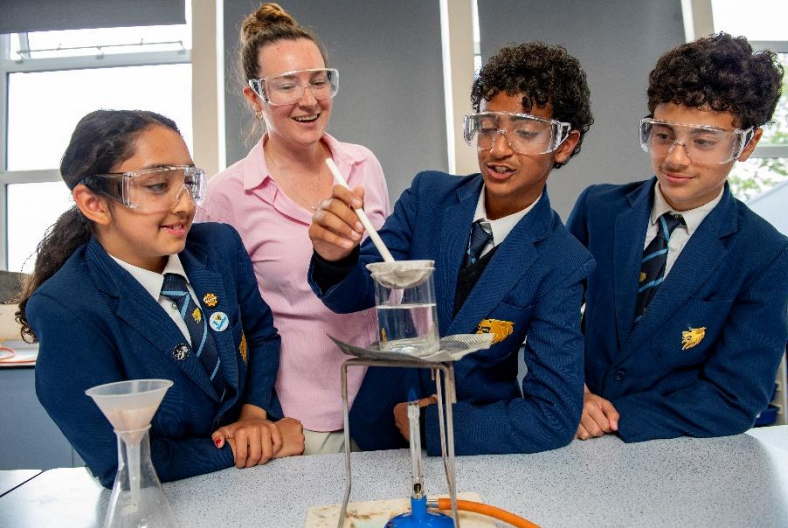




# William Hulme's Grammar School

The best in everyone™

Part of United Learning



## Candidate Pack

### Cover Supervisor (Secondary Phase)

(Full Time, permanent contract, commencing September 2026)

**Closing Date:**

**Sunday 7 June 2026**

**Interviews:**

**Friday 12 June 2026**

**Start Date:**

**1 September 2026**



**United Learning**

The best in everyone™



## Overview of the Role

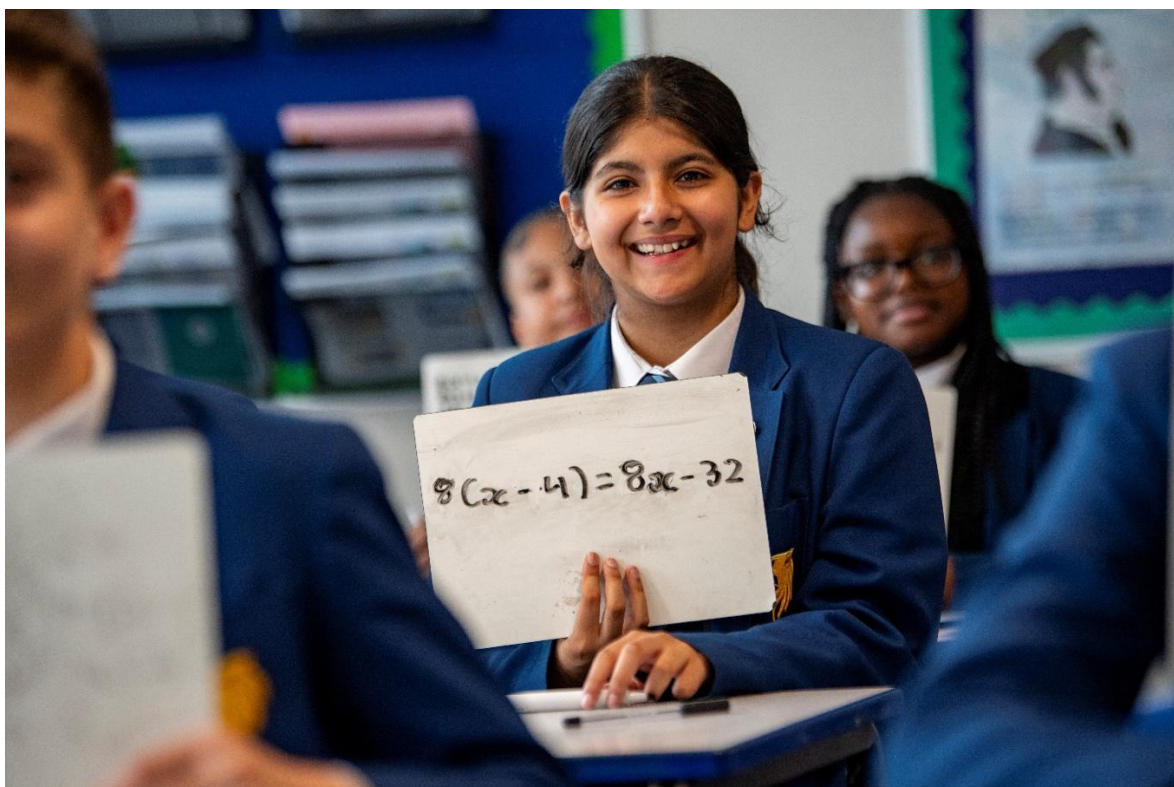
Thank you for your interest in applying to be a Cover Supervisor in the Secondary Phase at William Hulme's Grammar School (WHGS).

