLEDGE AND SKILLS</p> <ul style="list-style-type: none"> • Ability to manage whole school class situations. • Knowledge of school systems and expectations. • Ability to manage positive relationships with pupils. • Excellent communication skills. • Excellent interpersonal skills. • Time management and organisational skills. • Literacy and numeracy skills. • Team player. • ICT capability—to produce appropriate resources. • Knowledge of normal child development and children’s personal development needs. • Knowledge of strategies which promote good behaviour and discipline. • Knowledge of developmental progression in the emotional curriculum. • Experience of working in multi-disciplinary teams. • Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.
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10.	<p>Position of Job in Organisation Structure</p> <pre> graph TD A[Job reports to: Cover Manager] --- B[This Job: Cover Supervisor] A --- C[Other jobs at this level: Cover Supervisors] B --- D[Jobs reporting up to this one: None] </pre>
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School Ethos and Values

- **R**espect all members of our community
- **O**vercome obstacles to success
- **W**ork together collaboratively
- **N**urture talent
- **T**each and learn through inspiration
- **R**ecognise excellence
- **E**mbrace diversity
- **E**ncourage wellbeing