

Cover Supervisor

together resilient ambitious caring

Welcome from the Headteacher



Dear Candidate

Thank you for responding to our advert for the position of Cover Supervisor at Titus Salt School, I hope you find all the information you need in this booklet to support your application.

I wanted to take this opportunity to introduce myself and the school and assure you that should you be successful in applying for the role you will enjoy the full support of an ambitious SLT, superb staff and an excellent team of Governors. More importantly you will have the opportunity to work with an inspirational pupil and student body full of character, talent and potential.

Titus Salt is a fantastic school where everybody is valued and cared for, and I am incredibly proud to lead such a wonderful institution.

I passionately believe that education is the single most important factor in both enabling young people to achieve of their full potential and ensuring equality of opportunity for all. It is in this spirit that we seek to appoint an inspirational and ambitious Cover Supervisor to help drive forward the next stage of our development.

At Titus Salt School we enjoy an excellent reputation for the quality of education we provide and pride ourselves on our ethos which is summarised in our TRAC values, Together, Resilient, Ambitious and Caring.

Inclusivity and ambition for all define us and we strive hard every day to give the best opportunities to every child in our care. Titus Salt School is proud to serve the community now as it has done for over 150 years.

Please take your time to read through the application pack and if you have any questions please do not hesitate to get in touch.

Phil Temple
Headteacher

Introduction to the School



Titus Salt School is a large, dynamic, mixed comprehensive of 1480 pupils situated at the foot of Shipley Glen, and serving the communities of Baildon, Shipley, Saltaire, Wrose and surrounding areas. Immediately across the river is the model village of Saltaire, a fine example of the industrial architecture of the 19th century. The village and the school are named after their founder, Sir Titus Salt, one of the great Victorian entrepreneurs and philanthropists. Titus Salt School was developed from the Salt Factory School, founded in 1868 by Sir Titus Salt for the benefit of the workers in his textile business in Saltaire. The original building in Victoria Road, Saltaire, still stands and is now an annexe to Shipley College. We were delighted to welcome back the Salt family to the new school when Denys Salt, great grandson of Sir Titus Salt, took part in a ceremony to place the original seals in the Reception of the new building, and to approve the naming of our Sixth Form after him.



Titus Salt School is an exciting school in which to work with a friendly and supportive body of staff. We have a well-established model of distributed leadership that provides support and challenge for all members of staff. All faculties have a close link with a member of the Senior Leadership Team to ensure our model is effective in practice. The successful candidate will be working in an environment where teaching and learning is at the heart of all we do. They should have the ability to be flexible in approach, work well as part of a team and be willing to bring fresh and positive ideas to the school. In return we offer excellent opportunities for in-service training, practical and considerate support, and genuine and exciting career development through an engagement in forward thinking, evidence-based, educational practice.

Our leadership structure consists of the core SLT and an additional team of Senior Leaders. The School is then organised around ten faculties, each with its own leadership team. Linked to this is the Pastoral Leadership Team. Each year group has a Year Leader and an Assistant Year Leader who manage a tutor team for each year group, and there is a Year Teams Manager to support the whole team. Our pastoral teams work closely with our curriculum staff to incorporate oversight of the personalised learning agenda with a clear focus on maximising achievement for all.

Our Operations Leadership Team encompassing Business Operations, Human Resources, Data, IT and Administration has been increased over the past five years and will continue as we respond to the needs of our children and young people.

Our Ethos and Values

Inclusion is at the heart of everything that we do at Titus Salt School and we are proud of the achievements of all our pupils and staff. Visitors to the school comment on the friendly ethos and OFSTED noted that 'staff build warm relationships with pupils' (OFSTED March 2026).

We are a larger than average-sized secondary school with a mainstream, 30 EHCP place Resourced Provision with currently 32 EHCP pupils with multiple Learning Needs and difficulties. In addition, there are 100 pupils in mainstream school with an EHCP with the highest level of need being ASD. We also have a popular and thriving Sixth Form of around 250 students. On average, 75% of our Sixth Form pupils apply to university while others choose to pursue high quality apprenticeship and employment routes.





The strategic development of the school seeks to support pupils and students of all abilities through collaboration, partnership, and a multi-agency approach. The school's curriculum meets all statutory requirements and ensures there is a broad and balanced curriculum between academic and vocational courses of study. The school's NEET figures are consistently low and below national average. Success at Titus Salt School is for all children and young people to achieve.

Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and is summarised as:

together - **r**esilient - **a**mbitious - **c**aring

"together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals"

Key Stage 3



The Key Stage 3 curriculum is organised around core concepts and is designed as a three-year programme of knowledge acquisition and skills development in preparation for learning at Key Stage 4. Through the work of Faculty Leaders there is a focus on research and evidence-based programmes that are impacting on school improvement and pupil progression as they move through a spiralised curriculum.

We are committed to a broad and balanced curriculum which gives pupils opportunities to develop their talents. At Key Stage 3 all pupils study: Science, English, Mathematics, History, Geography, German or Spanish, Technology, Computer Science, PE, RE, Art, Music, Performing Arts and Personal Development. Many of our pupils arrive with low levels of literacy and there is a developing programme of interventions to support reading, vocabulary development and transcription in order to close these gaps.

Key Stage 4



We have introduced personalised learning pathways for all our pupils to embrace the more flexible nature of the 14-19 curriculum. Vocational opportunities are being extended using our own provision and in collaboration with a range of other partners. We are continually reviewing new courses to cater more effectively for our pupils. Central to our success is effective targeting and assessment of our pupils' needs and matching that to their own Individual Learning Plan.

The majority of pupils follow GCSE and BTEC courses, with three separate sciences offered to those able to cope with the challenge. Pupils are encouraged to take at least one foreign language.

We currently offer vocational courses in Health and Social Care, Business and Computing, Dance, Music, Sports Science, Hospitality and Catering, and a range of other vocational subjects through our links with neighbouring colleges.

Other subjects are offered to GCSE level – Mathematics, English Language, English Literature, Biology, Chemistry, Physics, History, Geography, Art, Media Studies, RE, Music, Drama, Engineering, DT, Spanish, German, Psychology and PE. Other vocational and work-related curriculum activities are offered through a number of projects and schemes, some instigated locally and also through national organisations.

To celebrate attainment and achievement we have introduced unitised certification and Entry Level Qualifications throughout the curriculum to meet the needs of all learners.

STEM

STEM is a strength of the school, and we are proud that this has been acknowledged through the Excellence in STEM Award – we were the first school in West Yorkshire to have been presented with this award. The appointment of a Leader of STEM ensures we have a focus across the STEM subjects to work collaboratively across the curriculum and in the development of extra-curricular provision and opportunities.



Sixth Form – Denys Salt Sixth Form Centre



At Key Stage 5 our students consistently make excellent progress as recognised by our ALPS achievement awards. There is an experienced Sixth Form Leadership Team who are committed to providing the best opportunities for pupils in and out of the classroom. There is a strong development and careers programme with input from external providers and university representatives.



The following A Level courses are offered:

English Language, English Literature, Mathematics, Further Mathematics, Art, Photography, Biology, Chemistry, Computer Science, Engineering, Economics, French, Geography, German, History, Media Studies, Music, Physics, Psychology, Religious Studies, Sociology, Spanish and Textiles.

The following Vocational courses are offered:

Business, Criminology, Performing Arts Dance, Health & Social Care, Mental Health, Performing Arts Music, Applied Science, IT and Sports Science.

Activities



Drama/dance productions and musical performances are a feature of school life and many national companies use our school as the focus for theatre workshops. School productions are many and varied. Recent annual productions include Little Shop of Horrors, Jane Eyre, Alice in Wonderland, Beauty and The Beast, The Wizard of Oz, High School Musical, Strictly Musicals, Annie and Matilda. We have a choir, orchestra, jazz band and smaller ensembles which perform on a regular basis in the locality and further afield.

Our Award Ceremonies celebrate the diversity of our pupils' successes, seeing us move away from one large Presentation Evening to a series more pertinent to each Key Stage.

Various exchanges and visits are undertaken each year with other European countries. We have previously, successfully worked in partnership with Amandus-Abendroth Gymnasium in Cuxhaven Germany as part of a two-year Comenius project which included pupils from different year groups creating an animated film with a professional animator: "The Young Musicians of Cuxaire"; we have completed a three-year Erasmus Plus project to produce a Language Learning App – "Appy to Learn"

Sporting achievements and activities have a high profile and we offer a diverse range of opportunities for sport, health and wellbeing.

Our PE Faculty includes Outdoor Education as well as a successful Duke of Edinburgh (DofE) programme – we have been a DofE Direct Licensed Centre since 2015 with pupils completing the Gold Award and being presented with certificates at St James' Palace as well as a significant number on the Bronze Award starting at the latter stages of Year 9. We also organise a range of international and UK based trips including skiing and watersports; visits to London to enhance learning in Media Studies, Art, History, English Science and Economics as well as visits to Edinburgh, Paris, power stations and research centres.



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Application Process

Post: **Cover Supervisor**

Scale: **Band 7 (SCP 11-17) 35 hours per week, term time only + 5 days**

Please complete the application form and additional information/personal statement in support of your application. The personal statement should be no more than two sides of A4 size paper in font size 10.

Partially completed forms will be questioned.

Closing Date for applications: 9:00am on Thursday 3 December 2026

Please return all applications to:

Jane Collett
HR Operations Manager
col@titussaltschool.co.uk

Selection Process: on Thursday 3 December 2026

Interviews will take place on Wednesday 9 December 2026

We are afraid that we cannot write to unsuccessful applicants, so if you do not hear from us again, may we thank you for your interest in our school and wish you every success in the future.

We look forward to receiving your application

Post: **Cover Supervisor**
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The following information is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description. It will be reviewed at least once a year as part of the school's Appraisal process and it may be subject to modification at any time after consultation with the post holder. The post holder may be required to take on responsibilities throughout the school as required, at the discretion of the Headteacher - taking notice of training undertaken or by providing it, and appropriate safety factors
- Officers should not refuse to undertake work, which is not specified in this job description, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed
- As an Equal Opportunities Employer we require our employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services. The post holder is subject to all relevant statutory and institutional requirements and shall uphold the school's policy in respect of child protection and safeguarding matters
- The school is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed

Prime Objectives of the Post

To supervise whole classes during the short-term absence of teachers. The primary focus will be to maintain a purposeful behaviour for learning environment and to ensure pupils continue to progress within the subject. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

N.B. Cover for short-term absences may be provided by persons who are not qualified teachers. The term 'cover supervision' occurs when there is no active teaching taking place. Pupils continue their learning by carrying out pre-prepared exercises/tasks under this supervision.

To provide general administrative and pastoral support to the school at the discretion of the HR Operations Manager where necessary.

Supervisory/Managerial Responsibilities

Staff may supervise whole classes during the short-term absence of teachers. To take delegated responsibility in the supervision of pupils on work experience, trainees, and voluntary helpers with whom the postholder is working.

Supervision and Guidance

- To work under the guidance of the HR Operations Manager within an agreed system of supervision
- Ultimately responsible to the Headteacher but managed by the HR Operations Manager or person with delegated responsibility
- Working under the direction of the HR Operations Manager on a day-to-day basis
- Use initiative in the pursuance of school policies, procedures and programmes

Range of Decision Making

To make decisions using initiative where appropriate within established working practices. The postholder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individuals, groups of pupils and whole classes
- The correct use and care of materials by individual and small groups of pupils
- The safety, mobility (if required) and hygiene and well being of the pupils

Responsibility for Assets, Materials etc.

- To be responsible for the care of all equipment and materials within the classroom / Achievement Support base in conjunction with other members of staff
- To maintain the confidential nature of information relating to the school, its pupils, parents and carers in accordance with GDPR
- Responsible for the provision, use and storage of equipment and materials prepared by the postholder and used by the pupils with whom the postholder is working
- To ensure the safekeeping of office equipment and computer hardware and software and backing up computerised data in accordance with GDPR

Contacts

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies.

Range of Duties

Cover Supervision

- Supervise whole classes during the short term absences of teachers
- Maintain good order and keep pupils on task undertaking pre-prepared work
- Respond to pupils questions and generally assist them to undertake set activities
- Deal with any immediate problems or emergencies using the schools policies and procedures
- Transfer the work and resources back to the teacher and feedback on any issues
- Report back as appropriate using the agreed referral procedure on the behaviour of pupils in the class
- Undertake before school, lunchtime and after school supervision as required
- Provide general administrative and pastoral support at the discretion of the HR Operations Manager
- Administer and assess routine tests and invigilate exams/tests

Support for the Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Implement the school's Positive Behaviour Strategy
- Promote the inclusion and acceptance of all pupils within the classroom
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Establish an appropriate learning environment
- Be responsible for keeping and updating records, contributing to reviews of systems/records as requested

Supporting 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos / work / aims of the school
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with teachers, to support achievement and progress of pupils
- Attend and participate in regular team meetings
- Explore opportunities to extend own personal development
- Supervise pupils on visits, trips and out of school activities as required
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- Recognise own strengths and areas of expertise and use these to advise and support others

Appraisal and CPD

To support Appraisal and CPD monitoring of individuals/groups by:

- Participation in the school's Appraisal system (as appropriate)
- Involvement in the Professional Development Review systems and processes
- Participating in staff development schemes as implemented by the school
- Exploring opportunities to extend own personal development

Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Advanced Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School

Personnel Specification

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Key:
D = Desirable E = Essential A = assessed at application I = assessed at interview P = Pre-employment check including references

Qualifications and Training	**D or E**	**How Assessed**
• GCSE or equivalent in English and Maths	E	A, P
• Good standard of IT skills	E	A, P
• Willingness to participate in development and training opportunities	E	A, I
• Willingness to cascade training to colleagues within school policy and practice	E	A, I
• Qualifications relating to youth work, social work, counselling, teaching or mentoring	D	A, P
• Training in behaviour management, SEND or safeguarding	D	A, P

Experience	**D or E**	**How Assessed**
• Experience of working specifically as a teacher, cover supervisor or teaching assistant in a secondary school setting	E	A, I
• Experience of working on own initiative and contributing to systems and procedures in a developmental way	E	A, P
• Experience of working with pupils of the relevant age, (eg voluntary organisation, work experience or parental caring responsibility)	E	A, I
• Experience of working closely with young people	E	A, P
• Experience of working as part of a team and contributing positively , providing mutual support when needed	E	A, P
• Experience of managing challenging behaviour or difficult situations with professionalism and showing resilience	D	A, P
• Experience in handling pastoral needs or supporting pupils with additional learning needs	D	A, I

Specialist Knowledge and Skills	**D or E**	**How Assessed**
• Good administrative skills to take registers, collect completed work, and report back to subject teachers	E	A, I
• Flexibility to be able to handle unexpected situations, changes in schedule, or last-minute adjustments to lesson plans	E	A, P
• Empathy to understand the needs and challenges of students and being able to relate to them on a personal level	E	I
• Some working knowledge of relevant policies/codes of practice and awareness of relevant legislation	E	A, I
• Strong written, verbal and presentation skills to communicate effectively with all stakeholders	E	A, P
• Adaptability to quickly adjust to different teaching environments, subjects and age groups	D	A, P
• Knowledge of a range of strategies to deal with whole-class behaviour and individual behavioural needs	D	A, I

Personal Qualities	**D or E**	**How Assessed**
• Abides by the framework for the Seven Principles of Public Life (The Nolan Principles)	E	A, I
• Treats people fairly, equitably and with dignity to create and maintain a positive ethos	E	I
• Committed to safeguarding, inclusion and promoting the welfare of all stakeholders	E	I
• Make a significant contribution to promote good behaviour and a positive school ethos	E	I
• Excellent time management, ability to prioritise effectively and handle tasks under pressure in a demanding environment	E	I
• High standards of professionalism with regards to confidentiality and discretion	E	I, P
• Ability to support colleagues to achieve shared goals	E	I
• Proactive nature with knowledge of when to consult line manager	D	A, I
• Ability to work as part of a team and also unsupervised when required	D	A, I

Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment though a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

Rehabilitation of Offenders Act

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020) provides that when applying for certain jobs, certain spent convictions and cautions are protected so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Headteacher	**Phil Temple**
Address	**Titus Salt School** **Higher Coach Road** **Baildon** **Shipley** **BD17 5RH**
Telephone	**01274 258969**
Website	**www.titussaltschool.co.uk**