

Lead Cover Supervisor

Salary range £33,142 - £37,279 FTE per annum (Actual £29,993 - £33,737) + Benefits

38 weeks – 40 hours per week (5 days per week)

Required for: ASAP

Closing date: 20 March 2026

Interview date: 24 March 2026



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Welcome from Nigel Wright, Headteacher

Welcome and thank you for your interest in working with us at Oakmoor School. We are a growing school and need to expand our team.

If the following interests you then do keep reading...

- An additional week holiday at October half term. You will never work more than 7 weeks in a row.
- Centralised detentions
- Significantly under directed time
- Supportive SLT who are present around school every lesson every day

Oakmoor is new, state of the art secondary school situated in a 22 acre tree lined site on the edge of the South Downs National Park.

We are a friendly, vibrant school with high standards and expectations. We pride ourselves on knowing every young person as an individual and challenging each of them to have the highest possible aspirations.

We are a highly collegiate staff with high expectations of ourselves and each other. You will be joining a team of like-minded, high calibre colleagues, who strive to provide the best education possible for our students. It is an exciting time to be joining our vibrant school where all staff are valued and their contribution to the organisation is recognised.

Teachers are very well supported by an excellent professional support team who share our goal of every child achieving their very best, whilst enjoying a rich and varied curriculum and plenty of opportunities to excel outside the classroom.

Students at Oakmoor display excellent behaviour in lessons and around the school. Teachers plan highly engaging lessons tailored to the needs of our students and enabling high levels of progress. Students benefit from a wealth of extra-curricular activities, including trips and visits, to enrich their experience at our school.

Our Plan-Deliver-Assess focus means that we have stripped away unnecessary bureaucracy and meetings allowing teachers to spend time on the 3 most important parts of their role. Teachers have time to plan great lessons, enjoy delivering their lessons and assess progress efficiently to inform the next stage of their planning to meet student need.

Our assessment policy focuses on feedback that is impactful, maximising students' effort and enhances learning. The traditional picture of marking has been replaced by a much more dynamic and interactive process, whereby students are involved in marking and responding to feedback, teachers give whole class feedback, and where assessment is undertaken in order to support student learning and facilitate progression. Every teacher has saved a significant amount of time by no longer making detailed notes in every child's book which was having a limited impact on student progress. Teachers now use this time to plan more precisely to address misconceptions and tailor learning to their classes.

Removing other time-consuming activities which prevent staff from doing their job effectively has also led to considerable student enjoyment and progress which has consequently improved GCSE outcomes for our students. It also means great people stay at Oakmoor and we have created an exceptional staff here.

At Oakmoor we encourage staff to develop and many of our teaching and professional support team have been successful with internal promotion in recent years. This provides excellent continuity for

the school and allows colleagues the opportunity to progress whilst remaining in the school they enjoy being part of.

We have cutting edge technology throughout the site and the latest specialist equipment for key areas such as science, technology and performing arts. Our main buildings surround a central courtyard which includes covered areas for outside dining accessible from the dining hall and seating areas accessible from the learning resource centre for reading at break and lunch times.

There is an abundance of green spaces which include several sports pitches, an athletics track, a nurture garden and a forest school area for outside learning and activities. The whole site is bordered by mature trees providing a relaxing and inspirational backdrop to the learning environment.

We are a very successful school where high levels of respect and conduct prevail. Our success shows that when you couple high quality pastoral care with high standards and expectations, young people are able to flourish and to achieve their very best.

Visitors comment on our purposeful learning environment and our delightful students.

Let Oakmoor look after you and your career. This is an exciting opportunity for an experienced Cover Supervisor or someone with school experience looking to move into this field.

Thank you for your interest in joining our Cover Department

The Cover department is an established, experienced team. We have three cover supervisors who work across the school to deliver pre-planned lessons and provide consistency for our students. Our cover team know our students well and enjoy excellent working relationships with students and colleagues. We are a supportive and friendly team who work collaboratively on all aspects of our work. As Lead Cover Supervisor you would be line managed by the Assistant Headteacher and you would line manage the cover team.

Over the last few years, the school has grown and is now oversubscribed with first choices. Our vacancy for a Lead Cover Supervisor provides a superb opportunity for an organised and talented individual to join our team. We support every member of the team to continually develop and become highly skilled, reflective practitioners, and we look to open doors for everyone to ensure their continued professional development.

Our aim as a department is to provide a supportive, calm learning environment in which all students can thrive. It is important to us to get to know the students and to provide consistency in lessons, maintaining Oakmoor's high expectations and reinforcing our values. Cover lessons are pre-planned and fully resourced by subject departments so that the cover team can effectively support learners in the classroom.

In addition our cover team are an intrinsic part of our behaviour and safeguarding approach, supporting our lesson rota and providing study support for students outside of lessons.

Working at Oakmoor School - A View from our Staffroom

There has been a real focus on reducing workload and unnecessary meetings. This has resulted in fewer after-school meetings. Even more significantly, we now have a whole-class feedback policy which has reduced time spent marking and given staff more time to focus on planning for progress.

Mr Denton, Mathematics Department

I have worked at Oakmoor School for over 20 years. In those years I have loved working here. We have a special staff team who are extremely supportive of one another. The students I work with are appreciative of the work I do and are always grateful for the time I give to help them.

I always said I would look to work in another school after 5 years but the wonderful students and staff have kept me here

Mrs Hale, Technology Department

I have worked at Oakmoor School for almost 7 years. Oakmoor provides students with the necessary knowledge, skills and attitude for their development, which ensures a wider scope and prospective about education and what career choice to make in the future. My work colleagues are very supportive and friendly, which creates a sense of community and team spirit.

Mrs Kelly, Administrative Department

Professional Support and Development

At Oakmoor we offer a diverse programme of professional development to enable teachers to enrich their practice in areas that they have identified and want to develop. Professional development is closely linked to our school strategic plan, our Teaching and Learning Principles, and individual performance management. This is to ensure that we are improving and enhancing the school as well as our individual practice. We are committed to creating a culture where every teacher can continuously develop and improve, “not because they are not good enough but because they can be even better.” In such a culture “there is no limit to what we can achieve.” (Dylan Wiliam).

Our performance management system is entirely focused on teaching, with time provided for teachers to work on developing their practice. All teachers identify an aspect of their teaching to focus on, research evidence-based teaching strategies, and then undertake a period of deliberate practice, monitoring the impact of this on students’ learning. The outcomes of this are shared within departments and wider across the school so we all contribute to our professional learning community.

Staff also have access to wide variety of training opportunities, through the University of Chichester Academy Trust, the Research Schools Network, the National College, Hampshire Teaching and Leadership College, and a range of other providers. A number of colleagues have participated in the NPQ programmes in recent years. We encourage everyone on our team to take their professional development seriously and are keen to support wherever we can.

For Early Career Teachers (ECTs), our programme has been recognised as delivering the highest grading for guidance and support for our newly qualified teachers. Our ECTs have a mentor who works in partnership with them to ensure that they continue to develop throughout the academic year. Their mentor observes lessons and provides regular feedback on the quality of their teaching as well as offering helpful advice on how to improve further. This support programme continues once qualified teacher status has been achieved, as staff progress into our Recently Qualified Teacher (RQT) programme. This has been developed to ensure that support and professional learning is on-going, as we recognise that we have different needs at different stages of our career.

For professional services staff wishing to become teachers, we have a successful School Direct programme which is delivered jointly through our close link with the University of Chichester. This programme provides an opportunity to train with us for one year and includes a second placement in another school for one half term. When accepted onto our School Direct Programme, trainees are fully integrated into our staff team and are supported to ensure that they are given every opportunity to develop the skills required to become an outstanding teacher. To date, we have a 100% pass and employment rate and we expect to see this continue in the future.

University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust ('the Trust') is uniquely placed to make a difference to the local education landscape. Schools who join our Trust do so because they wish to work with like minded schools who have a shared passion for pupil centred learning, and a desire to work together for the benefit of the wider community that we serve. The Trust is a member of the Confederation of School Trusts and The Queen Street Group.

The Trust has 15 academies in its education family, based in Hampshire, Portsmouth and West Sussex, and a SCITT. Although we share the same vision and values, each of our academies have their own identity which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and governance, through local governing bodies. We offer:

Co-Leadership Approach

The Headteachers of our academies all lead their own schools and contribute to the wider leadership of the Trust. Our Headteachers have a key role in driving the policies and procedures of the Trust and in leading areas of strategy and projects across our academies.

A Shared Vision

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

A Shared Mission

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Achieve More, Challenge Thinking, Shape Futures

The collective strategic priorities of the Trust are outlined below. The Trust's Education Development Team have developed a programme, with the University of Chichester, to support all teachers, ensuring evidence-informed practice and professional enquiry promote and meet the strategic priorities.

Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our schools and work closely with our University sponsor.

Strategic Leadership

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

Collective Responsibility

Invest in and support our staff so that they collaborate to strategically raise the standards all pupils reach and embed evidence-based practices that have an impact on pupils' learning and identity.

