



Cover Supervisor

Application Pack













Holly Lodge High School
Smethwick, West Midlands





“Pupils study a wide range of subjects and take part in a variety of extra-curricular activities. Teachers make sure that pupils develop their knowledge and skills across the curriculum. Leaders and staff are attentive to pupils’ well-being. They ensure that all pupils can progress and enjoy the full range of activities the school offers.”
[Ofsted Report - March 2022](#)

Cover Supervisor

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Welcome

Dear prospective candidate,

Thank you for considering an application to join the team at Holly Lodge.

At Holly Lodge, we believe that all students are entitled to an ambitious and diverse education, regardless of their background or starting point. We believe that it is our job to teach all of our students the best of what has been thought, said and created, through a powerful knowledge curriculum. In addition, we believe in the explicit teaching, practice and development of kindness, community and the soft skills which will stand our students in good stead for happy, successful and positive lives.

Our vision doesn't end with what we want for our students. We also believe that schools should be rewarding, inspiring places for staff to work, and that it is our responsibility to keep workload down and to intentionally build a positive and supportive culture. We do want our staff to work hard but we want them to have plenty of time and energy for the other things in life. We believe that supportive relationships between colleagues are fundamental to successful organisations.

We believe that Ofsted have recognised our school's achievement in our grading (2022) of "Good" and we embrace our next stages of development as we strive for excellence for our students and staff.

Colleagues joining our team can expect the following:

- Comprehensive induction, a senior staff link and a buddy
- High expectations for student behaviour
- A senior team who believe their job is to create the conditions where teachers can teach and students can learn
- A focus on feedback and not marking



- No performative documents or requirements to "evidence" your work
- No graded lesson observations
- Research informed and subject-specific CPD
- Multiple career progression pathways
- An open-door and pro-active feedback policy – questions and suggestions are welcome all day, everyday

We are unashamedly ambitious in our aspirations, and our team of staff is key to our success. If you share our vision for the entitlement of all young people to an ambitious and diverse education, if you want to work in a school that focuses on what works and on genuine staff wellbeing, if you are prepared to work hard on the things that make a difference, and play your part in a strong, open and supportive culture, then please apply today. I strongly encourage you to contact the school and look forward to either arranging a telephone call, virtual or meeting in person through a visit to the school.

I look forward to meeting you.

Imran Iqbal
Headteacher





Vision and Values

| | | |
|----------|-------------|-----------|
| Ambition | Opportunity | Community |
|----------|-------------|-----------|

At Holly Lodge we believe in ambition: for students’ achievements, conduct and future pathways. We believe in opportunity, in noticing what we are lucky to have and in seizing the chances we have in life. And we believe in community: in serving each other through respect, kindness and responsibility.

Ambition

At Holly Lodge we believe that a truly excellent education should be the entitlement of every single young person. This means we pursue an ambitious, knowledge-rich curriculum, made accessible and memorable for all. We believe that our curriculum and teaching should equip students to pursue high-flying further study and careers on their chosen paths, and to join *“the great conversations of humankind.”*

As Aristotle said, *“Excellence is a habit.”* Thus **hard work** from students and staff alike sits at the heart of our ambition. Our job is to help students develop good habits of hard work, and to effectively support them in their learning. We are immensely proud of our SEND and EAL provision, and are committed to inclusion in education. We are ambitious not only for our students’ academic success but also for their personal development, soft skills and wider cultural capital. To this end we model and expect **excellent conduct** from all our students: *“We are becoming the best versions of ourselves.”*

Ambitions such as these do not come easily. When we are pushing ourselves we should expect to feel challenged; we should embrace the obstacles we face as opportunities to grow and learn. **Resilience** is therefore the final component of our Holly Lodge Ambition. *“If it was easy, it wouldn’t be worth doing.”*

Opportunity

An education at Holly Lodge represents many, many fantastic opportunities, from the learning itself, to extra-curricular clubs,



to trips, to life-long friendships made. We see opportunity as a value in itself: it is a way to see the world, to notice, seize, and make the most of the opportunities we are so fortunate to have.