We are seeking to appoint a confident, reliable and proactive Cover Supervisor to support teaching and learning across the Secondary Phase. This is a key role within the school, ensuring continuity of learning when subject teachers are absent. As a Cover Supervisor, you will be responsible for supervising whole classes, maintaining a purposeful learning environment and ensuring that students remain on task throughout the lesson.

In the absence of the class teacher, you will deliver pre-prepared lesson content and resources, following the guidance and lesson plans provided. While you will not be expected to plan lessons, you will be required to clearly communicate instructions, manage transitions effectively and ensure that students understand what is expected of them.

The role requires strong classroom management skills and the confidence to establish and maintain high standards of behaviour in line with the school's policies. You will motivate and engage students, promoting positive attitudes to learning and supporting them to work independently or collaboratively as appropriate. You will also provide appropriate guidance and support to students as they complete the tasks set, offering clarification or assistance where needed to help them remain focused and make progress.

This role would suit someone who enjoys working with young people, has strong interpersonal skills, and can adapt quickly to different subjects, classes and situations. Previous experience of working with secondary-aged students or within a school setting would be an advantage, as would an interest in education and supporting student achievement.





## Why work for us?

William Hulme's Grammar School is the most over-subscribed school in Manchester and one of the most successful comprehensive schools in the country. WHGS is an all-through (3-18) Academy of over 1600 pupils with a wide range of abilities, ethnicities and backgrounds.

WHGS is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England. Our subject specialists, our Group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resources, helping to simplify work processes and manage workloads for an improved work-life balance.

As a part of United Learning, our academy benefits from shared resources, experiences, working practices and CPD opportunities that are second to none. This affords further opportunities for staff to provide a vital contribution in our pursuit to deliver the highest standards of educational excellence.

Our pledge, to all our academy teachers is that by working for us, you will benefit from **more pay, more time and more support**.

### More pay:

- Cash towards medical treatment.
- Generous staff discount scheme.

### More time:

- Three extra INSET days for planning.
- At least one paid personal day off a year.

### More support:

- High quality training for your career.
- Exceptional curriculum resources.
- Expert subject advice.
- Support for your wellbeing.



***“Teachers have strong subject expertise. They know the key knowledge that pupils need to learn... The school has effective processes in place to identify and meet the needs of pupils. Pupils with special educational needs and/or disabilities (SEND) are well supported.” Ofsted, 2025***





## Our Framework for Excellence

**United Learning Schools prioritise 5 key principles which represent our approach to education which lead to excellence when exemplified in the right way.**



### The Best from Everyone

Our aim is to bring out the best in everyone. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

### Powerful Knowledge

### Education with Character

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

### Leadership in Every Role

### Continuous Improvement

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.



## Our Mission

Our mission is to establish William Hulme's Grammar School as the most popular and successful state school in the country, preparing our community for the future. We are working closely with parents and the wider community in our bid to achieve this ambitious aim of WHGS being:

- A great place to learn.
- A great place to work.
- A great place to grow and flourish.
- A great place to contribute to the wider community.

## Our Values

### Ambition Charter

I will:

1. Show **pride** in everything I do.
2. Be **enthusiastic** and say 'yes' to opportunities that come my way.
3. Show **resilience** by adapting to overcome obstacles.
4. Show **determination**, embracing failure and learning from my mistakes.
5. **Challenge** myself and step out of my comfort zone.

