



# RECRUITMENT PACK IBSTOCK SCHOOL Cover Supervisor

**32.5 hours per week/39 weeks per year – fixed term to July 2026**

**Grade 7, Point 11 – 14.**

**Full-time salary: £25,998 - £27,273.00 per annum**

**Actual salary: £19,544.76 - £20,503.28 per annum**

**Commencing as soon as possible**



**i**nspiration **i**nnovation **i**ntegrity

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**As part of our continued growth, an exciting opportunity has arisen for a committed, calm, well organised and flexible cover supervisor to join our team. We are looking for an enthusiastic, capable and reliable person who is keen to ensure that student progress is continued and maintained.**

As cover supervisor, you will cover registration and lessons for absent colleagues and will need to demonstrate the same level of professionalism and dedication as teaching staff. You will ensure that work set is completed, that student behaviour is managed and that you are able to facilitate and encourage their learning.

The successful candidate must enjoy working with young people and have a passion for education. A high standard of literacy and numeracy is essential for this post, along with IT skills.

If you are considering a career in teaching, this role would be ideal.

With over 700 students on roll, the school is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire. Having joined LiFE Multi Academy Trust in July 2021 we have also recently completed our journey through age-range change to become an 11-16 school.

*LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.*

March 2025

Dear applicant

### **COVER SUPERVISOR**

Thank you for your interest in the post of Cover Supervisor at Ibstock School. We are looking to recruit someone who is passionate about education and ready to make a difference in students' lives. This is a key post in our continuing development and is available immediately, subject to all necessary pre-employment checks being completed.

#### **Context**

With over 700 students on roll, the school is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire. Having joined LiFE Multi Academy Trust in July 2021, we are now at an exciting stage in our development, having just completed the process of age-range change to become an 11-16 school and receiving our first set of GCSE results.

#### **About the role and you**

Key responsibilities of the role include:-

- Supervising classes across various subjects during teacher absence
- Ensuring students are on task, engaged and following instructions
- Managing classroom behaviour in line with the school's policies
- Providing support to students in their learning, offering guidance and encouragement
- Liaising with staff, ensuring smooth operations during lesson changes
- Ensuring a safe and positive learning environment

You will need to:-

- Be a strong communicator with excellent interpersonal skills
- Ideally have experience working with young people
- Have the ability to manage and engage groups of students in a positive and productive manner
- Have a flexible and proactive approach to work
- Have a passion for education

#### **How to apply**

If you are ready to play a vital role in helping students thrive, we want to hear from you!

We encourage you to visit our website for more detailed information about the school and further information about the vacancy. Informal enquiries are welcomed by emailing [jobs@ibstockschool.co.uk](mailto:jobs@ibstockschool.co.uk) or by calling 01530 260705.

Applications should be made via our Eteach portal by clicking on the link below and should be received no later than **12.00 noon on Friday 28 March 2025**.

<https://www.eteach.com/careers/lifemultiacademytrust/>

It is anticipated that interviews for shortlisted candidates will take place week commencing 31 March 2025.

## **The application process**

### Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to behave in such a way that supports this commitment. Appointment to this post will be subject to satisfactory pre-employment checks, including an online check.

### Data Protection

Should you be unsuccessful with your application, the school will confidentially destroy your application form after six months of its submission. If you are successful in your application, this information will be kept securely as part of your personal employment record.

### References

Applicants must provide the details of two referees. One reference should be from your current employer or if unemployed, your last employer. Where possible, references should be from separate sources and not from the same organisation or employer. All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live. The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form and note that references will be sought prior to interview for all shortlisted candidates.

### Equal Opportunities

We are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

We look forward to receiving your application. Thank you in advance for your interest in working with us and for the effort that you have made with your application. If you wish to discuss or clarify anything arising from the information attached, please do not hesitate to contact us.

Yours sincerely



Nicola Koncarevic

Executive Headteacher  
Ibstock School

## **JOB DESCRIPTION**

**Grade 7 (Point 11 to Point 14)**

**Cover Supervisor**

**Line manager: Assistant Headteacher**

### **Core purpose**

To develop everyone's potential academically, socially, morally, spiritually and emotionally in a stimulating and challenging environment in order to educate students who can think independently, behave responsibly and continue to learn successfully.

To support the development of the school through effective teamwork at all levels and through wholehearted and effective support of the school's key principles: to achieve excellence in learning, to create a sustainable learning community, to ensure integrity and innovation in what we do, to promote respect for all, and to promote opportunities for all.

### **Job purpose**

As a member of the whole school team, to contribute to the strategic direction of the school, including helping the school to becoming outstanding in all areas.

To be responsible for the quality and continued development of specific aspects of provision across the school.

To work with faculty leaders and senior leadership team in sharing expertise and best practice across the school.

### **Main duties and responsibilities**

#### **As a cover supervisor:**

- To manage the arrangement of cover for absent colleagues (teachers and support), including deploying cover supervisors, arranging supply teachers and ensuring that the school is compliant with the provision in STPCD around 'Rarely Cover' in connection with requesting cover by teaching colleagues.
- Ensure Arbor is kept up to date with accurate information. Running reports from Arbor as requested by Assistant Headteacher.
- To give accurate and complete information regarding cover on a daily basis to the senior leadership team (SLT)
- Manage and maintain positive working relationships with the preferred supply agencies.
- To provide basic induction information to any supply teacher who is new to the school, to ensure they fully understand what is expected of them in terms of policy and procedure. Ensure previously employed supply teachers are fully up to date with policy information.
- To contribute to the development of, and implement agreed procedures for receiving, recording and acting on notification of planned and short-notice unplanned absence, communicating with relevant colleagues as appropriate.

- In the absence of a teacher, to supervise a class of students and be responsible for students' learning during the lesson, following and interpreting lesson plans accordingly.
- Deploy effective classroom management strategies including implementation of the school's behaviour policy and liaising with faculty leaders, classroom teachers and other staff as appropriate
- To provide necessary support to students which may include literacy, numeracy and organisational skills
- To ensure the health, safety and welfare of students in their care, in line with school policies
- To liaise effectively with teachers/other relevant staff, including details of students' learning during covered lessons and to return any completed work to the appropriate teacher
- To undertake administrative duties relevant to the role
- When not covering lessons, to provide additional support as directed for students requiring additional support/intervention
- To undertake student registration of a class in the absence of the normal tutor
- To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy

**As a member of her/his team(s) and of the school staff:**

- to contribute to the overall priorities of the school, in particular to improve outcomes for students
- to ensure that all young people are safeguarded from harm
- to support the development of an effective team ethos that fosters personal, team and whole school development, including participating in formal and informal coaching and mentoring with colleagues
- to work effectively with other school staff
- to monitor, evaluate and review and report on her/his own work and appropriate aspects of team
- to play a full part in the school consultative process and in the organisation and decision making of his/her teams
- to develop proactive and preventative approaches to issues
- to work at all times in accordance with the school priorities and principles and the relevant statutory and regulatory requirements
- to undertake any other responsibility reasonably requested by the headteacher

**Considerations**

- a. This post is subject to a check being carried out at an enhanced level by the Disclosure and Barring Service (DBS) regarding any previous criminal record.
- b. This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

