

# Recruitment Pack



Cover Supervisor  
February 2026



School ready; Work ready; Life ready

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## Horizon Community College: Our Vision

The economic, cultural and social landscape of Barnsley is changing. Opportunities in further education, higher education and professional roles are increasing; opportunities for individuals to shape their own career pathways are growing; opportunities for individuals to challenge traditional socio-economic patterns are multiplying.

At Horizon Community College, our responsibility is to prepare students for this reality. We want young people to leave the College well qualified and with a unique skill set that will enable them to stand out from the crowd. We want young people to be in possession of a passport of qualifications and employability skills that will enable them to pursue exciting careers, attend prestigious universities, complete dynamic apprenticeships and play leading roles in regenerating this area and beyond.

Our curriculum is tailored to the needs of and meets our ambition for each individual student. This is underpinned by the College's core values which help to prepare every student for a lifetime of success. Our Curriculum and Culture ambition:

- aims to **challenge every learner, in every lesson, every day**
- develops the character and skill set of all, through the belief that we are **'Positive Role Models'**
- ensures **opportunities for all** through our personal development and Careers and Enterprise programmes.

Successful education is also about working in close partnership with our families and the community to ensure our students succeed in each School year and are prepared for the next appropriate phase of their education. We work together to empower our students to believe that anything and everything is possible.

We heavily invest in the growth and development of our entire workforce, so they are also prepared for the next phase of their careers. We promote 'one team' working hard to support each other. We are focused on continued professional development for staff at every level.

We embed a curriculum and culture that results in Equity of Opportunity, Strong Community, High Expectations, Global Readiness and Kindness so that our students are School ready; Work ready; Life ready.



Claire Huddart  
Principal

**We are delighted that you are applying for a role at Horizon Community College, and hope that this document will inform you about how we aim to provide the very best secondary education in Barnsley and beyond.**



## STRATEGIC FOCUS




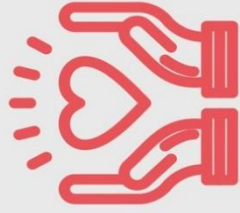


# VISION: School Ready; Work Ready; Life Ready

## PURPOSE

- Challenging Every Learner, in Every Lesson, Every Day
- Developing Positive Role Models
- Opportunities for All

Quality of Education			Behaviour & Attitudes			Personal Development			Leadership & Management		
Intent	Implementation	Impact	Positive Attitudes	Relationships	Attendance	Identity	Engagement	Opportunity	Vision & Ethos	Safeguarding & Wellbeing	Growth & Inclusivity
<ul style="list-style-type: none"> <li>• Forcing students' ambition and a love of learning</li> <li>• Equipping students with skills, knowledge and cultural capital to succeed.</li> <li>• Enabling access to aspirational post-16 pathways and preparing students for life.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging every learner, in every lesson, every day.</li> <li>• Ensuring every student knows more, remembers more and can do more.</li> </ul>	<ul style="list-style-type: none"> <li>• All students achieving exceptionally well.</li> <li>• All students' work is of a consistently high quality.</li> <li>• All students reading at their chronological age or better.</li> <li>• All students successfully moving to the next stage of their education, employment or training.</li> </ul>	<ul style="list-style-type: none"> <li>• Student conduct is exemplary in lessons, during unstructured time and in the local community.</li> <li>• Students demonstrate a consistently positive attitude to learning the College Core Values.</li> <li>• Positive role models are recognised and celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and staff have zero tolerance for bullying, harassment and child-on-child abuse.</li> <li>• Everyone takes appropriate action.</li> <li>• Relationships are based on mutual respect. Restorative practice is valued by all.</li> </ul>	<ul style="list-style-type: none"> <li>• Students value their learning time and this is reflected in their high attendance and punctuality.</li> <li>• All students, regardless of need, are supported to attend and be on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Students understand how they are developing physically, mentally and socially.</li> <li>• Students appreciate what makes them unique but also celebrate what brings them together.</li> </ul>	<ul style="list-style-type: none"> <li>• Students contribute to college life for the benefit of themselves and those around them.</li> <li>• Students support their local community, charities and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students make use of the experiences Horizon has to offer them.</li> <li>• Students are supported to make informed choices about their future aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• A culture where: <ul style="list-style-type: none"> <li>• Everyone is school feels safe.</li> <li>• Everyone feels supported.</li> <li>• Everyone feels valued.</li> </ul> </li> <li>• A culture where: <ul style="list-style-type: none"> <li>• Everyone is considered.</li> <li>• Everyone is included.</li> <li>• Everyone is developed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A culture where: <ul style="list-style-type: none"> <li>• Everyone is school feels safe.</li> <li>• Everyone feels supported.</li> <li>• Everyone feels valued.</li> </ul> </li> <li>• A culture where: <ul style="list-style-type: none"> <li>• Everyone is considered.</li> <li>• Everyone is included.</li> <li>• Everyone is developed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A culture where: <ul style="list-style-type: none"> <li>• Everyone is school feels safe.</li> <li>• Everyone feels supported.</li> <li>• Everyone feels valued.</li> </ul> </li> <li>• A culture where: <ul style="list-style-type: none"> <li>• Everyone is considered.</li> <li>• Everyone is included.</li> <li>• Everyone is developed.</li> </ul> </li> </ul>
DRIVERS			Core Values			Respect			Kindness		
Broad Curriculum	Reading	Student Pride & Articulation	Praise & Rewards	Role of the Form Tutor	SEND & Wellbeing	Character Education	Student Voice & Votes for School	Enrichment	Governance	Workload	Staff CPD
Key Principles of Curriculum Design	Six aspects of Teaching & Learning	Reading & Mathematical Competencies	Clear, consistent graduated consequences	Recognise, Report, Record & Refer	Personalised Provision	Citizenship & RSHE	Supporting Local, National & International Causes	Student Ambassadors & Leadership	Policy & Practice	Safeguarding Practice	Communication & Engagement
SEND Adaptations	Assessment, Feedback & Response	Outcomes & Destinations Inc. SEND & PP	Character in the Classroom	Restorative Conversations	Student Engagement	Cultural Literacy & Diversity	Student Council & Democracy in action	Careers & Enterprise	Finance	Wellbeing: Staff/students	Inclusive Practice
BEHAVIOURS			Character in the Classroom			Individual Liberty			Mutual Respect and Tolerance		
Aspiration	Independence	Resilience	British Values			Having a Growth Mindset			Taking Ownership of Your Learning		
Having High Expectations of Yourself	Taking Responsibility For Your Learning	The Rule of Law	Democracy			Democracy			Democracy		

# Core Values

 <p><b>ASPIRATION</b></p> <p>We aim to be the very best that we can be. We are curious, ambitious and have a strong desire to achieve.</p>	 <p><b>PRIDE</b></p> <p>We are proud to be students at Horizon. We produce work of the highest quality; we have the confidence to celebrate our success; we respect our environment.</p>	 <p><b>RESILIENCE</b></p> <p>We never give up. We face challenges with confidence and respond positively to feedback.</p>	 <p><b>KINDNESS</b></p> <p>We are thoughtful and considerate to others. We are caring, supportive, friendly and generous in all we do.</p>
 <p><b>INDEPENDENCE</b></p> <p>We take responsibility for our success. We take control of our future.</p>	 <p><b>RESPECT</b></p> <p>We treat others the way we would like to be treated. We celebrate that everyone is different, we are inclusive, and we embrace diversity.</p>		

## Child Safeguarding Policy

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service (DBS) check will be undertaken for the successful applicant.