### Compassion Charter

I will:

1. Be **kind** to everyone, including myself.
2. Be **inclusive**, understand, celebrate and embrace diversity.
3. Show **empathy**, by being open to others' point of view.
4. **Challenge** behaviour that I feel is unkind or morally wrong.
5. Be **generous** and help others within the school and local community.

### Respect Charter

I will:

1. **Speak** with respect.
2. Respect the **school environment**.
3. **Behave** with respect.
4. Respect **other students' learning**.
5. Respect **my own learning**.



***"The school has the highest expectations of pupils' behaviour. In classrooms, learning takes place uninterrupted. Pupils are engaged in their learning . . . Pupils benefit from highly personalised pastoral care which helps add to their sense of belonging." Ofsted, 2025***



## **JOB DESCRIPTION**

### **Cover Supervisor (Secondary Phase)**

|  |   |
|--|---|
| <b>Department (Faculty):</b>                 | Cover   |
| <b>Directly Reporting to:</b>                | Assistant Principal (Curriculum)  |
| <b>Context / Scope of Role:</b>              | Full-Time (37.5 hours per week), Term Time Only (39 weeks, including all Inset and Planning Days), support staff role   |
| <b>Purpose of Job/Role:</b>                  | <ul style="list-style-type: none"><li>■ Supervise and manage Secondary Phase students during teacher absences, ensuring a positive and productive learning environment.</li><li>■ Deliver pre-planned lesson content and maintain classroom discipline in the Secondary Phase.</li><li>■ Foster a safe and inclusive atmosphere where students can thrive.</li><li>■ Adapt to a variety of subjects and year groups as required.</li><li>■ Provide general support to teachers in classrooms and administrative staff as and when required.</li></ul> |
| <b>Line Management Responsibilities:</b>     | None  |
| <b>Contacts &amp; Working Relationships:</b> | All teaching and support staff in the Secondary Phase   |
| <b>Job Family:</b>                           | Teaching and Learning   |
| <b>Band:</b>                                 | Vocational (V), 2   |
| <b>Salary Range:</b>                         | From <b>£25,918.00</b> per annum (Full Time Equivalent)   |

#### **Roles and Responsibilities**

1. Supervise classes in the short-term absence of teachers to deliver work prepared by teachers.
2. Ensure that students get full opportunities to learn when covering lessons for absent staff.
3. Promote learning of all students in classrooms and within the academy as a whole.
4. To respond to any questions from students and provide support and guidance.
5. Manage the behaviour of students to ensure a constructive environment whilst undertaking work.
6. Reporting as appropriate, on the behaviour of students during lessons and unstructured time.
7. Register students in the class in a timely and efficient manner.
8. For personal development, cover supervisors will be linked to named curriculum areas for training and practice to increase their skill set and knowledge, including schemes of work and departmental practice.
9. Providing a high-quality cover service for absent colleagues across all areas of the academy.
10. Actively use the academy protocols for managing behaviour in classrooms and around the academy.
11. Contribute to the life of the academy, including the delivery of enrichment sessions as necessary.



12. Support the administration and finance functions in the main office during times when no cover is required, processing orders, supporting front of house for dinner/meeting cover, supporting with the collation of whole school communications.
13. Work around school in support of the Pastoral function when not covering teaching classes.
14. All staff are expected to keep up to date with safeguarding legislation and requirements and work to ensure the safety of students at all times.
15. Job Descriptions for all posts in the academy will be subject to review and may be modified after consultation with the holder of the post.
16. William Hulme's Grammar School delivers Character Education through the Future Me framework and staff must purposefully model the behaviours expected by the school ethos and actively act as role models to students.
17. Staff should use the language of values as part of their conversations in delivery of their roles, in lessons and around school as part of the coordinated character programme.
18. Any other duties which are appropriate to the post which the Principal/Head of School or other manager may direct.

#### Other Duties

1. Support the aims and ethos of the school.
2. Support the implementation of school policies and procedures.
3. Be proactive in matters relating to health and safety and child protection and safeguarding including the completion of EduCare courses as required.
4. To take part in whole school INSET activities to enhance job effectiveness.
5. Set a good example in terms of dress, punctuality and attendance.
6. To work as part of the team, liaising, advising and consulting where appropriate.
7. Attend relevant Team/Departmental, Staff Meetings and Inset as required.
8. To participate in the school's PDR process.
9. To identify personal training needs and to attend appropriate internal and external in-service training.
10. To carry out Duties as part of the Duty Rota.
11. To assist at school functions and with extra-curricular activities.
12. To perform such other duties as may be required by the Principal or Senior Leadership Team.
13. To carry out all other reasonable duties in line with this position as requested by the Principal.

