



Cover Supervisor

APPLICATION PACK



Dear Applicant,

Thank you for showing an interest in joining The Bolton Impact Trust.

Bolton Impact Trust Academies have been delivering high quality Alternative Provision and Special Education to pupils in Greater Manchester and Lancashire for over 20 years and we are proud of our track record of making a real difference to children's lives in our area.

Our aim is to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential. Developing self-esteem, confidence and resiliency are major goals for us and preparing our young people to enjoy worthwhile and fulfilling lives back in their own communities after attending the Impact Trust Academies is a crucial part of our work.

We think that our Trust is a very special place where we respect individuality, diversity and difference. Every child who joins us is afforded a fresh start, and every adult who joins our team is given the opportunity to contribute. Staff Wellbeing is extremely important to us, and we offer attractive support packages including Employee Assistance Programmes, Wellbeing Credits and enhanced CPD opportunities.

We are looking to appoint a Cover Supervisor to join our team at Youth Challenge Academy. If you are a dynamic, motivated, conscientious professional who has a passion for working with children and young people and you feel you have the skills and personal attributes to work as part of an innovative, energetic and ambitious team, we would love to hear from you.

Yours faithfully

Paul Hodgkinson



CEO – Bolton Impact Trust

WELL-BEING AT THE BOLTON IMPACT TRUST

The Bolton Impact Trust recognises that staff are our most important assets and we wish to support them fully to thrive both personally and professionally. We recognise that there is a correlation between the wellbeing of our staff and the quality of provision that we offer to our pupils so we wish to promote a consistent trust-wide approach to wellbeing for our staff. We want our staff to thrive, come to work happy and leave work happy.

Our whole Trust vision is for all staff to enjoy successes at work and to develop their experience and skills to become excellent at what they do. Our wellbeing mission and aims are built in culture rather than as a set of stand-alone wellbeing activities. We believe that wellbeing is a constant state of botheredness for all.

Our wellbeing pledges

- We demonstrate compassionate leadership at all times
- We promote the concept of 'it's nice to be nice'
- We challenge any instances of non-compassionate leadership
- We create a constantly open 'support window' for staff
- We survey staff regularly
- We recognise outstanding staff performance regularly (praise culture)
- We offer high-quality CPD
- We consistently apply Trust policies
- We ensure that scrutiny leads to support, not judgement
- We look to create better environments for staff to work in
- We put resources aside for wellbeing activities
- We create Leadership Spaces for staff to work without external interference
- We provide opportunities for staff to collaborate with colleagues from across the trust and from external networks

Some examples of wellbeing activities include:

- Workload reduction strategies being reviewed regularly
- Making adjustments to working conditions for staff when required
- Clear email expectations – we do not expect our staff to read or respond to emails outside of working hours unless they want to
- Providing free refreshments each day
- Access to 'wellbeing' credits which allows agreed time off work
- Access to free counselling and Occupational Health
- Access to free physiotherapy
- Providing pastoral drop-ins and confidential supervision sessions for staff
- Fresh water dispensers on all sites
- Providing creative opportunities for connecting with staff and promoting their wellbeing (e.g., breakfast meetings, shared lunches,)
- Employee Assistance programme
- Menopause support
- Men's Health promotions
- Extensive opportunities for staff development (CPD programme)
- Equality Champions
- Wellbeing Champions

ADVERT – COVER SUPERVISOR

Are you a confident and adaptable individual with a passion for supporting young people in alternative education? We are seeking a dedicated Cover Supervisor to join our dynamic team at Youth Challenge in September 2025. In this rewarding role, you will oversee classes in the absence of the usual teacher, ensuring a positive and structured learning environment. Working closely with staff and pupils, you will help maintain engagement, manage behaviour effectively, and provide vital support to learners with diverse needs.

Youth Challenge provides education for pupils who aren't currently in mainstream settings. Typically, our pupils have either been excluded from school or require support in order for them to stay in school. A growing number of pupils have Special Educational Needs. Our aim is to provide high-quality, personalised education for all pupils so that they can make successful transitions back to mainstream school or into employment, education or training.

We are very proud of the quality of education at Youth Challenge and have been judged Outstanding by Ofsted since 2008.

Why you?

- You have the flexibility to support pupils across a range of curricular areas
- You have excellent organisational skills
- You can work collaboratively with other colleagues
- You are resilient, motivating and inspiring to others

Why choose us?

- At BIT, we value all members of staff. We have a strong focus on staff wellbeing, providing access to wellbeing support services via a dedicated wellbeing charter
- We are a growing Multi Academy Trust (MAT)
- Guidance of a supportive and experienced executive leadership team who invest in the development of their teams and the Trust
- Encouragement of further and continued professional development
- Competitive salary
- Part of the Greater Manchester Pension Scheme

This role is term-time plus 3 days

To apply, please follow the link and complete an online application form. The link can be found on the vacancies page of our website.

<https://www.boltonimpacttrust.org.uk/join-us/vacancies>

Visits to the Academy are welcome by prior arrangement. Candidates should contact the Academy Lead, Miss V. Sutton, on 01204 338574 or email:

SuttonV@boltonimpacttrust.org.uk

Applications should be submitted by Midnight on Sunday, 27th April to Office Supervisor, Ruth Jackson at JacksonR@boltonimpacttrust.org.uk

Interviews will be held in the week commencing 19th May.

Candidates should ensure that their referees are easily contactable, with the correct phone number and email address and able to reply promptly if references are requested.

References will be obtained prior to an interview, and shortlisted candidates will be subject to online checks.