The College pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works for Horizon who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

**Please note that it is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children.**

**Please note that an online search will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.**

Please visit: <https://horizoncc.co.uk/safeguarding/>

## Vacancy Details

<b>Role:</b>	<b>Cover Supervisor</b>
<b>Salary:</b>	<b>Grade 6 - £31,537 to £34,434 FTE (Actual salary based on 35 hours £25,558 to £27,906)</b>
<b>Hours Per Week:</b>	<b>21, 28 or 35 hours available (3, 4 or 5 days)</b>
<b>Type:</b>	<b>Permanent, term time only plus 2 INSET days</b>
<b>Closing Date:</b>	<b>Sunday 22 February 2026 at 12 noon</b>

We are seeking to appoint to the role of Cover Supervisor to support our teaching team and facilitate the smooth and effective delivery of the curriculum across all school subject areas. The role of a Cover Supervisor demands flexibility and initiative. Your focus will be on supporting progress by providing classroom supervision for students whose regular teacher is absent. You will be expected to deliver pre-planned learning activities and establish productive working relationships with students in a stimulating and orderly learning environment.

**This is an excellent opportunity for someone looking to develop valuable skills towards a possible teaching career in the future or for someone who already holds Qualified Teacher Status and wishes to continue gaining experience within the education system.**

If you have an appetite for a career in the classroom, are enthusiastic about building positive relationships with learners, are a strong team player and committed to your own professional development – we want to hear from you!

Qualifications required for the post are 4 GCSE's grades 9 to 4 (A\* to C) including English and Mathematics. A Level 3 certificate is also essential.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children. Online searches will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.

For more information about working at Horizon and the fantastic benefits we offer our staff please visit [Working at Horizon](#).

Horizon Community College reserve the right to close this advert prior to the closing date above.

## Job Description

<b>JOT TITLE: Cover Supervisor</b>
<b>GRADE: 6</b>
<b>RESPONSIBLE TO: Associate Vice Principal</b>
<b>EMPLOYEE SUPERVISION: None</b>

### Purpose of Post:

To work under the guidance of teaching/senior staff and within an agreed system of supervision. To implement agreed work programmes with individuals/ groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/ presentation of resources.

Supervision of classes during short or long-term absence of teachers. The primary focus will be to maintain good order and to keep students on task, delivering work set departmentally. Cover Supervisors will need to respond to questions and generally assist students to undertake set activities.

Under the guidance of teaching/senior staff; provide specialist support in a specific curricula / resource area, including preparation, and maintenance of resources and support to staff and students. Working under guidance; provide support in addressing the needs of students who need help to overcome barriers to learning.

### Duties and Responsibilities:

#### 1. Support for Students

- Use specialist (curricular/ learning) skills/ training/ experience to support students
- Assist with the development and implementation of Individual Education/ Behaviour/ Support/ mentoring plans
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all students within the classroom
- Support students consistently whilst recognising and responding to their individual needs
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to students in relation to progress, achievement, behaviour and attendance
- Provide pastoral support to students
- Receive and supervise students excluded from, or otherwise not working to, a normal timetable
- Attend to student's personal needs and provide advice to assist in their social, health and hygiene development
- Participate in comprehensive assessment of students to determine those in need of particular help
- Support provision for students with special needs
- Develop 1:1 mentoring arrangements with students and provide support for distressed students
- Promote the speedy/effective transfer of students between phases and integration of those who have been absent



- Provide information and advice to enable students to make choices about their own learning / behaviour / attendance
- Challenge and motivate students, promote and reinforce self-esteem.

## **2. Support for the Teacher**

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher and other staff in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate students' responses to learning activities through observation and planned Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for maintaining and updating records, information and data as agreed with the teacher, contributing to reviews of systems/ records as requested and producing analysis and reports as required
- Planning and marking as appropriate when covering a longer-term absence.
- Undertake marking of students' work and accurately record achievement / progress
- Promote and ensure health and safety, positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/ carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/ meetings with parents, or as directed by the teacher
- Administer and assess routine tests and invigilate exams/tests.
- Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Create and maintain a purposeful, orderly and productive working environment
- Ensure timely and accurate design, preparation and use of specialist equipment/ resources/ materials
- Assist in the development of lesson/ work plans, administration of coursework, work sheets etc.
- Contribute to planning, development and organisation of systems/ procedures
- Administer and assess routine tests and invigilate exams/tests
- Liaise with feeder schools and other relevant bodies to gather pupil information for agreed activities
- Support students' access to learning using appropriate strategies, resources etc.
- Assist in the development and implementation of appropriate behaviour management strategies and monitoring of systems relating to attendance and integration
- Provide general clerical/ administrative support e.g. dealing with correspondence, compilation/ analysis/ reporting on attendance, exclusions etc, making phone calls, administer coursework, produce worksheets for agreed activities

## **3. Support for the Curriculum**

- Implement agreed learning activities/ teaching programmes, adjusting activities according to student responses/ needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Help students to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
- Maintenance of specialist equipment, check for quality/ safety, undertake specialist repairs/modifications within own capabilities and arrange for other repairs/modifications to be carried out.
- Provide specialist advice and guidance as required
- Implement agreed work programmes/practical lessons under the guidance of the teacher
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

#### **4. Support for the School**

- 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 in accordance with policy
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in relevant meetings as required
- Participate in development opportunities and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, e.g. clubs, extra curriculum activities
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under supervision of the Teacher

#### **5. Other**

- Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour
- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

## Employee Specification

When filling in the application form, please demonstrate with clear, concise examples how you would meet the requirements of the post. You will be assessed in relation to the Essential and Minor criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applications for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act (DDA), we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA, we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

Attributes	Criteria	How Identified (either Application Form or Interview)	Rank (Essential/ Minor)
<b>Relevant Experience</b>	Previous experience of working in a school or with young people.	Application form/interview	Essential
<b>Education and Training Attainments</b>	Minimum of 4 GCSE's including Maths and English at Grade C or above.	Application form	Essential
	Level 3 certificate or equivalent	Application form	Essential
	Degree	Application form	Minor
<b>General and Special Knowledge</b>	Good ICT skills with the ability to use Word/Excel/Email/PowerPoint	Application form/Interview	Essential
	An understanding of the potential for use of ICT for teaching and learning, including IWB and VLE Knowledge of MIS systems (eg SIMs)	Application form/interview	Minor
<b>Skills and Abilities</b>	To communicate effectively with all staff, students and parents.	Application form/interview	Essential
	Strong organisational and administrative skills.	Application form/interview	Essential
	To have the ability to think on your feet and make informed decisions under pressure.	Application form/interview	Essential
	To have the ability to work well within a team.	Application form/interview	Essential
	Ability to relate to young people between the ages of 11 to 16. To take initiative and work independently.	Application form/interview	Essential

	To be enthusiastic, positive and committed to raising achievement.	Application form/interview	Essential
	Ability to promote a positive ethos.	Application form/interview	Essential
	Ability to prepare and prioritise to ensure completion of tasks to meet deadlines.	Application form/interview	Essential
	Ability to evaluate and improve own performance and to know when to seek help and support.	Application form/interview	Essential
	Ability to manage a classroom and apply the school's behaviour policy.	Application form/interview	Essential
<b>Additional Factors</b>	Willingness to undertake any necessary training	Application form/interview	Essential

**In compiling this, please refer to the Section 'Review Job Description and Employee Specification' in the Recruitment and Selection Code of Practice.**

## The Application Process

Please read the [Guidance Notes for Applicants](#) before completing an application form.

The candidates selected for interview will be informed after shortlisting and full details of the interview process will be provided.

**This is an exciting and rewarding role and we look forward to receiving your application.**

For more information about working at Horizon and the fantastic benefits we offer our staff please visit [Working at Horizon](#).

Should you wish to discuss the role further please contact us on 01226 704230.