

<b>Post Title</b>	<b>Grade</b>
<b>Cover Supervisor Level 3</b>	Grade 5

### **Statement of Purpose**

Under an agreed system of supervision, to supervise whole classes during the short-term absence of the class teacher under the guidance of teaching/senior staff, including implementing work programmes, managing pupil behaviour and assisting pupils in relevant activities in line with the school's policies and procedures.

### **Support for Pupils**

- Supervising work that has been set by teaching staff.
- Assist with the development and implementation of Individual Education Plans.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.

### **Support for Teacher**

- Provide feedback to pupils in relation to progress and achievement.
- Dealing with any immediate problems or emergencies according to the school's policies and procedures.
- Collecting any completed work after the lesson and returning it to the appropriate teacher.
- Managing behaviour of pupils whilst they are undertaking this work to ensure a constructive environment, according to the school's behaviour policy.
- Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising.
- Completing tracking sheets and information on pupil attendance and rewards.

### **Support to Staff**

- Receive messages from absent staff and organise appropriate cover arrangements.
- To book supply staff when required, giving due regard to the subject needing cover.
- To deploy "in house" cover supervisors on a daily basis.
- To respond to unplanned absences during the day by deploying cover supervisors/supply staff/staff with untimetabled sessions as appropriate.
- To ensure that a member of the Senior Management Team is able to respond to unplanned absences on a daily basis by providing information to inform their judgement on a daily basis.
- To meet supply staff and ensure they are aware of their timetable, and to give them the school's booklet for supply staff.

## **Support for the Curriculum**

- Support the use of ICT where appropriate.
- Make appropriate use of equipment and resources.

## **Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Assist with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required <sup>1</sup>.
- Participate in training and other learning activities and performance development as required (see footnote 1).
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Recognise own strengths and areas of expertise and use these to advice and support others.

## **Safeguarding**

- Safeguarding and promoting the welfare of children is everyone's responsibility. Staff are required to follow the statutory guidance from the Department for Education. Staff are required to read: Part 1 and Annexe A of 'Keeping children safe in education September' School safeguarding policies The code of conduct Staff must know the identity and understand the role of the designated safeguarding leads. In addition, in order for staff to understand and discharge their role and responsibilities as set out in 'Part one' of the guidance, staff are required to identify any additional training needs and read safeguarding bulletins they receive through the year.

## **Financial Management**

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

## **People Management**

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

## **Equalities**

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

**Climate Change**

- Delivering energy conservation practices in line with the Trust's climate change strategy.

**Health and Safety**

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Trust's Health and Safety policy.

***Note 1:***

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy.***

***This job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the Head and the Office Manager than those contained in this document and may be required to have specific job-related knowledge and skills. The allocation of duties is subject to regular review.***

Every effort should be made to ensure support is within contractual hours

**Person Specification  
Cover Supervisor  
Level 3**

Essential Criteria	Measured By
<b>Experience</b> <ul style="list-style-type: none"> <li>• Three years experience of working to support children's learning gained in a relevant environment.</li> </ul>	AF/I
<b>Qualifications/Training</b> <ul style="list-style-type: none"> <li>• Very good numeracy/literacy skills equivalent to GCSE grade C and above</li> <li>• NVQ 3 for Teaching Assistant (or recognised equivalent qualification).</li> </ul>	AF/I
<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice.</li> <li>• An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation.</li> <li>• In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.</li> <li>• Understanding of principles of child development and learning processes.</li> <li>• Ability to plan effective actions for pupils at risk of underachieving.</li> <li>• Effective use of ICT to support learning.</li> <li>• Use of other equipment technology – video, photocopier.</li> <li>• Well-developed interpersonal skills to be able to relate well to a wide range of people.</li> <li>• Work constructively as part of a team whilst being able to demonstrate initiative.</li> <li>• Good communication skills.</li> </ul>	AF/I/PE

<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> <li>•</li> </ul>	<p>AF/I</p>
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AF                      Application form                      I                      Interview                      PE                      Practical  
Exercise

**Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***