Trust Identity Ensure our Trust identify and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

Together we make a difference

Our Promise to you:

- Be a member of a high performing team
- A school which is committed to continued rapid progress and the achievement of excellence
- Involvement in a brand new, purpose-built academy with carefully planned internal and external spaces, well-equipped ICT resources, learning resource area and state of the art technology

A focus on you:

- Opportunities for shared learning and collaboration across the University of Chichester Academy Trust and the wider network
- Extensive professional and personal development opportunities
- Access to current research and expertise from the University of Chichester

Reward and Benefits:

- A pay and reward package which values all staff and recognises the importance of staff in contributing to the achievements and success of the Academy and Trust
- Eligibility to join NUS Extra saving you £££'s on a range of goods and services
- Local Government Pension Scheme
- 24/7 Employee Assistance Programme

Be part of something bigger:

- The support of the University of Chichester Academy Trust, its Board and colleagues from the University of Chichester
- Security of knowing you are joining an organisation whose sponsor has been promoting education for the past 150 years!

Staff Benefits:

- Local Government Pension Scheme
- Employee assistance provision including 24/7 telephone helpline and counselling
- Lifestyle health and wellbeing programme
- Access to an extensive personal and career development programme
- Access to the University's vast Library resources and to the National College resource
- Generous leave entitlement
- Employee Discounts Platform, saving £££'s on a range of goods and services
- Eyecare Voucher Scheme
- Eligibility to join TOTUM (NUS Extra)
- Relocation allowance where eligible

Job Profile

Job Title: Lead Cover Supervisor

Reports to: Assistant Headteacher

Location: Oakmoor School, Bordon, Hampshire

Function of the Post

To undertake the duties of a cover supervisor to a high standard and to line manage the cover supervisor team.

To support the learning of students by providing cover for absent teachers by working with classes across all year groups. This will include setting work provided by the teacher, supervising and assisting with study and the management of classroom engagement. In addition to subject lesson cover, you will work as part of the team supervising students in our reflection room, checking in students and supporting them with their online learning, providing pastoral patrol during lesson time. When cover is not required, you will support our pastoral team to enable them to meet students one to one or in small groups. You may also be involved with supporting students in lessons and invigilating exams. Experience of classroom management and working with groups of 11-16 year olds would be an advantage but is not essential as training will be given to the right candidate.

Principal Accountabilities:

1. Work with the Assistant Headteacher to determine priorities and future development of the department, and lead on departmental projects.
2. Maintain overview of the day-to-day running of the cover supervisor team.
3. Play a major role in the recruitment of new cover supervisors, and be responsible for their subsequent induction to ensure their competence in the role.
4. Plan, organise and evaluate the training needs of the department.
5. Undertake the IPP process and line manage up to four (fte) members of the cover supervisor team.
6. Organise the cover schedule on a daily basis and work with relevant members of staff for long term, larger cover requirements.
7. Liaise with supply agencies to book external cover when needed.
8. Ensure all administrative records are kept up to date.
9. With high standards of expectations, deliver lively and engaging lessons from existing plans, responding to students' needs accordingly and in line with school policy.
10. Set work that has been planned by a teacher, ensuring students remain on task in a calm and purposeful learning environment.

11. Support students' learning by responding to questions about process and procedures.
12. Manage the engagement of students in the classroom, reporting as appropriate using the school's system and procedures, on the engagement of students during the class and on any problems arising.
13. Collect in completed work and resources after the lesson covered and return to the appropriate teacher and supply feedback with regards to any learning or behavioural issues and a report on progress made.
14. Promoting positive values and attitudes, manage the engagement of students under your supervision at all times in line with the school's Behaviour Policy.
15. Deal with any immediate problems or emergencies according to the school's policies and procedures.
16. Work as part of the team supervising students in our reflection room, checking in students and supporting them with their online learning, providing pastoral patrol during lesson time.
17. When cover is not required, you will support our pastoral team to enable them to meet students one to one or in small groups. You may also be involved with supporting students in lessons, assisting teachers to provide additional support as required.
18. Ensure behaviour issues are followed up appropriately in accordance with the school's behaviour policy.
19. Act as an invigilator, reader and/or scribe during formal and mock examinations and controlled assessments.
20. Contribute to the safeguarding of students in line with the school's Safeguarding Policy, reporting incidences as appropriate.
21. Attend meetings and training sessions as required and directed by your line manager.
22. Carry out any other reasonable duties and/or times of work as may be reasonably required in accordance with the grade and general level of responsibility within the school.
23. Carry out requests from the Senior Leadership Team in a prompt and efficient manner.
24. Undertake role assigned in the event of an emergency as detailed in emergency plans and evacuation procedures.
25. Share good practice across the Trust.
26. Engage in regular CPD in order to stay up to date with latest practice and knowledge
27. Participate in appraisal and the achievement of objectives set which will be robust and measurable. Request adequate support to achieve these targets if this is appropriate.
28. Maintain confidentiality and security of personal data at all times ensuring compliance with the Data Protection Act and assist the Operations Manager in responding to Personal Data and Freedom of Information requests.
29. During the period that you are not required to undertake Cover Supervision you will be involved in a range of duties that contribute to the effective operation of the school, as agreed with your line manager.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Your application form will be assessed for literacy, accuracy and attention to detail.

	Essential	Desirable	Evidence
Knowledge and Qualifications			
GCSE Grade C / Grade 4 or above in mathematics and English Language, or equivalent qualification	✓		Application Interview
A good understanding of the principles, strategies and practices for effective child learning and development	✓		
Knowledge of the working of a secondary school and secondary national curriculum		✓	

	Essential	Desirable	Evidence
Skills			
Organisation, time management and analysis skills that enable effective interpretation and delivery of predetermined plans to maintain the continued quality of student learning and development within the timescales required	✓		Application Interview References
Interpersonal and communication skills, both written and verbal support administrative duties	✓		
Developed skills to motivate and stimulate learning and ensure appropriate student behaviour	✓		

	Essential	Desirable	Evidence
Experience			
Working autonomously and organising your own working day	✓		Application Interview References
Experience of working with children, ideally in a secondary setting		✓	
Experience of effective teaching to pre-determined plans		✓	

	Essential	Desirable	Evidence
Personal attributes			
Flexible to the changing needs of the school, with a strong working ethos and a high level of commitment to the school, its improvement, its ethos and its values	✓		Interview References
Able to work on own initiative whilst recognising the importance of working with colleagues as a team member	✓		
Adaptable and sensitive when dealing with challenging situations, with the ability to be reflective and self-critical and to respond to feedback	✓		
Promote and support positive and high standards of behaviour	✓		
Resilience to manage the demands of the post	✓		

September 2025

Inclusivity:

The Trust believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. The Trust is committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Trust has a number of policies that you should ensure you are familiar with and compliant to. All policies are available on the Trust's portal. Any breaches may lead to termination of employment.

Health and Safety

Take responsibility for ensuring that workplace responsibilities within the Trust are carried out with full regard to, and in support of, the Trust's Health and Safety policies. This will include ensuring Health and Safety priorities reflect a post-COVID-19 period. This might include acting as Health and Safety Co-ordinator, Fire Warden, Risk Assessor, First Aider or other Health and Safety Representative.

Sustainability and Environment:

The Trust is fully committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The Trust will continuously seek to improve its environmental performance and will comply, as a minimum, with all relevant environmental legislation, regulations and codes of practice. All staff are required to support the aims of the Trust's Environmental & Sustainable Development Strategy.

Data Protection:

You will be responsible for ensuring that workplace responsibilities, within the Section, are carried out in compliance with the requirements of the Data Protection legislation and the Employment Practices Data Protection Code 2002, especially concerning confidentiality, treatment of personal information and records management.

Right to Work:

The current British and European Law states that the Trust cannot employ a person who does not have permission to live and work in the UK. Immigration guidance information is available on the HR Website for further information.

Safer Recruitment:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

Disclosure Service Certification from the Disclosure and Barring Service:

This role does require you to hold an enhanced Disclosure Service certification from the Disclosure and Barring Service (DBS). The Trust is a registered body with the Disclosure Service, reference number 20537300005. New members of staff will be required to apply for Disclosure Service certification as part of the Trust's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs or from the Trust's Human Resources Department.

Application Procedure

Applicants should complete an Application Form and Equality Monitoring Form which can be downloaded from the school website www.oakmoor.hants.sch.uk or the Trust's website <https://accesspeople.accesscloud.com/UniversityChichesterMultiAcademyTrustRecruitment> and submit it, so that it is received no later than the deadline.

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Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the essential criteria within the Person Specification. Indicate, giving evidence, how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

Selection Procedure

The shortlist will be drawn up shortly after closing date. Further details will be sent to those candidates called for interview.

Failure to send your application form to the above address may invalidate your application.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately on the number above.

Applications will be considered on an on-going basis between now and the closing date. Please submit your application at the earliest convenience as we reserve the right to withdraw the advertisement should a suitable candidate be successful.