



THE MOUNBATTEN SCHOOL

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| Role Title: | Cover Supervisor |
| Grade: | Grade D |
| Hours | 32.5 per week (Monday to Friday 8.25 am to 3.10 pm) Term Time Only (39 weeks) |
| Reports To: | Assistant Headteacher |
| Role Purpose: (why the role exists) | <p>To support the continuity of students' learning by supervising whole classes during the short-term absence of their class teacher. Working under the professional direction of a teacher, the Cover Supervisor delivers pre-set work, maintains a positive and orderly learning environment, and contributes to the wider life of the school through lunchtime supervision, examination invigilation, and administrative support to faculties.</p> <p>This is a busy and varied role that sits at the heart of the school's day-to-day operations. The successful candidate will be calm, confident and consistent — someone who builds positive relationships with students while holding firm, fair boundaries.</p> |

GENERAL STATEMENT

All staff at The Mountbatten School are expected to:

- Represent the school positively and treat all members of the school community — students, staff, parents and visitors — with respect, courtesy and consideration.
- Carry out duties promptly, professionally and in a good working atmosphere.
- Adhere to all Health and Safety regulations and agreed Codes of Practice.
- Respect the confidentiality of matters relating to students and other members of staff.
- Handle personal data in accordance with UK GDPR, the Data Protection Act 2018, and the school's data protection policies.
- Participate in training and continuing professional development as required.
- Report any concerns relating to child protection, data security, or health and safety to the appropriate person without delay.

KEY ACCOUNTABILITIES

| Area of Responsibility | Key Duties |
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| Supervision of Students | <ul style="list-style-type: none">• Supervise whole classes of students during the short-term absence of their class teacher, using work planned and prepared by the teacher.• Deliver pre-prepared lesson materials clearly, ensuring students understand the tasks set.• Maintain a calm, focused and purposeful learning environment throughout the lesson. |

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| | <ul style="list-style-type: none"> • Keep students on task and respond to general queries about processes and procedures; refer subject-specific questions appropriately. • Establish positive working relationships with students, acting as a role model and setting high, consistent expectations of both work and behaviour. • Support the inclusion of all students, making reasonable adjustments to ensure all pupils can access the set work. • Coordinate and support any teaching assistants or support staff present in the classroom. |
| Behaviour Management | <ul style="list-style-type: none"> • Promote and uphold the school's behaviour policy consistently and fairly. • Deal promptly and calmly with behavioural issues, conflict and incidents in line with established school policy. • Encourage students to take responsibility for their own conduct and learning. • Follow the school's agreed referral procedures when escalation is required. • Record and report any significant behavioural incidents to the relevant teacher or line manager. |
| Feedback and Reporting | <ul style="list-style-type: none"> • Provide objective and accurate written feedback to the class teacher following each covered lesson, including a record of work completed and any issues arising. • Collect completed work at the end of the lesson and return it to the appropriate teacher. • Maintain records as agreed with the class teacher and line manager. • Note: Cover Supervisors are not required to plan, mark, assess or report on student progress. These remain the responsibility of the qualified teacher. |
| Support for the School | <ul style="list-style-type: none"> • Undertake lunchtime supervision of students in accordance with the school rota. • Assist with the invigilation of internal and external examinations as required. • Where no cover is required, provide administrative support to faculties as directed. • Assist with classroom and corridor displays as requested. • Attend relevant staff briefings and meetings as required. • Contribute to a safe, welcoming and orderly school environment. |
| Safeguarding | <ul style="list-style-type: none"> • Be aware of and comply with all policies and procedures relating to child protection and safeguarding. • Understand the duty to report all concerns about the welfare of a student to the Designated Safeguarding Lead (DSL) without delay. • Contribute to the school's culture of safeguarding in all interactions with students. • Complete mandatory safeguarding training as required. |

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| Compliance and Statutory Duties | <ul style="list-style-type: none"> • Maintain awareness of, and compliance with, relevant school, local authority and national policies. • Undertake such other duties as may reasonably be assigned by the Headteacher or delegated officers, within the scope of the post. |
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PERSON SPECIFICATION

The following criteria will be used during shortlisting and selection. Candidates must clearly demonstrate essential criteria in their application. Desirable criteria may be used to differentiate between candidates of equal merit.