Crucial to our opportunity outlook is **appreciation**. It is vital that we take time each day to notice all the wonderful things we are lucky to have – *“even in the darkness there is light.”*

At Holly Lodge, we make the most of our opportunities by valuing **efficiency**. We spend our time on the things that make a difference, and we don’t waste time on things that don’t work. *Every second counts*: whether it is for learning, rest or leisure.

Openness is key to opportunity: openness in our minds and outlooks, a willingness to try new things and consider other viewpoints, and to receive and act on feedback that helps us to get better every day.

Community

Communities are valuable because together we are stronger. At Holly Lodge we value our school community and the wider community we serve as a school. Community is based on **respect**: tolerance, trust and consideration. It is also based on **kindness**: we do things to help others because it is the right thing to do. Finally, we take **responsibility**: we are independent thinkers and we have the power to make the world a better place – it is up to us to do so, in our actions every day.

“Leaders and governors have high ambitions for the school. They are determined to serve the local community the best way they can.”

“A pleasant and welcoming atmosphere. Pupils and staff are proud of their school. Leaders promote tolerance and community cohesion and make the most of the multicultural intake of the school.”

[Ofsted Report - March 2022](#)



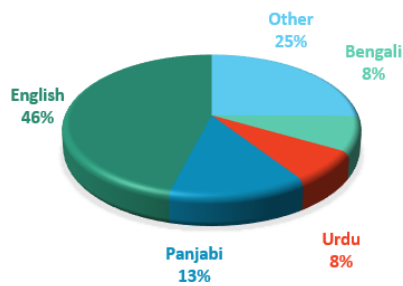
School Information

Smethwick Deprivation

Better than 13% of England.

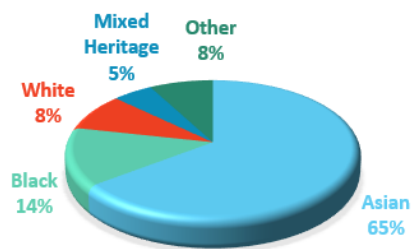
Worse than 87% of England.

European languages: 16
Asian languages: 25
African languages: 15
**Total number of first
languages: >60**



First languages spoken

Heritage and Ethnicity



Bangladeshi 18%
Chinese 1%
Indian 27%
Pakistani 26%
Other Asian 10%

Black African 12%
Black Caribbean 3%
Other Black 3%

All Black and Asian

Number on roll: 1397

(Yr 7 to 11)

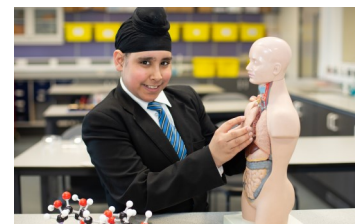
41%

Pupil Premium

SEND
EAL



SEN Support: 14%
EHCP: 2%
EAL: 64%





Job Description

| | |
|------------------------|--|
| Position: | Cover Supervisor |
| Scale: | NJC Grade D, Point 9–17 |
| Hours/Weeks: | 37 hours per week, term time plus 5 training days 8am to 4pm (Mon, Tue, Thu), 8.30am-4.30pm (Wed) and 8am-3.30pm (Fri) Contract Type: |
| Start date: | As soon as possible |
| Responsible to: | Assistant Headteacher |

Job Summary

Taking charge of a group or class under the direction and control of the Headteacher, or other designated member of staff. This will include long term cover for absent staff or vacancies.

Objectives

Supervise students on a lesson by lesson basis or set classes for a longer period.

Manage student behaviour and to follow up on good and poor behaviour issues according to the schools policies and procedures.

Be available for tasks and deployment for such things as: accompanying school trips, workings with students with SEN, invigilating examinations, collecting and displaying work.

Work across the school in different departments.

