BELMONT ACADEMY

CANDIDATE PACK

Cover Teacher



Start date:
January 2026

Location:
Belmont Rd,
Erith, Kent DA8 1LE

LONDON SOUTH EAST ACADEMIES TRUST

BELMONT ACADEMY

About Us

We are a two form entry school with a virtual resource provision for pupils who are visually impaired or blind and for children with a physical and/or medical need. Our resource provision does not operate separately from the rest of the school and we pride ourselves on our inclusive practice. Our aim is to provide excellent learning experiences to our pupils in a safe, calm and positive environment preparing our pupils for the next stage of their learning and supporting them to reach their full potential.

https://www.belmont.lseat.org.uk



LONDON SOUTH EAST ACADEMIES TRUST

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About the Trust



Our school is part of London South East Academies Trust - a multi academy trust sponsored by London South East Colleges. In 2024 the Trust was formally recognised and awarded as the TES Small Trust of the Year.

Our vision is to create a future where every child, in every school, can flourish every day.

- Give all children an inspirational school offer
- Ensure the educational achievement of every child and young person entrusted to us.
- Have a relentless focus on accelerating learning
- Reward ambition and high aspirations through all of our schools

Read more on the trust website: LSEAT.co.uk

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Our Values

Our aim at Belmont is that our values will:

- Improve behaviour, conduct and self confidence
- Develop pupils understanding of what values are and why they are important in life
- Promote our values in the way in which staff and adults interact with each other and pupils
- Display our values to share with all
- Encourage parents and carers to support and promote our values outside of school.
- Raise standards by promoting a school ethos that is underpinned by our core values supporting the development of the whole child
- Link our values to the Fundamental British Values
- Link our values to the UNICEF Conventions of the Rights of the Child as part of our Rights Respecting School Award

Respect

Responsibility

Resilience

Honesty

Kindness

BELMONT ACADEMY

Job Description

BELMONT ACADEMY

Job title: Cover Teacher

Salary: MPS/UPS on the Outer London Payscale

Contractual Hours: 13 Hours

Contractual Weeks: 52 per year

Status: Part Time, Two term fixed term (Spring – Summer 2027)

Reporting to: Senior Leadership Team

Belmont Academy is looking for an inspiring, innovative and passionate Cover Teacher to join our teaching team to cover maternity cover. The successful candidate will demonstrate teaching excellence and promote high-quality outcomes for all pupils.

Belmont is a mainstream primary school in the London Borough of Bexley, with a virtual Resource Provision for pupils with a visual impairment, physical disability and/or medical need. The school converted to an academy in April 2019 and joined London South East Academies Trust which is a part of the Elevare Education Group.



We offer a comprehensive and bespoke CPD programme throughout the year and have a good record of upskilling staff at all levels. As all children have an EHCP and are working significantly below age-related expectations, the role is more likely to suit those who are trained/experienced within Early Years, Primary or Special settings. ECTs and those with SEN/autism experience are also welcome to apply. We operate an EYFS/Primary model of teaching up to and including Year 13 with some specialist teaching in Y10-13.

These are opportunities for teachers who actively collaborate in an ambitious team. We are particularly keen to hear from you if you have experience of delivering tailored and personalised learning programmes for children with SEND.

Job Description

BELMONT ACADEMY

Main Purpose

The Cover Teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the Teachers' Professional Standards Document;
- Consistently demonstrate high quality, effective teaching practice through the planning and delivery of the school's curriculum securing high outcomes for all pupils;
- Provide cover for teaching staff across the school as required and in collaboration with teaching colleagues.



Qualities:

- Build positive and respectful relationships across the school community;
- Model excellent teaching practice;
- Be passionate, resilient and dynamic both within the classroom and when supporting others;
- Understand the importance of working together as a team;
- Uphold public trust in the school and maintain high standards of ethics, behaviour and professional conduct;
- Serve in the best interests of the school's pupils.

Job Description

BELMONT ACADEMY

Classroom Responsibility, Management and Organisation:

- Demonstrate quality first teaching through the effective delivery of the school's curriculum using a range of pedagogical approaches;
- Demonstrate good subject knowledge across all areas of the curriculum and subjects.
- Plan and teach well-structured lessons following the school's curriculum and planning methods;
- Create a well-ordered, calm environment that is stimulating and purposeful;
- Ensure that all equipment is organised and accessible to children so that it encourages independent learning;
- Follow the School's behaviour policy to ensure good conduct and behaviour of all children in the school;
- Demonstrate high standards and expectations in all aspects of teaching which inspire, motivate and challenge all children irrespective of their starting points;
- Ensure that pupil feedback is timely, accurate and facilitates progress;
- Maintain assessment records as specified in the school's assessment policy;
- Effectively utilise teaching assistants and special needs support staff so that learning is maximised for all children;
- Follow school policies and procedures including recording and reporting to set deadlines.

Professional Development:

- Engage with appropriate training opportunities to promote professional effectiveness in the role to improve pupils' learning;
- Engage in the coaching and mentoring ethos of the school;
- Contribute to the professional development of teaching support staff;
- Keep up to date with local and national developments in education and curriculum areas;
- Actively engage in the Trust's probation process;
- Contribute and support the overall achievement of the school's development areas in line with the School Development Plan.

Job Description

BELMONT ACADEMY

Communication:

- Demonstrate highly effective communication skills with all stakeholders;
- Develop effective positive working relationships with colleagues;
- Consider the views of both pupils and parents where applicable, respond appropriately;
- Feedback to relevant leaders any key points or actions from parent or stakeholder meetings;
- Welcome pupils (where applicable) every morning and be present at the start and end of each day to sustain the effective development of pupil and parent relationships;
- Use direct face-to-face communication in the workplace to promote open dialogue where possible;
- Engage and provide input during staff CPD training and working groups as required and relevant to the role;
- Feedback to the Class Teacher and/or Senior Leaders on the progress of children demonstrating a sound knowledge of each child.

School Culture and Behaviour:

- Create a culture where pupils experience a positive and enriching school experience;
- Uphold educational standards in order to prepare pupils from all backgrounds for the next phase of education and life;
- Ensure a culture of professionalism;
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school;
- Promote and model high expectations and aspirations for all pupils;
- Promote equal opportunities within the school and seek to ensure the implementation of the school's equal opportunities policy;
- Safeguard and promote the welfare of children and young people;
- Actively support and deliver the school's vision and values.

Job Description

BELMONT ACADEMY

Special Educational Needs and Disabilities (SEND):
Under the direction of the Inclusion Lead:

- Promote culture and practices that enables all pupils you teach to access the curriculum;
- Have ambitious expectations for pupils with SEN and disabilities;
- Work effectively with parents, colleagues and professionals to identify additional needs and provide support and adaptation where appropriate;
- Operate within the statutory SEND Code of Practice.

At Belmont Academy we can offer the successful candidate an opportunity to:

- Make a real difference to the lives of our children;
- Develop within a successful school and multi-academy Trust, working with other experienced middle and senior leaders at school level and within LSEAT;
- Work with and be supported by an Early Years Lead and Senior Leadership Team in this exciting and challenging role;
- Be part of a forward thinking dynamic team who are committed to developing an exceptional culture for learning;
- Access high-quality CPD to facilitate development and growth;
- Have regular dedicated release time for subject responsibility in addition to PPA;
- Work within a school and Trust that promotes staff wellbeing and a positive work life balance.

All staff are required to safeguard and promote the welfare of the children and follow school policies and the staff code of conduct.

Other Areas of Responsibility:
Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that class teachers carry out. The post holder may be required to do other duties appropriate to the level of the role.

Job Description

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Attributes	Essential	Desirable	Evidence
Education, Training and Qualifications	• Teaching qualification	• Evidence of recent and relevant further professional development	• Application form • Certificates
Experience and Knowledge	• Understanding of current trends, the EY's Statutory Framework and other policies in EY's and child development; • Good classroom management and organisation; • Experience of monitoring, tracking and being accountable for the progress and achievement of pupils; • Effective working with variety of stakeholders such as pupils, parents, governors and the wider community.	• Experience of SEND including physical, medical and Visual impairment	• Application form • Reference
Drive and Ambition	• Ambitious for the school and self; • Commitment to the promotion of the school aims, values and ethos; • A solution focussed mind-set and determined approach to raise standards using initiative and independence;		• Application form • References • Interview

Job Description

BELMONT ACADEMY

	• Positive outlook and attitude; a lively, creative and good-humoured approach; • Genuine concern for the welfare of staff and pupils.		
Skills and Abilities	• Understanding of equal opportunities prevalent to education and how these are effectively addressed; • An understanding of behaviour management strategies and excellent behaviour management skills based on a firm but empathetic approach with pupils; • Understanding of a diverse range of teaching and learning pedagogies and theories to meet the needs of all learners including pupils with SEND; • Able to inspire, challenge and motivate pupils to support and encourage high achievement and attainment; • Strategic planning and thinking; • Anticipate problems, develop creative solutions;	• Use of Data to form action plans	• Application form • References • Interview • Specific tasks at interview (written task, discussion, presentation)

Job Description

BELMONT ACADEMY

	• Set and achieve ambitious, challenging goals and targets for self and others; • Listen to and reflect on feedback from others; • Excellent communication skills and high levels of oral, written and ICT skills; • Able to build and maintain positive relationships with pupils, parents and other stakeholders; • Clear understanding of data analysis and how this is used to impact on pupil achievement and attainment.		
Personal Qualities	• Able to work under pressure, high levels of resilience and manage own workload; • A strong sense of loyalty, integrity, enthusiasm and dynamism with a desire to work collaboratively within a team; • A strong sense of professionalism, commitment to upholding standards and setting an appropriate example; • Excellent attendance and punctuality; • An understanding of and commitment to Belmont and LSEAT Trust policies.		• Application form • References • Interview

BELMONT ACADEMY

Application

To apply for this vacancy please complete the application form, available to download from the website vacancies page, paying particular attention to the Supporting Statement section, to indicate how you satisfy the criteria set out in the Person Specification. We reserve the right to close adverts earlier than the closing date.

References will be requested for those shortlisted only and prior to interview. Only those shortlisted for interview will be contacted.

This post is considered to be a customer-facing position; as such it falls within scope of the Code of Practice on English language requirement for public sector workers. The school therefore has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

Belmont Academy is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school.

Belmont Academy is committed to equality and diversity in employment practice and service delivery.

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How to apply

If you wish to discover more about this exciting opportunity, request a copy of this candidate pack or an application form, please view our vacancies page here.

Closing date: November 2026

Interviews: TBC



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