Qualifications

| Criteria | Essential | Desirable |
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| GCSE English Language at Grade C / Grade 4 or above (or equivalent) | ✓ | |
| GCSE Mathematics at Grade C / Grade 4 or above (or equivalent) | ✓ | |
| Level 3 qualification or equivalent | | ✓ |

Experience

| Criteria | Essential | Desirable |
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| Experience of working with children or young people in any context (e.g. education, sport, youth work, volunteering) | ✓ | |
| Experience of working in a school or other educational setting | | ✓ |
| Experience of supporting students with Special Educational Needs and/or Disabilities (SEND) | | ✓ |

Skills and Abilities

| Criteria | Essential | Desirable |
|---|-----------|-----------|
| Strong verbal and written communication skills | ✓ | |
| Ability to manage and de-escalate challenging behaviour calmly and fairly | ✓ | |
| Organised and able to manage time effectively in a fast-paced environment | ✓ | |
| Able to work both independently and collaboratively as part of a team | ✓ | |
| Good literacy and numeracy skills sufficient to support students across a range of subjects | ✓ | |
| IT literate and confident using basic office and school management software | | ✓ |

Personal Qualities

| Criteria | Essential | Desirable |
|---|-----------|-----------|
| Patient, resilient and able to remain calm under pressure | ✓ | |
| Confident and consistent in maintaining high expectations of students | ✓ | |
| Empathetic and sensitive to the needs of young people | ✓ | |
| Committed to equal opportunities and inclusive practice | ✓ | |
| Professionally discreet and able to maintain confidentiality | ✓ | |
| Commitment to own professional development and learning | ✓ | |
| A genuine interest in education and the progress of young people | ✓ | |

SAFEGUARDING STATEMENT

The Mountbatten School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. All posts are subject to an Enhanced Disclosure and Barring Service (DBS) check and pre-employment checks in line with Keeping Children Safe in Education (KCSIE). References will be taken up before interview for shortlisted candidates.

EQUALITY STATEMENT

The Mountbatten School is an equal opportunities employer. We welcome applications from all sections of the community, regardless of age, disability, gender, race, religion or belief, or sexual orientation. We are committed to creating an inclusive workplace where all staff are valued and supported.

DATA PROTECTION

All staff have a responsibility to handle personal data in accordance with UK GDPR, the Data Protection Act 2018, and the school's data protection policies. This includes processing personal data only for legitimate purposes relevant to your role, maintaining strict confidentiality of any sensitive information you encounter, ensuring information is stored securely and accessed only on a need-to-know basis, and following appropriate procedures when sharing data with colleagues, parents, or external organisations. Support staff must report any data breaches, security concerns, or requests for information immediately to the Data Protection Officer or line manager. All support staff must complete mandatory data protection training and adhere to all guidance provided to safeguard the privacy and rights of students, colleagues, and the wider school community.

NOTES

- The School and site are open between the hours of 7.00 am and 10.00 pm and support staff may occasionally be requested to carry out their duties during these hours in order to meet the operational needs of the school. Those staff who may be asked to work outside these times will have a note to that effect in their job description.
- Hours of work and designated lunch times may be subject to change for operational reasons.
- All applications for leave of absence, claims for additional hours, changes to published hours of working, etc. should be agreed by the line manager and processed via the Head of HR.
- A term time contract is for 39 weeks. Support staff are required to take their own holiday during the school holiday periods.
- If there are exceptional cases where time off is granted in term time it will either be as:
 - a) Unpaid leave, or;
 - b) time made up in lieu (by negotiation).
- There are other occasions when the Headteacher may grant leave (either unpaid or in lieu) for:
 - a. Overtime which has been worked by agreement with the Headteacher/Director of Business Services.
 - b. Attending a special event e.g. graduation.

FLEXIBILITY STATEMENT

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

APPRAISAL

All support staff undertake an annual appraisal in line with school policy and practice. The appraisal process supports professional development and sets objectives in line with the priorities of the school.

Date Prepared: 26 March 2026

Prepared By: Rob Davenport

Date Reviewed:

Reviewed by: