



Cover Supervisor Vacancy

Grade 7

Required from April 2026

That person is

like a tree

planted by streams of water, which

yields its fruit

in season and whose leaf
does not wither

*whatever they do
prospers.*

Psalm 1:3



A LETTER FROM THE HEADMASTER

Dear Colleague,

Thank you for expressing an interest in applying for the position of **Cover Supervisor** at St Christopher's. This vacancy will provide the successful candidate with the opportunity to work in a very strong department and an **Outstanding** 11-18 Church of England high school.

The successful candidate will join a joyful, flourishing and thriving school. The staff are hard-working, reflective and collegiate in approach. Our pupils are a delight and parents are very supportive. We are always oversubscribed in Year 7 and the Sixth Form, although we take nothing for granted. This year, for example, well over 800 pupils applied for one of our 195 places. St Christopher's is a rewarding place to work and to develop professionally. The school engenders real loyalty from all who are associated with it.

The application form should be completed electronically and emailed to vacancies@st-christophers.org, marked for the attention of Mrs Grimshaw, my PA. It should be accompanied with a supporting letter of not more than two sides of A4 paper, in 11 point font, explaining your suitability for the post, including reference to your skills, experience and a flavour of your vision for teaching at St Christopher's.

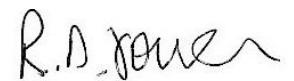
The closing date for applications is **Monday 23rd February 2026** (4pm) and interviews are planned for the week commencing **2nd March 2026 (TBC)**. With a start date of Monday 13th April 2026

If you would like to find out more about the school or position, or to organise a visit, please feel free to email my PA Mrs Grimshaw (c.grimshaw@st-christophers.org).

I took up my present position at St Christopher's in September 2013 and still recall the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.



Yours sincerely,


R D Jones
Headmaster

"The clear Christian vision of the senior management team (SMT), ably led by the headteacher and well supported by governors and the director of spirituality, ensures that the academy is a caring and inclusive community in which learners flourish as 'children of God'."

ABOUT ST CHRISTOPHER'S

Introduction

St Christopher's is a highly successful and popular 11-18 co-educational Church of England single academy with 1,300 pupils and students on roll. We are situated in the Lancashire town of Accrington close to the Ribble Valley. Good motorway links mean that Preston, Burnley, Blackburn, Manchester, and North Yorkshire are all within a 30-40-minute car journey. The school is situated in a pleasant setting with views towards Pendle Hill.

Our pupils come from a wide catchment area. Pupils join us in Year 7 from over fifty primary schools, and the sixth form receives students from around thirty secondary schools. We enjoy an enviable reputation, built-up over many years, for providing high quality education for a comprehensive intake of pupils. Our reputation means that we are a popular school, and always over-subscribed. However, we do not allow ourselves to become complacent, always striving for higher standards in all areas. This year, for example, well over 800 applications were received for the 195 on offer. Ten per cent of our pupils are eligible for the Pupil Premium and 3% are from minority ethnic groups.

Our teaching comprises of 80 teachers and 12 teaching assistants. The core Senior Leadership Team is substantively the headmaster, one Deputy Headteacher, one Senior Assistant Headteachers, three Assistant Headteachers, and the school Business Manager.

The school's commitment to learning extends to staff as well as pupils; there is a well-developed support structure for early career teachers and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop and further improve the quality of teaching and teachers are encouraged to think deeply about how pupils learn. Whilst we appreciate the contribution that technology can play in assisting learning, we remain committed to the idea that it is the teacher who makes the difference.

Academic results

Our pupils achieve very well, and all move on to high quality destinations. This year over 80% Year 11 pupils gained 5+ GCSE passes at grades 9-4, including English and mathematics. Our Sixth Form, which opened in 2010 and now has over 300 students studying A-level, achieved impressive results, with 84% of students gaining A*-C. Attainment and progress are at record levels.

The school has grown significantly in recent years, but this period of change has been managed without compromising the high standards of pastoral care and academic achievement for which we are well known.

Curriculum

We offer a genuinely broad and balanced curriculum to all year groups rooted in a strong and coherently expressed sense of educational purpose and intent. Pupils acquire the skills, concepts, knowledge, and skills necessary to prepare them to take place their place as active and successful citizens of the 21st century.

At Key Stage 3, subjects are taught according to the National Curriculum guidelines and a wide range of proven learning styles are used to ensure that all pupils are engaged and able to progress. Teachers use their expertise to identify the key knowledge that pupils need, and this helps pupils to strengthen their knowledge and deepen their understanding.

In Years 10 and 11, all pupils follow a core curriculum of English, mathematics, science, RE, PSHE and RE. In addition, pupils select courses from a wide range of GCSE options. Pupils are encouraged to study the EBacc suite of qualifications, with the most able following separate science courses.



