



Cover Supervisor (Aspiring Trainee Teacher)

Dear Candidate,

Thank you for your interest in the role of cover supervisor at King Solomon Academy. In this pack, I hope to help you understand more about the role, our school community and the kind of person we are looking for to join our team.

King Solomon Academy is a unique and very special place. As an all-through school serving pupils from Nursery to Sixth Form, we have the privilege of shaping a young person's entire educational experience. Since our inception in 2007, our mission has always been clear: to provide a rigorous and transformational education to each and every child, preparing them to be successful at university and beyond. We commit to this mission because we believe it is the means to address educational disadvantage and lead the way on system change. Our mission is underpinned by four shared values that apply equally to children aged two or eighteen, teachers, leaders, support staff, parents or our wider community of stakeholders: to always aim high, work together, be kind and lead the way.

We are seeking an ambitious and enthusiastic individual who is considering a future career in teaching and wants to gain meaningful classroom experience in a high-performing school. This role provides an excellent opportunity to develop classroom practice, build behaviour management skills and work directly with young people while receiving coaching and professional development from experienced educators.

We are looking for someone who is excited by the opportunity to show what is possible, who has a deep belief in the potential of every child to be safe, happy and successful in our school community, someone who combines intellectual ambition with humility. If you share that same sense of mission and are excited by the opportunity to contribute to the next chapter of KSA's story, we would be delighted to receive your application.

To apply, follow the link at <https://kingsolomonacademy.org/jobs/vacancies>. The deadline to apply is on **13th August 2026**. Please note we will be reviewing applications on an on-going basis, and this advert may close earlier than advertised depending on the level of response. Early application is advised. To discuss the role, please feel free to email the Principal's PA, Abigail Saleh. (a.saleh@kingsolomonacademy.org) or phone on 0207 563 6901 bearing in mind that school will be closed after 17th July.

Yours sincerely,

A handwritten signature in grey ink, which appears to read 'Beth Humphreys', is positioned above the printed name.

Beth Humphreys

Principal

Job Description: Cover Supervisor (Aspiring Trainee Teacher)

Reporting to:	Teaching and Learning Lead or other appropriate leader
Location:	King Solomon Academy, Older Years Site
Salary:	Ark Unqualified Teacher scale, Inner London, £29,044 - £42, 017, (AU1 – AU6)
Working Pattern:	8am - 5pm, Monday to Friday (part-time role could be considered for the right candidate)
Start date:	September 2026

Purpose of the Role

The Cover Supervisor will play a key role in maintaining high-quality learning during teacher absence, supporting pupil achievement and contributing to the academy's culture of excellence.

The successful candidate will supervise classes across a range of subjects, support intervention programmes, mentor pupils who require additional support and develop the skills and experience needed to train as a teacher in the future.

This role is ideal for a graduate or aspiring educator seeking a structured pathway into teacher training.

Key Responsibilities

Cover Supervision

- Supervise whole classes during the absence of teaching staff.
- Deliver pre-planned lessons and learning activities across a range of subjects.
- Ensure pupils remain engaged and productive throughout lessons.
- Maintain high standards of behaviour and classroom routines.
- Support pupils to complete work and meet lesson objectives.
- Manage classroom behaviour in line with academy systems and expectations.
- Provide feedback regarding pupil progress, behaviour and lesson outcomes.
- Ensure a calm, purposeful and safe learning environment at all times.

Academic Intervention

- Deliver small-group and one-to-one intervention programmes.
- Support pupils who require additional academic support.
- Monitor pupil progress and report outcomes to relevant staff.

- Assist in closing attainment gaps for disadvantaged and underperforming pupils.
- Support literacy, numeracy and subject-specific intervention programmes as required.
- Encourage pupils to develop resilience, organisation and effective study habits.

Pupil Mentoring and Pastoral Support

- Build positive relationships with pupils across the academy.
- Mentor pupils who require support with attendance, behaviour, organisation or academic progress.
- Conduct regular check-ins with identified pupils and help them set improvement targets.
- Support the implementation of pastoral and behaviour systems.
- Work collaboratively with teachers, tutors and pastoral leaders to raise pupil achievement.
- Act as a positive role model and champion the academy's values.

Teaching Development

- Observe outstanding teaching and learning across the academy.
- Participate in instructional coaching and professional development programmes.
- Develop skills in lesson delivery, questioning, assessment and behaviour management.
- Take responsibility for delivering parts of lessons with feedback.
- Reflect on practice and act on feedback to improve effectiveness.
- Demonstrate commitment to pursuing teacher training and Qualified Teacher Status (QTS) in the future.

Wider School Contribution

- Support academy events, educational visits and enrichment activities.
- Participate in duties and supervision as required.
- Contribute positively to the wider life of the school.
- Promote the academy's culture of scholarship, professionalism and kindness.

Desired Outcomes of the Role

The successful candidate will:

Pupil Achievement

- Ensure pupils continue to make progress during staff absence.
- Deliver effective interventions that accelerate pupil progress.
- Help reduce attainment gaps for pupils requiring additional support.

Behaviour and Culture

- Maintain consistently high standards of behaviour and engagement during cover lessons.
- Build strong relationships with pupils that support attendance, effort and achievement.
- Contribute to a calm, purposeful and positive school culture.

Professional Growth

- Develop the skills, knowledge and confidence required to become an effective classroom teacher.
- Demonstrate increasing competence in lesson delivery and classroom management.
- Be well-prepared to progress onto a teacher training programme.

Operational Excellence

- Ensure all cover lessons are delivered smoothly and professionally.
- Provide reliable support to departments across the academy.
- Be recognised as a trusted and valued member of staff.

Person Specification

Essential Qualifications

- Educated to Degree level.
- GCSE Grade C/4 or above in English and Mathematics.

Desirable Experience

- Experience working with young people in schools, community settings, tutoring or mentoring.

Skills and attributes

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them organised around our four school values:

“Aiming high”

- Prepares for success with excellent organisational and administrative skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

“Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

“Leading the way”

- Has a passion for working with sixth form pupils
- Has confidence to hold pupils to account and have high expectations of them
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

Other

- Commitment to equality of opportunity and the safeguarding and welfare of all pupils
- Willingness to undertake training
- This post is subject to an enhanced Disclosure and Barring Service check.

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Ark requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred. To read more about Ark's safer recruitment process, please click this [link](#).