



# COVER SUPERVISOR

MORE HOUSE SCHOOL, FRENHAM



[www.morehouseschool.co.uk](http://www.morehouseschool.co.uk)



# Overview

**Full-time, permanent, non-residential position, starting September 2025.**

The School seeks an energetic and resourceful professional, possibly interested in developing their career in teaching, to supervise classes in the absence of their usual teacher.

Our staff are committed and inspirational, transforming the futures of pupils with literacy and language-related additional challenges, by empowering them.

## **Our School Vision is:**

*To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them.*

## **Our School Values are:**

*Kindness - Spirit - Responsibility*



**More House School**  
**Rated Outstanding by Ofsted (2023)**



# The School

Nationally celebrated, More House School provides an exceptional, mainstream education for intelligent boys with Specific Learning Difficulties and weakness in their developmental language skills. Providing a transformative education repeatedly recognised as 'Outstanding' by Ofsted over more than a decade, we offer a specialised learning environment for day and boarding boys from Year 4 to Year 13. Our pupils are taught to recognise their strengths and develop their self-belief so that they achieve independence and extraordinary results at GCSE, BTEC and 'A' Level, above the national averages. A majority progress to university.

The School has an 85-year history of supporting boys with additional challenge in their educational experience. Now with 500 pupils, the School has grown significantly in recent years and has the largest number on roll ever. It is recognised as being the largest SEND-specialist provision in the United Kingdom and is heavily involved in outreach work. More than half of pupils have their places funded by their local authorities.

Delivering a mainstream independent-school experience, both academically and socially, the very broad curriculum affords all pupils the opportunity to discover their strengths, challenging them to fulfil their academic and extra-curricular potential. Pupils benefit from classroom teaching which recognises that each pupil is individual in his profile of skill strengths and weaknesses, and which focuses on adaptive strategies which look beyond pupils' individual diagnoses and prioritises the support of the four core elements of language, attention, processing and working memory. All teachers are supported to develop their understanding and professional practice in this respect, both on arrival and throughout their employment, through high-quality, nationally-accredited training delivered in-house.

Class-sizes are small, with a maximum of 15 pupils, and almost all pupils receive timetabled support through the on-site Learning Development Centre which comprises Speech and Language Therapists, Occupational Therapists and specialist Dyslexia-qualified Literacy and Numeracy Tutors.

Judged 'Outstanding' by Ofsted in its last five School inspections, our most recent inspection (March 2023) graded More House School 'Outstanding' overall, and 'Outstanding' in each of the six sub-sections of the report. The School's provision for residential boarders was most-recently inspected in November 2023 and likewise graded Outstanding in every respect. More House is CReSTeD approved, listed in their Specialist Schools category, and is an active member of the Independent Schools Association and the Boarding Schools' Association.

The School is set on a wooded hillside in nearly thirty acres on the Hampshire/Surrey border and within the Surrey Hills Area of Outstanding Natural Beauty. Attractive modern facilities lie above the playing fields. London Waterloo is one hour away by train from close-by Farnham railway station, and there is easy access to the M25, M3 and A3 major routes. Guildford is twenty minutes' drive away, Basingstoke twenty-five, and Southampton an hour.

In recent years, the School has built its School of Engineering and CAD facilities, opened a new Humanities block and School Chapel, completed our brand-new library and Media Studies centre, and grown our learning support facilities. 2018 saw the expansion of the campus and the conversion of a large domestic building into our new Sixth Form centre, which was opened in January 2019, improving further the facilities for both teaching and independent study. In December 2022, we installed a new Strength and Conditioning fitness gym for students and employees.

Teaching and support staff join the School from a variety of backgrounds. Many employees have worked at More House for a number of years, but the School has supported numerous teachers through their initial teacher training, and more through their Early Career Training. Those already qualified may have previous experience in the state-maintained or independent sectors, and may have previous experience supporting learners with specific learning and language difficulties, or may not.