#### Job Description Review

This job description will be reviewed as and when necessary, in accordance with the needs of the academy.

**Date of Last Review:** April 2026

**Reviewed by:** Mr T H Copestake (Head of School)



## PERSON SPECIFICATION

### Cover Supervisor

| Requirement   | Essential/<br>Desirable | Method of<br>Assessment               |
|---|-------------------------|---------------------------------------|
| <b>Qualifications</b>   |                         |                                       |
| 5 GCSE (or equivalent) including English & Maths C/4 or above.  | E                       | Application Form<br>Certificate Check |
| Level 3 Qualification.  | E                       |                                       |
| Undergraduate degree.   | D                       |                                       |
| Teaching Assistant Qualification.   | D                       |                                       |
| Hold a valid First Aid at Work qualification.   | D                       |                                       |
| Evidence of further education and training, particularly in schools a school setting.                                   | D                       |                                       |
| <b>Experience</b>   |                         |                                       |
| Experience of working in a school environment.  | E                       | Application Form<br>Interview Process |
| Ability to manage own workload, prioritise tasks and deal with a wide range of demands from different groups of people. | E                       |                                       |
| Experience of managing and engaging groups of young people to learn.  | E                       |                                       |
| Experience of working with young people with additional needs or behavioural and emotional issues.                      | D                       |                                       |
| <b>Knowledge and Skills</b>   |                         |                                       |
| Good communication and negotiation skills.  | E                       | Application Form<br>Interview Process |
| Resilient, reliable and adaptable to changing environments.   | E                       |                                       |
| Ability to remain calm under pressure.  | E                       |                                       |
| Ability to find solutions to problems.  | E                       |                                       |
| Excellent organisational skills.  | E                       |                                       |
| Good level of IT literacy using a variety of applications in an educational environment.                                | D                       |                                       |
| Ability to remain calm under pressure and influence behaviour of students positively.                                   | D                       |                                       |
| Ability to manage students in a classroom situation to promote learning.  | D                       |                                       |
| <b>Personal Competencies and Qualities</b>  |                         |                                       |
| Strong behaviour management skills.   | E                       | Application Form<br>Interview Process |
| Flexibility to cover a range of secondary school subjects and year groups.  | E                       |                                       |



| <b>Requirement</b>  | <b>Essential/<br/>Desirable</b> | <b>Method of<br/>Assessment</b> |
|---|---------------------------------|---------------------------------|
| A genuine passion for education and a desire to make a positive impact in the school environment. | E                               |                                 |
| Understanding of the barriers to achievement and wellbeing.                                       | E                               |                                 |
| Knowledge of equality and diversity and an understanding of issues faced by young people.         | E                               |                                 |
| Commitment to the highest standards of safeguarding and child protection.                         | E                               |                                 |
| Sets consistently high expectations of self and others.   | D                               |                                 |
| Highly motivated.   | D                               |                                 |



## **TERMS AND CONDITIONS**

### **Cover Supervisor**

The Cover Supervisor will work under the direction of the Assistant Principal (Curriculum) at the school's premises on Spring Bridge Road.

#### **Hours of Work**

This is a permanent contract and is full time, (37.5 hours per week, excluding lunches), term time only, including attendance at all Inset and Planning Days. Your normal working pattern will be Mondays, Tuesdays and Thursdays, 8.00am until 4.00pm, Wednesdays 8.00 am until 4.30 pm and Fridays 8.00 am until 3.30 pm, but may be varied on occasion as agreed with your Line Manager. Very occasional overtime may be required for which payment will be paid.

#### **Salary**

The role is part of the Teaching and Learning Job Family and is placed in Pay Band 2 (Vocational) on the United Learning Support Staff Pay Scale and has a Pay Range commencing at **£25,918** per annum Full Time Equivalent (**£22,364 Actual**), depending on qualifications and previous experience.

#### **Pension**

The Cover Supervisor will be enrolled automatically into the Local Government Pension Scheme (LGPS) run by Greater Manchester Pension Fund (GMPF). You have the option to opt out of this scheme after enrolment if you wish. For further details you can access the GMPF website ([www.gmpf.org.uk](http://www.gmpf.org.uk)).

#### **Rewards and Benefits**

- We offer a variety of staff benefits including gym, cycle and car lease schemes. You will also have access to an Employee Assistance Programme which provides independent, confidential advice 24 hours a day. Details of the full suite of benefits can be found on the Rewards and Benefits section on the United Hub.
- Following completion of six months' service with United Learning, you will be enrolled into the Westfield Health Cash Plan which enables you to claim money back towards the cost of essential healthcare, such as trips to the optician, dentist or physiotherapist, and access to an online GP. The Westfield platform also offers a range of discounts including, retail and entertainment discounts – see next page.

#### **Preconditions including Disclosure of Criminal Background**

Any offer of employment will be subject to satisfactory outcomes of:

- Confirmation of suitability to work with children (Enhanced DBS check)
- Two professional references
- Proof of identity and eligibility to work in the UK
- An overseas check, if applicable
- Confirmation of your qualifications
- Prohibition Order Check
- Prohibition from Management check
- Completion of a Disqualification declaration
- Pre-employment Medical Check



## Key Benefits Summary

An overview of the benefits available to colleagues in Academy schools on **United Learning contracts**:



### Westfield Health, Health Cash Plan

Available after 6 months' service. Money back on essential health care, inc. opticians, dentists, flu vaccinations, physiotherapists. Annual limits apply, also available for dependent children up to the age of 22. Staff can upgrade to increase cover or add additional adults once per year.



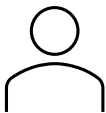
### Doctor Line

Available after 6 months' service. Round the clock advice from a GP from any location in the world via phone and video appointments.



### Westfield Rewards

Available and free for all staff. Get discounts and rewards from hundreds of leading retailers, restaurants and destinations. Choose from one-off vouchers, reloadable discount cards or receive cashback.



### Employee Assistance Programme

Available and free for all staff. Confidential and independent helpline for up to 6 structured sessions, available 24/7/365. Covers stress, depression, medical advice, legal advice, financial worries, bereavement, family difficulties and many more.



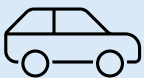
### Flu Vaccines

Available to all staff. If you are a member of the Health Cash Plan the cost of the vaccine can be claimed via the system. If you are not a part of this scheme please check with your HR lead.



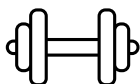
### Cyclescheme Salary Sacrifice

Available to all staff, as long as they have at least a 12-month employment contract. Deductions taken from monthly salary so would be subject to National Minimum Wage checks



### Car Lease Salary Sacrifice

Available to all staff, as long as they have at least a 12-month employment contract. Deductions taken from monthly salary so would be subject to National Minimum Wage checks



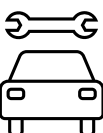
### Gym Membership (Gymflex)

Available to all staff. Allows you to spread the cost of an annual gym membership over a year through payroll deductions



### Will Writing

All staff are offered a completely free basic will through The Life Cover People.



### RAC Discount

Available to all staff. United Learning have partnered with RAC Vehicle Benefits to provide a substantially discounted offer for vehicle Breakdown Cover. Cover can be purchased directly from Vehicle Benefits for up to four vehicles.

**You will be provided with more information on all of these benefits during your induction to United Learning. For any specific information please liaise with your HR contact.**



## How to Apply

Please apply through the William Hulme's Grammar School website:

<https://www.whgs-academy.org/work-for-us/vacancies>

United Learning is an equal opportunities employer. We are working hard to become a more diverse organisation – which is key to our commitment to bringing out the best in everyone. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates, who are currently under-represented in the Group as a whole.

We always appoint on merit. We are open to discussing flexible working options.

The school is fully committed to the safeguarding of children and all staff will be subject to an enhanced DBS disclosure and full child protection/safeguarding training. The school's Safeguarding Policy can be found here:

[Safeguarding Children and Child Protection Policy](#)



***“Pupils thrive in this diverse and welcoming school. Pupils feel a true sense of belonging to this special community. Individuals are valued and nurtured. Differences are celebrated.”***  
**Ofsted, 2025**

