



Appointment of HLTA (Maths) Cover Supervisor

APT&C Grade 7
(£27,173-£28,562)

37 hours per week - 193 Days Term Time Only

Dear Applicant

Thank you for taking an interest in this position at our school. The information provided is intended to help you decide if we are a school you would like to join. I would also encourage you to look at our website (www.gshs.org.uk) which contains information that will give you a flavour of our achievements and ethos.

George Stephenson High School is an 11-18 Trust School of 1204 students, 112 of whom are in the Sixth Form. We also have 36 guest pupils in the Sixth Form from our collaborative partner school. We have 134 staff, 80 of whom are teachers, 54 are associate/support staff. Our school has a really positive ethos, with very strong pastoral and academic guidance and a real emphasis on learning in everything we do. I genuinely believe the support, care and welfare of our students is second to none. This school is and will always be a fully inclusive school which puts the students at the very centre of all that it does. We want it to be a school that is always a happy, safe and enjoyable place to be. Further to that we want the school to be at the very heart of the local community and to become the school of choice of all who live here.

At George Stephenson High School, we believe we offer the best education possible for all of our young people, as well as a warm and friendly atmosphere. We value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people. We strive to achieve this through providing excellent teaching, fostering the very best relationships, having a personalized and enriched curriculum, having the highest aspirations for all of our students and developing strong partnerships. We also want the school to be at the very heart of the local community and to be the school of choice of all who live here. We are a popular, inclusive and oversubscribed school that is central to our community.

The level of communication with and support from parents is excellent. We have a regular and well-attended Parents Forum and a wide range of evening Parental Engagement events are held. Attendance at Parents Evenings was over 80% last year – this figure has increased every year for the last five years. Over 500 parents filled in the survey we administer on these evenings and the results were very positive indeed. 97% feel their child is happy here, 98% feel they are both safe and make good progress, 99% feel they are well taught here, 98% feel the school is well led and managed and over 95% would recommend our school to another parent. We are delighted that so many parents are choosing our school and are so positive about it and we believe that this shows a great deal of support from our local community.

We are proud to share that our March 2025 Ofsted inspection confirmed George Stephenson High School as a warm, respectful, and inclusive environment where students feel safe, supported, and inspired to achieve. Inspectors praised our calm and purposeful learning atmosphere, ambitious curriculum, and strong focus on responsive, inclusive teaching. Our provision for students with SEND was highlighted as a key strength, alongside our thriving sixth form and rich extracurricular offer. Ofsted also recognised the positive staff culture, underpinned by strong leadership, a focus on well-being, and a commitment to professional development. This report reflects our shared ambition to help every student flourish both in and beyond the classroom.

The school is organised into year groups which are split into a number of separate tutor groups. Each year group has a full time non-teaching Guidance Manager who stays with the year group from Year 7 to Year 11 and so gets to know every student very well. Guidance Managers are generally the primary point of contact for parents wishing to discuss progress or problems with the school. They support the work of the form tutors and deal with difficulties referred to them by the tutors or subject staff, as well as recognising and rewarding all positive aspects of students' life in school. Each year group is also supported by a teaching Achievement Support Coordinator who acts as a mentor to students of all abilities. The tutor groups, under the leadership of the

Guidance Manager, remain together with the same form tutor through years 7 to 11, meeting for registration periods daily, and in some subjects are taught as a class group in the younger years. A strong sense of coherence and team working is developed over these years. The form tutor has day to day responsibility for our students' welfare whilst they are in the school and have a very important role to play in helping them to settle into their new school. They also closely monitor and track their academic progress, support them to reach their targets and help detect and solve any problems which may arise.

This is a new post within the school, offering the right candidate an exciting opportunity to become part of a committed and dedicated team of teachers and support staff. Our prime aims are the ongoing improvement and development of the school, alongside the support and encouragement of our students.

The postholder will work under the direct line management of the Deputy Headteacher, who will provide strategic oversight and support for the role. Day-to-day operational management will involve close collaboration with the Cover Staff and the Maths Curriculum Leader to ensure smooth delivery of cover supervision (whole school subjects) and targeted Maths interventions.

If you are passionate about learning, committed to helping students who need encouragement to succeed, and eager to work alongside friendly, hardworking colleagues, we would be delighted to receive your application. This role offers real potential to make a difference and evolve, allowing you to shape and develop the position in line with the school's needs and your professional strengths.

We have made real progress over recent years and are proud of what we have achieved so far. However, we know that we have the capacity to improve still further. We are a forward looking school, committed to giving our students the best possible educational experience. Although increasingly successful, we are not a complacent school. There are many aspects that we can improve further and our challenge is to do this without compromising our existing strengths. George Stephenson High School is a great place to work, with fantastic staff and talented students. I hope you are enthused by the enclosed information and choose to apply.

Please submit a letter of application (no more than two sides of A4) and a completed application form for the attention of Mrs Angela Cowen (Headteacher's PA).