Assessment and Reporting

Cover supervisor standard of work will be assessed by the cover manager and the Deputy Head Teacher and, as such, cover supervisors will be observed and monitored both formally, through the Performance Development procedures and informally through regular drop ins.

Cover supervisors will report directly to the cover manager at the beginning of the day for their daily schedule or the relevant Leader of Learning for long term absence.

Monitoring and Review

Monitoring will be carried out as above and reviews will be carried out through the PD system and through regular meetings with the cover manager.



Job Description

Student Care Role

The cover supervisor will, given the nature of their role, implement and ensure all aspects of the school policy relating to the welfare and safeguarding of children are implemented.

Management and Administration

Cover supervisors will manage the classroom and will carry out any administration tasks which ensure the successful outcomes as outlined above.

Cover supervisors will work with Leaders of Learning or designated member of staff for long term administration required for each group.

Training and Development

Training and development will be given to ensure all cover supervisors are able to carry out their job and will play a full and active part in the performance development procedures.

Hours of work

A Cover Supervisor is employed for 37 hours per week. Included in this is one unpaid 30 minute lunch break per day.

Cover Supervisor start and finish times each day are determined by the school.

Such other duties falling within the purview of the post as may be required by the Head teacher to ensure the satisfactory functioning of the school's administration.

This appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document, the required Teacher Standards, other current educational legislation and the school's articles of governance.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for job applicants with disabilities or specific requirements or continued employment for any employee who develops a disabling condition or specific requirement.



Person Specification

| | | |
|---|---|---|
| Qualifications | <ul style="list-style-type: none"> • A*-C English and Mathematics GCSE or equivalent. • Willingness to work towards level 2 NVQ, Degree or other higher education equivalent. • Commitment to personal/professional development. | E |
| Experience | <ul style="list-style-type: none"> • Some experience of the world of education. • Some experiences in working with young people. • Some experience of working with challenging young people. | E |
| Training | <ul style="list-style-type: none"> • Willingness to undertake further professional development or relevant training if required | E |
| Special Knowledge | <ul style="list-style-type: none"> • Some knowledge of one or more curriculum subjects. • Understanding of the national curriculum. | E |
| Circumstances | <ul style="list-style-type: none"> • Ability to work when the school is open (Term Time Working). • Willingness to work flexibly to meet the requirements of the post. | E |
| Disposition | <ul style="list-style-type: none"> • High expectations of students and colleagues • Highly motivated and able to motivate and inspire students. • Enthusiastic and committed. • A passion for teaching and learning. • Open mindedness. • A forward-thinking approach. Excellent interpersonal skills. • Ability to be reflective and self critical. Display calmness under pressure. • Potential for further promotion. Charismatic—having ‘a presence’. • Willingness to take on other roles and responsibilities within the team. | D |
| <ul style="list-style-type: none"> • Practical and Intellectual Skills | <ul style="list-style-type: none"> • Ability to establish good working relationships with colleagues. • Ability to work on own. • Good communication skills. • Committed to helping young people achieve the very best they can. • Ability to generate ideas and drive initiatives. | E |
| Legal requirements | Enhanced DBS Clearance. | E |



How to Apply

We believe that staff are fundamental to student success and happiness. We strongly encourage prospective applicants to visit the school prior to applying, to have a tour with Headteacher Mr Iqbal, to meet some of our lovely students, and to see for yourself our values in action. If you would like to arrange a visit, please contact: HLS_hr@holly-lodge.org.

If you would prefer to arrange a telephone conversation to discuss the role, or if you have any questions regarding the role or your application, please contact HLS_hr@holly-lodge.org.

Holly Lodge is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from our vision and values.

We very much look forward to meeting you.

Completed applications should be sent to: HLS_hr@holly-lodge.org

Deadline for applications: Monday 17th March 2025 at 09.00am

Holly Lodge High School
Holly Lane
Smethwick
West Midlands
B67 7JG

Telephone: 0121 558 0691

Email: info@holly-lodge.org

Main reception time:

7.45am until 4.00pm

(Monday to Friday)