Adults with a genuine wish to develop their skills in making learning opportunities successful for neurodiverse learners thrive at More House School. The School provides a high level of support and training for all teaching and support staff, affording the development of confidence, skill and qualifications in helping pupils to overcome the potential barriers to achievement posed by their difficulties. The School also provides training for many other external professionals and other schools, and on behalf of the Independent Schools Association.

The School is characterised by a continuous pursuit of excellence and improvement in all aspects of its provision, in order to realise the best possible experiences and outcomes for all pupils. All our staff are united by a shared commitment to the School's vision and mission, and by our values of Kindness, Spirit and Responsibility.

# About this Post

We are committed to providing our pupils with the best possible educational experience, and believe strongly in building the understanding and expertise of our staff to realise extraordinary academic and social outcomes for our students. Staff training, involvement in delivering our outreach work, and other reasons mean that it is sometimes necessary to arrange supervision for a class in the absence of their usual teacher.

We seek an ambitious graduate, possibly interested in commencing a career in teaching, to perform the important role of Cover Supervisor, providing supervision for classes whilst pupils complete pre-set learning activities. This is an exciting and varied role, affording the postholder experience of a wide variety of age-ranges and subject-disciplines. In any one day, S/he will take on a timetable of some planned absence-cover and some unexpected absence-cover, e.g., because of illness. Allocation will be made at the start of the day as directed by the Cover Manager or another senior teacher, and may include supervising a form-tutor's registration period, supervision for academic lesson periods, and some break-time and lunchtime supervision duties within a team of on-duty staff. Flexibility to be able to adapt plans and respond to changing demands, often at short notice, is an important element of the position.

Supervision duties for form-time or classes include completing the online pupil-register, explaining the set activities, offering such further teaching or explanation as the supervising person considers will help the pupils, and implementing the School's Behaviour for Learning, pastoral care, health and safety, and safeguarding policies in accordance with training and relevant documentation.

The above list of duties is not exhaustive, and the post-holder may be required to perform such other duties as may be, from time to time, deemed appropriate by the Headmaster. This is a non-residential post.



**Support:**

Support and guidance are available from many colleagues within the School, including each academic department lead and teachers, the Cover Manager, the Deputy Head (Academic) and all other senior staff.

With a telephone in every classroom and a two-way radio system, an on-call facility operates within the School throughout the day, affording the quick response of a senior staff-member to any classroom where the teacher or cover supervisor deems it helpful.

A dedicated, full-time Head of Safeguarding, supported by deputy designated safeguarding leads, provides a wealth of advice and support, complemented by the pastoral and academic leadership teams.

A superb induction and training programme, which includes an hour after school every Monday within the first year of employment, supports new employees to develop their understanding of our students' special educational needs, effective strategies to support their learning in the classroom and beyond, and school operations. Other online and in-person training opportunities abound, including during the designated staff-training days distributed throughout the year.

An excellent lunch is provided daily, for all staff and pupils, in the refectory at no financial cost to employees.

**Relationships:**

- The post-holder is responsible to the Headmaster in all matters, and is supported by and reports to the Deputy Head (Academic), John Branney.
- The successful applicant must also interact effectively on a professional level with colleagues, and seek to establish and maintain productive relationships with all.

# About This Post

## Personal Specification

### ESSENTIAL

### DESIRABLE

#### QUALIFICATIONS

GCSE qualifications or equivalent, including English and Mathematics, and Further Education qualifications at Level 3.

Higher education qualifications, ideally a Bachelor's degree or similar.

#### SKILLS AND EXPERIENCE

Experience of supporting or working with children.

Experience of leading activities involving children or young people, demonstrating appropriate control of the environment.

Ability to make effective use of strategies to motivate and engage all pupils as effective learners and to promote good student relationships.

Experience in supporting pupils with Specific Learning Difficulties, Developmental Language Disorder and associated special educational needs, including attention-deficit and autistic spectrum conditions.

Strong organisation and administration skills.

A high standard of spoken and written English skills, demonstrating confidence and appropriate professionalism.

Experience of working in a school-based environment.

Competence with standard Information Technology applications, including those within the Office 365 suite.

Experience of using a school Management Information System (database, e.g., SIMS); More House School uses Engage, by Double First.

# About this post

## Personal Specification

### ESSENTIAL

### DESIRABLE

#### PERSONAL ATTRIBUTES

Sense of humour and an inclination to embrace challenge.

Evidence of resilience and professionalism in the face of challenge.  
Readiness to identify and respond with appropriate initiative to new challenges.

Excellent interpersonal and communication skills demonstrating an understanding of, and commitment to, professionalism and teamwork.

Professionalism and reliability, able to demonstrate sound judgement and decision-making skills, appropriate to an adult working within the children's workforce.

Energy, enthusiasm, flexibility and determination to succeed.

Understanding of own strengths and areas for development.

Excellent time-management and prioritisation skills, and ability to work under pressure and to deadlines.

Perseverance.

Empathy and patience, maintaining the highest standards of professionalism in the face of challenge.

Strong and secure personal commitment to the School's vision, mission and values, able to promote with tireless energy the best possible outcomes for all pupils.



**Hours:**

Full time. The school day begins at 8.20am and finishes at 4.20pm, although the ability to support, on some afternoons, the after-school activities programme until 5.30pm would be an advantage. During the first year of employment, attendance at the new-staff induction programme, delivered on Monday afternoons during term-time, from 4.30pm to 5.30pm is required.

Hours in school are primarily term-time only.

There is no Saturday provision other than for the very few full-boarders, and there is no requirement for teaching or department technician staff to attend School during the weekend, other than once a year, for Founder's Day. School open days typically take place during the normal working week; not at weekends.

(Note: academic terms are typically shorter than those in the state-maintained sector, and School holidays are therefore significantly longer).

Attendance at school events outside these hours from time to time, as well as a few staff-training (INSET) days towards the beginning or end of school holidays.

**Remuneration and support:**

- Annual salary, paid in monthly instalments: extremely competitive in accordance with qualifications, experience and recognised skills;
- Pension, Defined contribution scheme pension
- Sick-pay;
- Employee Assistance Programme;
- Cycle to Work Scheme;
- Parking – free on-campus parking within the School's beautiful grounds;
- Meals – excellent meals whilst working, at no cost in the School's refectory;
- Fitness gym – free use of the School's fitness gym facilities;

Comprehensive induction programme offered, and ongoing professional development supported through INSET days and training opportunities.

**Safeguarding:**

This role is deemed to be one of working in regulated activity, meaning that the post-holder may expect to come into unsupervised contact with children and young people frequently in the discharge of their duties on-campus. As such, the expectations of conduct, required of all adults working at More House School, apply to this position, as does a full Safer-Recruitment vetting process of any appointee. A key responsibility of all adults working within the School is that of ensuring the effective safeguarding of all children and young people, through adherence to the School's policies; full training is given.



# TO APPLY

Please visit our website and complete the online application form:

## [More House School - Teaching and Therapeutic Staff Application Form](#)

More House School is committed to being an inclusive employer with a diverse workforce. We encourage applications from people from the widest possible diversity of backgrounds, cultures and experiences – including people with disabilities and ethnic minority candidates. Our aim is that our employees will be representative of all sections of society and each person feels respected and able to give of their best.

Interested candidates are welcome to make an appointment to visit the school for an informal visit.

The School reserves the right to interview appropriate candidates in advance of the above-named dates, and to appoint. Interested candidates are therefore strongly urged to submit their application as soon as possible.

This post is subject to an Enhanced DBS clearance and the receipt of satisfactory references before a formal job offer is confirmed.

**More House School** is firmly committed to safeguarding and promoting the welfare of children and young people.