## PERSON SPECIFICATION

## Cover Supervisor

<b>QUALIFICATIONS AND EXPERIENCE</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>– A relevant qualification at level 3 of the National Qualifications Framework</li> <li>– Level 2 qualification in maths/numeracy and English/literacy</li> <li>– Evidence of ongoing professional development</li> <li>– Experience of successful work with young people in a formal setting</li> </ul>	<ul style="list-style-type: none"> <li>– University or higher education qualification</li> <li>– At least one year's experience of working effectively with young people in primary or secondary education</li> </ul>
<b>KNOWLEDGE AND SKILLS</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>– Knowledge of child protection and health and safety procedures</li> <li>– Awareness of statutory frameworks relevant to the role</li> <li>– Possess a range of strategies to promote positive behaviour</li> <li>– Good knowledge of effective ways of working with students to ensure they make significant progress</li> <li>– Able to provide highly effective oral and written feedback to learners, based on an effective knowledge of a range of techniques to assess student progress</li> <li>– Good working knowledge of how to develop literacy and numeracy skills</li> <li>– Excellent communication and interpersonal skills</li> <li>– Able to work effectively with young people with challenging behaviour</li> <li>– Highly effective team member</li> <li>– Able to anticipate and diffuse conflict</li> <li>– Ability to produce clear reports and keep accurate records</li> <li>– Good organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>– Understanding of a range of special needs</li> <li>– Able to support other staff with behaviour management</li> <li>– Able to provide effective coaching to colleagues</li> </ul>
<b>PERSONAL ATTRIBUTES</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>– An enthusiasm for working with young people</li> <li>– Initiative, flexibility and an innovative and 'can do' approach</li> <li>– Integrity, empathy, patience and a good sense of humour</li> <li>– Able to manage sensitive and confidential situations</li> <li>– Able to work under pressure while remaining cheerful and resilient</li> <li>– Able to react appropriately to problems and unexpected situations, making rapid decisions and taking the initiative</li> </ul>	



<ul style="list-style-type: none"> <li>– Able to work with minimum supervision</li> <li>– Self-motivated</li> <li>– Loyal and dependable</li> <li>– Have an excellent record of health and attendance</li> </ul>	
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## Vision, Values and Ethos

### LiFE Multi Academy Trust

#### Bringing Learning to LiFE

#### Vision:

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.

#### Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing and promoting the celebration and understanding of diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our values

## Our Trust consists of

The LiFE Multi Academy Trust currently consists of 10 Schools. Our lead school is Bosworth Academy with the other schools in the Trust being Ashby School, Braunstone Frith Academy, Countesthorpe Academy, Desford Community Primary School, Dovebank Primary School, Kingsway Primary School, Ibstock Community College, Ivanhoe School and the The Winstanley School.

## Our offer for all staff joining the LiFE Multi-Academy Trust and our schools

Professional Capital: *'we believe in getting the right people, getting them to work together and getting them to stay'*

STRATEGY	DESCRIPTION
Putting Your Trust in Our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual performance management, we encourage our staff to identify aspirational targets through our 'Personal Improvement Plan' (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> <li>providing employees with a safe, healthy and supportive environment in which to work</li> <li>recognising that the health and wellbeing of our employees is important</li> <li>providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged</li> </ul> <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to 'Mindful Employer' and the 'Charter for Employers who are Positive about Mental Health'.</p> <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
Equality and Equal Opportunities	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.

<p>Presumed Professionalism</p>	<p>We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.</p>
<p>Development of Professional Capital and Excellence</p>	<p>As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We pride ourselves on this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.</p> <p>Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <p>The National Professional Qualification for Senior Leadership (NPQSL)</p> <p>The National Professional Qualification for Headship (NPQH)</p> <p>The National Professional Qualification for Middle Leadership (NPQML)</p> <p>The Outstanding Teacher Programme (OTP)</p> <p>Initial Teacher Training (ITT)</p> <p>Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
<p>Great Access to Progression and Leadership Responsibility</p>	<p>Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.</p>

<p>Collaboration Across all Schools</p>	<p>We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.</p>
<p>Sabbatical and Flexible Working Policies</p>	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
<p>Strong Induction Process</p>	<p>It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.</p>
<p>ECT Support</p>	<p>Where possible we try to ensure that ECTs have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.</p>
<p>3D Networks</p>	<p>3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.</p>
<p>Attendance of Staff</p>	<p>Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.</p>

We are always looking for highly quality teachers and support staff who buy into our values across the LIFE Multi Academy Trust and our school