Yours sincerely



Mr. Peter Douthwaite
Headteacher

HLTA (Maths) Cover Supervisor

GRADE/SALARY:	APT&C Grade 7 (£27,173-£28,562)
WORKING HOURS:	37 hours per week
JE CODE:	D172
RESPONSIBLE TO:	Headteacher or designated member of staff

Purpose of the Role

The primary responsibility of this role is to provide high-quality cover supervision during the absence of teaching staff, ensuring that learning is maintained across all subjects and year groups. The postholder will manage classroom behaviour, maintain order, and support students to stay engaged with the work set by absent teachers.

When cover is not required, and before and after school, the postholder will support the Maths Department, providing targeted academic interventions from Year 7 to Year 11. The postholder will assist with delivering small group and one-to-one interventions designed to improve student outcomes in mathematics, particularly those at risk of underachieving. This will also include delivering intervention sessions before and after school to support exam preparation and key mathematical concepts.

Main Responsibilities

1. Teaching and Learning Support

- When not required for cover duties, the postholder will support the Maths Department with academic interventions.
- Provide in-class support in Maths, helping students
- improve understanding of key mathematical concepts.
- Deliver targeted small group and one-to-one interventions, focusing on exam preparation, revision, and specific areas of weakness in mathematics.
- Assist in delivering tailored support to students, including support for students who are behind on learning or require additional help.
- Run intervention sessions before and after school, including structured revision groups, numeracy catch-up sessions, or targeted homework help.
- Assist students with specific mathematical challenges, such as algebra, geometry, or data handling, to help them achieve their target grades.
- Prepare and organise learning materials, resources, and revision guides for intervention sessions.
- Provide feedback to the Curriculum Leader and other staff regarding student progress, strengths, and areas of development.

- Contribute to departmental administrative tasks such as tracking student performance, recording intervention outcomes, and maintaining resource materials.
- Collaborate with teaching staff on strategies to raise attainment in maths.

2. Cover Supervision

- As per instructions by the School Cover Team, provide cover supervision across the school timetable (P1 to P6) in all subject areas and years, ensuring continuity of learning during teacher absence.
- When cover is not required, provide in classroom support to Maths Department.
- Maintain positive relationships with students, promoting good behaviour and engagement in line with school expectations.
- Use initiative to adapt tasks and support students who may need additional help with the work.
- Communicate any concerns about student behaviour, safeguarding, or welfare promptly to appropriate staff.
- Be available for last-minute cover requirements and changes.

3. Collaboration and Communication

- Work closely with teaching staff, teaching assistants, and senior leaders to support student learning and wellbeing.
- Liaise effectively with parents and carers, providing clear information about intervention programmes and student progress.
- Assist in the preparation and organisation of learning materials and resources.
- Participate in staff meetings, training, and development activities to continually improve professional practice.

4. Administration and Record-Keeping

- Maintain accurate records related to interventions, attendance, behaviour, and student progress using school management systems.
- Support the administration of assessments and examinations as required.
- Assist with clerical tasks such as correspondence, data collection, and reporting to support school operations.

Professional Development

- Engage in continuous professional development relevant to the role, including training in behaviour management, safeguarding, and curriculum development.
- Keep up to date with developments in teaching practice and curriculum content, particularly in Maths.

Working Hours

- Morning sessions for KS4 Maths interventions (before school).
- School-wide cover supervision throughout the day (Periods 1 to 6).
- After-school KS4 Maths intervention sessions as scheduled.

General

To undertake any other duties appropriate to the grade of the post as requested by line manager or Headteacher.

Additional Requirements

1. Enhanced DBS check from the Disclosure and Barring Service
2. Two references from current and previous employers (or education establishment if applicant not in employment)
3. Children's Barred persons list Check

This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced Disclosure from the Disclosure & Barring Service.

Employees will be expected to comply with any reasonable request from Line Manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

PERSON SPECIFICATION

HLTA (Maths) Cover Supervisor

Area	Criteria	R	A
	Requirement - E = Essential - D= Desirable Assessment by Application =A Interview process = I		
Skills Knowledge Aptitudes	- Can use ICT effectively to support learning. - Full working knowledge of relevant policies/codes of practice/legislation, - Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies, - Good understanding of child development and learning processes, - Understanding of statutory frameworks relating to teaching, - Ability to organise, lead and motivate a team, - Constantly improve own practice/ knowledge through self-evaluation and learning from others, - Ability to relate well to children and adults, - Work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these,	E	AI
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Qualifications and Training	- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience, - Training in relevant learning strategies e.g., literacy, - Specialist skills/training in curriculum or learning area e g bi-lingual, sign language, ICT, - Current Grade 7 GCSE in Maths and Grade 5 GCSE in English or equivalent.	E	A
		E	A
		D	A
		E	A
Experience	Experience working with children of relevant age in a learning environment	E	AI
Disposition	- Able to work on own initiative and as part of a team with minimal supervision, - A friendly, positive, and flexible approach	E	I
		E	I