This post is subject to an enhanced DBS check

Bolton Impact Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Please note that CVs will not be accepted

JOB DESCRIPTION

Job Title	Cover Supervisor
Salary	NJC Scale 17-23 Grade 6 Term Time Plus 3 days £30,060-£33,366 Actual Salary £25,817-£28,657 <i>Pay award pending</i>
Location	Youth Challenge Smithills Dean Road Bolton BL1 6JT
Hours of Work	37hrs term time plus 3 days
Contract	Full-time, Permanent
Responsible to	Academy Lead

Job Purpose:

- To teach cover lessons with and supervise individuals and groups of children under the direction/instruction of teaching staff
- To contribute to the planning of lessons and resources that will support pupils' learning
- To support and reinforce classroom management, behaviour techniques and lesson protocols, through adhering to the *Behaviour for Learning* policy
- To provide efficient and comprehensive administrative support to allocated departments depending on cover requirements.
- Support other activities relating to the supervision of pupils, e.g., general supervision during breaks, attendance on school trips and educational visits

SUPPORT FOR THE PUPILS

- To plan and teach under the guidance of teaching and senior staff, including:
- Registration of the class
- Communicating the set work to the pupils
- Supervising the completion of the work during the lesson and collection at the end of the lesson
- Managing behaviour of pupils whilst in class in accordance with school policy
- Responding to queries and concerns regarding the task set
- Reporting back to the teacher on progress, issues and difficulties
- Assess the educational needs of pupils and adapt teaching methods to support student Teaching and Learning
- Develop and implement individual and group learning plans, using a variety of delivery methods to stimulate individual learning
- Provide feedback to pupils in relation to progress and achievement

- Establish productive working relationships with all pupils, acting as a role model and setting high expectations
- To ensure that RWCM is encouraged in the teaching and learning experience of pupils
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedures
- Encourage pupils to interact with others and engage in activities led by the teacher
- To ensure a high-quality learning experience for pupils which meets internal and external quality standards
- Promote inclusion and acceptance of all pupils

SUPPORT FOR THE TEACHER

- Production of lesson plans, worksheets, and learning objectives within an agreed system of supervision
- Effectively contribute to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests
- Use teaching and learning objectives to plan challenging targets and to evaluate and adjust lesson/work plans as appropriate within agreed systems of supervision
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Support the role of parents in their child's learning and contribute to meetings with parents to provide constructive feedback on student progress/achievement etc.
- Provide objective and accurate feedback and reports as required to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested
- Invigilate exams and tests as appropriate
- Establish a clear framework for student discipline, anticipate and manage student behaviour constructively, promoting self-control and independence in line with established school policy

SUPPORT FOR THE CURRICULUM

- Deliver learning activities/programmes, adjusting activities according to student learning styles and individual needs within an agreed system of supervision
- Use ICT effectively in learning activities, the preparation of resources, and to develop pupils' competence and independence in its use
- Assist pupils to access learning activities through specialist support in specific curriculum areas
- Select and prepare required resources to lead learning activities, taking account of pupils' interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

SUPPORT FOR THE SCHOOL

- To work closely with the class teacher and any external professionals as appropriate, to deliver any special programme designed for the student(s) and to undertake such training as necessary
- Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)

- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims, objectives and improvement plans
- Attend and participate in regular meetings as required
- Participate in the school's CPD programme and other learning activities and personal development, as required
- Establish own best practice and lead specialist area, and use to support others
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours
- Contribute to the identification and execution of appropriate out of learning activities, which consolidate and extend in school activities
- To accompany pupils on school visits, trips and out-of-school activities, as required
- To work with class teachers and SLT to design and produce display boards
- Support of ad hoc educational initiatives
- Support the allocated Subjects' administrative work
- Supporting the learning of pupils in all aspects of the allocated Subjects
- Supporting in the production and delivery of appropriate learning materials in the allocated Subjects
- To supervise pupils inside and outside the building at both morning break and lunchtime

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Person Specification	
Essential	Desirable
Qualifications and Training	
GCSE English & Maths (Grade 4/C or above) or equivalent	Teaching degree, degree, HLTA or willingness to work towards the HLTA qualification
	NVQ Level 2 or equivalent in a relevant field
	Driving Licence
Experience	
Experience and good working knowledge of the National Curriculum, including KS3 and KS4	
Experience of working with children in an educational setting (within specified age range/subject area)	
Experience of resources preparation to support learning programmes	
Experience of effectively using ICT to support learning	
Knowledge and Skills	
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	
Knowledge & understanding of inclusion, especially within a school setting	
Working knowledge of relevant policies/codes of practice/legislation	
Ability to build effective working relationships with all pupils and colleagues	
Ability to adapt own approach in accordance with pupil needs	
Ability to work with children at all levels, regardless of specific individual needs and identify learning styles as appropriate	
Understanding of safeguarding principles and safe working practices, and to be able to set in motion appropriate procedures according to the school setting/policies	

Excellent Literacy and numeracy skills	
Understanding of statutory frameworks relating to teaching and learning	
Understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g., knowledge of core subject areas etc.	
Personal Qualities	
Committed to the development and values of the Trust	Willingness to work across the trust and share good practice.
Committed to impactful and effective communication	
All year-round commitment to performance management and CPD	
The highest professional expectations of yourself, colleagues and pupils	
Work effectively as part of a team developing positive relationships with colleagues, pupils, parents/carers and other agencies, as appropriate	
Comfortable working with young people and families with challenging behaviours	
Commitment to impactful networking and research activity	
Enthusiasm, commitment, determination	
Committed to the well-being of yourself and others	

