



JOB DESCRIPTION

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| Job Title: | Cover Supervisor |
| Grade: | F |
| Hours: | 30 hours per week (Term Time Only) |
| Responsible to: | Assistant Headteacher |
| Direct Supervisory Responsibility for: | N/A |
| Indirect Supervisory Responsibility for: | Allocated learning support staff |
| Important Functional Relationships: | |
| | <u>Internal:</u> Cover Co-ordinator, Students, SLT, Leaders of Learning, Teachers, Support Staff |
| | <u>External:</u> Parents/Carers, |

Main Purpose of Job

To provide effective cover supervision across all classes and subjects to achieve the prevailing organisational requirements by providing sound classroom management, promoting high expectations and ensuring good progress by all students.

Duties and Responsibilities

To provide learning support to individual students, small groups or as directed by the classroom teacher or SLT.

To cover tutor groups, internal exclusion, detentions, after school clubs, pastoral support and other functions, as directed by SLT.

Duties and responsibilities:

1. To engage in the Academy's dynamic requirements to cover lessons, tutor groups, intervention and learning programmes, internal exclusion, pastoral support and one to one support for students.
2. To engage with SMART schools and the Academy's programme with collaborative partners to cover lessons, tutor groups, intervention programmes, internal exclusion, pastoral support and one to one support for students in other schools.
3. To liaise with the Leader of Learning or SLT regarding suitable teaching materials for the lesson or activity being covered.
4. To support students in developing knowledge and skills through the use of pre-set work and relevant teaching strategies and resources, directing the allocated learning support staff so that students can engage and make good progress in every lesson.
5. To promote high expectations for behaviour and engagement within a positive and constructive learning environment, dealing promptly and consistently with conflict and incidents in line with the behaviour management policy, encouraging students to take responsibility for their own behaviour and using praise and rewards to celebrate the positive.
6. To provide students with effective, objective and accurate feedback and reports and inform colleagues of any issues arising, such as behaviour, progress or quality of cover work.
7. To supervise and support students undertaking effective self-directed learning.
8. To manage any immediate issues or emergencies in accordance with the organisation's policies and procedures, including administering first aid where trained.
9. To undertake administrative tasks, including attendance registers and student records, reporting all student absences in accordance with the absence reporting procedures.
10. At the end of the lesson or activity, collect students' work and return to the appropriate teacher or teacher's representative and ensure learning environment is left clean and tidy with all teaching materials and resources accounted for and stored securely when not in use.

11. To build constructive and professional functional relationships with the cover co-ordinator, students, parents/carers, SLT, Leaders of Learning, teachers and support staff.
12. To understand, implement and enforce the organisation's safeguarding and child protection policy and procedure, reporting any concerns that may arise.
13. To plan and prepare cover work, research subject matter and develop understanding.
14. To protect data and preserve the confidentiality of all information acquired in the course of employment.
15. To engage in performance appraisal and undertake training and development.
16. To read and adhere to all relevant policies and procedures.

Responsibilities applicable to all Trust employees

1. To be aware of, and adhere to, applicable rules, regulations, legislation, policies and procedures within the Trust, including safeguarding and child protection, health and safety, equality and diversity, the Code of Conduct, and data protection.
2. To maintain confidentiality of information acquired in the course of undertaking duties.
3. To be responsible for your own continuing self-development, engaging in mandatory and other training as appropriate for the role.
4. To undertake other duties appropriate to the grading of the post as required.

Date Updated: 3rd May 2024

Updated by: Senior HR Officer



PERSON SPECIFICATION

Job Title: Cover Supervisor

Department: SMART

| Attributes | Essential | Desirable | How identified |
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| Relevant Experience | Good standard of practical knowledge, skills and experience of working with children, young people or vulnerable groups in a learning environment | <p>Experience of working with children within a school environment or similar</p> <p>Experience of providing specialist learning support</p> <p>Good understanding of school policies and procedures relating to safeguarding, health and safety, behaviour, attendance, and equality</p> | <p>Application form</p> <p>Interview</p> |
| Education and Training | 5 GCSEs (A*-C) (or equivalent) including Maths and English (or able to demonstrate equivalent numeracy and literacy skills to a Level 2 standard) | <p>CPD relevant to the role</p> <p>NVQ 3 for Teaching Assistants or equivalent qualifications or experience, or meets the nationally recognised HLTA standards</p> <p>Training in relevant learning and</p> | Application form |

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| | | behaviour strategies or curriculum areas | |
| | | First aid training | |
| Knowledge and Skills | <p>Emotionally intelligent with excellent listening, communication and decision-making skills</p> <p>Enthusiastic for the best outcomes for all students, putting students foremost in every aspect of the daily work</p> <p>Approaches the role in a calm, positive, self-confident, energetic and enthusiastic manner and with integrity</p> <p>Is patient, understanding, friendly and approachable</p> <p>Praises the positive and addresses issues that fall short of expectations</p> <p>Seeks the positive from every interaction, challenge or situation</p> <p>Knowledge of curricular areas or Key Stages and ability to plan and utilise individual learning programmes</p> <p>Understands principles of child development and learning processes</p> | <p>Awareness of the SEN</p> <p>Code of Practice and guidance on meeting SEN</p> <p>Knowledge of issues relevant to education and child development</p> <p>Experience of working with external agencies</p> <p>Extra-curricular talent or skill that could enhance the learning environment</p> | <p>Application Form</p> <p>Interview</p> |

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| | <p>Prioritises and organises work effectively in order to achieve deadlines</p> <p>Effective ICT skills</p> <p>Understands and is committed to the protection and safeguarding of children and vulnerable groups</p> | | |
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Date Updated: May 2024

Updated by: Senior HR Officer