Nearly thirty A-level courses are offered in the Sixth Form. Most students continue to study four subjects for most of the Lower Sixth and continue with three of these in the Upper Sixth. All sixth formers participate in our extensive enrichment programme. A wide range of options are available including pre-professional work experience, sports academies, archery, and dance. Most students progress to university with many making successful applications to Russell Group universities including Oxford and Cambridge.

The curriculum is based around five sixty-minute periods per day, organised as a two-week 48 lesson timetable.

Extra-curricular activities

Pupils are encouraged to participate in a wide range of extra-curricular activities including the largest school-based Duke of Edinburgh Award Scheme in Lancashire, an award winning eco group, and a vibrant music department which enjoys a national reputation. Opportunities for foreign travel are numerous, including, in recent years, visits to India, Iceland, USA, Paris, Rome and Barcelona.

All staff are encouraged to participate to the extra-curricular life of the school and contribute in any way they can.

Pastoral care

The Heads of Year and Form Teachers (Personal Tutors in the Sixth Form) have responsibility for the welfare, academic progress, and discipline of the pupils in their care. Time is set aside each day to enable form teachers to get to know each pupil as an individual.

Pupils are offered many opportunities to accept positions of responsibility in addition to the senior roles of prefect, Head Boy, and Head Girl. Pupil Voice is active and encouraged and most notable through the work of an active School Council.

Spiritual care and worship

St Christopher's opened in 1958 to educate the children of Church going families of east Lancashire. Admission to the main school is primarily based on parental patterns of worship at churches recognised by Churches Together or the Evangelical Alliance.

The school motto of 'Ad Gloriam Dei' informs all that we do. We try to establish caring attitudes and lasting values through worship and work done in the classroom, as well as, on a more practical level, supporting charitable appeals.

Each school day begins with an act of worship within the Anglican tradition. A Chaplaincy Team supports our worship and pastoral work, each year group having its own chaplain.

At the last SIAMS inspection (2016) the school was judged **Outstanding in all areas**.

Ofsted

The school was inspected by Ofsted in December 2016 and was judged to be Good with several Outstanding areas. Inspectors reached some telling judgements.

- **'Leaders have created an ambitious culture. Pupils are expected to become the best they can be, both academically and socially.'**
- **'Pupils' attendance is excellent.'**
- **'The work the school does to keep pupils safe is exemplary.'**
- **'The behaviour of pupils is outstanding.'**
- **'Tolerance and respect are strongly evident throughout the harmonious school community and the warm and inclusive ethos permeates every aspect of the school's work.'**
- **'Pupils are proud of their school. Pupils of all abilities demonstrate resilience and enthusiasm in lessons.'**
- **'Attainment is at record levels.'**

These judgements were confirmed in our Section 8 report which was published in May 2022.

We all work hard to ensure that every child at St Christopher's is known, supported, and challenged. In the words of one of our former students...

"I am still not sure what I want to be but after studying at St Christopher's I know who I want to be."

"St Christopher's Christian virtues give all pupils a caring, structured environment in which we flourish into capable and successful young adults. Our school ethos establishes a compassionate atmosphere that guides us to become positive, appreciative members of the St. Christopher's family."

WHAT'S IT LIKE TO WORK AT ST CHRISTOPHER'S?



Linda (main scale teacher of science)

"St Christopher's saved my teaching career! My last job in teaching left me feeling demoralised and wanting to get out of the profession but here I feel supported and appreciated. The staff are unbelievably welcoming and the pupils are hard-working, conscientious and respectful."

Margaret (reprographic technician)

"My work-life balance has flourished since taking on this role. The staff form a great team and are dedicated to inspiring all pupils. I know that I am valued and enjoy every day working at St Christopher's."



Rebecca (Wellbeing and Senior Mental Health Lead)

"Joining the staff team four years ago I instantly recognised that St Christopher's is a school that cares for its staff. I feel privileged to work alongside an array of skilful colleagues whose shared goal is to maximise the potential of our pupils. At St Christopher's we all flourish."

Scott (ECT Science)

"St Christopher's has provided me with the skills and knowledge to thrive in the classroom since starting as an ECT. Teaching is tough and so it is good to know that my wellbeing is considered and that I am provided with the autonomy to try out new ideas and approaches, safe in the hands of supportive middle leaders and senior leadership team."





Sian (upper pay range teacher of English)

“Joining St Christopher’s helped me fall back in love with teaching. This is a school which is committed to creating well-rounded pupils and which takes its responsibilities at the centre of the community very seriously. While the school maintains its reputation for academic excellence, it is this emphasis on the wider impact of education which makes St Christopher’s a unique and special place to work.”

Devaki (PSHE and Careers Lead)

“The school is more than just a place to work. St Christopher’s is a school community in every sense of the word, where staff genuinely care about the well-being and personal development of the pupils and students in their care, and support one another in doing so.”



Peter (Catering Manager)

“I came to St Christopher’s having worked in schools and for a multi-academy trust and I’ve been delighted with the warmth of the welcome that I’ve received. From the headmaster down there is a deep sense of connectedness and desire to pull together for the sake of the whole community. St Christopher’s has given me the trust and encouragement to deliver positive changes across my area of responsibility, improvements that have allowed the children to thrive and grow.”

Ebony (middle leader and teacher of mathematics)

“St Christopher’s is a fantastic place to work. It is more than just a school, it is a community of pupils and staff who look out for each other and strive to be the best version of themselves. I have worked here for four years and been offered great opportunities to advance and progress.”



JOB DESCRIPTION

Post Title: Cover Supervisor

Scale: Grade 7 (Spine Point 19-25)

NJC Conditions: Term Time +5 Days/Part-time 33.25 hours per week/Permanent

Actual Starting Salary: £25,004 - £28,358pa (FTE* = £32,062 - £36,363pa)

Responsible to: Deputy Headteacher

Main Purpose

To supervise whole classes of pupils, in the absence of the teacher, and ensure that the work set is completed to an appropriate standard.

To establish supportive and constructive relationships with pupils and staff.

To uphold the vision and values of the school.

Key Responsibilities:

- To support the ethos of this Church of England high school
- To assist in providing a purposeful, orderly and supportive environment for learning
- To assist pupils with tasks as needed, taking account of information provided of individual needs and reasonable adjustments for pupils (e.g. SEND/vulnerable within lessons)
- To access the school's Management Information System (Synergy), including the input of data relating to the behaviour of pupils
- To promote good behaviour, dealing promptly with incidents in line with established policies, encouraging pupils to take responsibility for their behaviour
- To collect completed work and return it to the teacher
- To provide feedback to teachers on pupils' achievement and behaviour
- To work within school policies and procedures
- To work with pupil support to develop and deliver resources to close gaps in learning for individual pupils.
- To share in the cover for absent non-teaching colleagues if not required to cover for teachers
- To build a bank of suitable teaching materials which could be used where the teacher is unable to provide it
- To attend staff training/meetings as appropriate, particularly in relation Safeguarding, and Health and Safety
- To be called upon to perform other duties that the headmaster considers reasonable and that are commensurate with the grading and description of this post

Equal Opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and Safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must cooperate with us to apply the school's health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare and children and young people. All successful applicants will be subject to an enhanced DBS disclosure.

Securing Accountability

Fulfil commitments from contractual accountability to the governing body.

Strengthening the Community

Create and maintain effective partnerships with parents and relevant agencies to support pupils' academic achievement, in addition to their spiritual, moral, social and cultural development.

Other Department Responsibilities

Adhere to policies and procedures relating to Safeguarding, Child Protection, Health and Safety, Confidentiality and Data Protection, reporting all concerns to the appropriate persons.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed in the future at the discretion of the School management. The appointment is subject to the current conditions of employment in the current School Teachers' Pay and Conditions.

* FTE = Full-time Equivalent

"St Christopher's offers a friendly and supportive environment, where teachers strive to support each individual pupil to fulfil their potential. The varied curriculum and rich opportunities provided ensure that pupils flourish both socially and academically."

PERSON SPECIFICATION

Criteria to be determined from application form and supporting statement.

Training, qualifications and experience

- Level 2 or equivalent in English and mathematics **E**
- Qualified teacher status **D**
- Recognised subject specific degree or equivalent **D**
- Experience of working with or caring for children of secondary school age **E**
- Experience of working in a school environment **D**
- Effective use of data to inform appropriate actions **D**

Professional knowledge and understanding

- Current educational issues especially those related to the curriculum at KS3 and KS4 **D**
- Effective strategies for promoting positive pupil behaviour **E**

Vision and values

- Christian commitment as indicated by membership of a church in Churches Together, Evangelical Alliance or The North West Partnership **D**
- Willingness to support and reinforce the ethos of a church school **E**

Personal and professional qualities

- Hard working, loyal and flexible in approach to work **E**
- Build and maintain effective relationships **E**
- Inspire and motivate others to carry the school's vision forward **E**
- Prioritise, plan and organise themselves and others **E**
- Demonstrate commitment to on-going learning and professional development **E**
- Listen to and reflect on feedback **E**
- Good attendance and punctuality record and a high level of stamina and enthusiasm **E**
- Good communication skills and a positive outlook **E**

Confidential references

Professional references should show a strong level of professional support and a positive recommendation from the applicant's current employer

E = Essential | **D** = Desirable

"I was a bit nervous on my first day, but afterwards I knew that somebody would always be there for me if I needed help."