

**COVER SUPERVISOR (Level 3)**

**JOB DESCRIPTION**

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| **Job Title** | Cover Supervisor (Level 3) |
| **Grade** | Grade 5 SCP 8-14 |
| **Role Profile** | **SUPPORT FOR THE PUPIL*** Establish good working relationships with young people, acting as a positive role model and setting high expectations.
* Create a welcoming and aspirational learning environment where the achievement of all students is celebrated.
* Create an orderly purposeful classroom environment conducive to learning in which young people can concentrate and complete the set work.
* Effectively communicate to groups and whole classes giving direction regarding pre-set work prepared by a qualified teacher for the cover lesson.
* Supervision of groups and whole classes of young people using the school’s behaviour management processes.
* Respond to questions from young people in relation to general queries regarding the set work or school procedures.
* Provide consistent support to all young people, responding appropriately to individual pupil needs e.g. (Statemented, G&T)
* Promote inclusion and acceptance of diversity.
* Encourage young people to interact with others and engage in classroom activities.
* Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
* Provide feedback, where appropriate, to young people in relation to their progress and achievement.
* Use skills/training/experience to support young people, appropriate to need.

**SUPPORT FOR THE TEACHER*** To arrange the collection and collation of learning resources required for the delivery of cover lessons.
* At the end of lessons to collect completed work and arrange for its return to the appropriate teaching member of staff.
* Establish and maintain an appropriate learning environment when supporting in class under the supervision of the teacher
* Promote positive values attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging young people to take responsibility for their own behaviour in line with established school policy.

**SUPPORT FOR THE CURRICULUM*** Support the schools faculties/departments by facilitating delivery of the Schemes of Work, in a cover supervisory role.
* Support the delivery of agreed learning activities/learning programmes, adjusting activities where appropriate in order to meet pupil learning styles and individual needs.
* Support the delivery of literacy/numeracy programmes as appropriate, effectively utilising any alternative learning opportunities to support extended development.
* Support the use of ICT in learning activities and develop young people' competence and independence in its use.
* Assist young people to access learning activities through specialist support.

**SUPPORT FOR THE SCHOOL*** Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and behaviour for learning; and report all concerns to the appropriate person.
* Be aware of and support diversity and ensure all young people have equal access to opportunities and are provided with a safe and non-threatening learning environment.
* To liaise daily with the member of staff responsible for cover management or the line manager, in line with the schools procedure.
* To undertake tutor absence cover as required.
* To supervise pupils during lessons and on entry and departure of lessons in accordance with the school procedures.
* To manage behaviour issues in the classroom in accordance with the schools behaviour management policy and procedures.
* To deal with any emergencies in accordance with the schools policy and procedures.
* Contribute to the school ethos, aims and development/improvement plan.
* Establish constructive relationships and communicate with other agencies under the direction of the teacher, to support the progress of young people.
* Attend and participate in regular meetings as appropriate.
* Participate in training and other learning activities as required and to participate in the schools support staff performance review process.
* Establish own best practice and use to support others.
* Assist in the supervision, training and development of classroom support staff
* Accompany teaching staff and young people on visits, trips and out of school activities as required.
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| **Location of work** | Upper and Lower School |
| **Directly responsible to** | Deputy Headteacher |
| **Hours of Duty** | 32.5 hours/38 weeks per year |
| **Primary Post and Scope of the Job** | * To supervise and provide in class supervision for groups or whole classes when the teacher normally responsible for teaching the class is absent from the classroom at the time they have been timetabled to teach (during periods of planned or unplanned short-term absence). This will be under the direction/instruction of teaching and/or senior staff but will not require the presence of a teacher.
* To ensure that young people can still access the School’s Schemes of Work whilst no active teaching is taking place.
* To liaise with teaching staff in order to collate planned relevant work for the group or class, set by a qualified teacher.
* To recognise specific individual learning needs, enabling access to learning for all young people. To manage classroom behaviour in line with the school’s behaviour management policy.
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| **Working Relationships** |  |
| **Key Tasks and Accountabilities** |  |
| **General** | **The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time** |
| **Review Arrangements** |  |
| **Date Job Description prepared/revised: March 2022****Prepared/revised by: Sue Smith** |



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**PERSON SPECIFICATION**

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|  | Essential | Desirable |
| **Knowledge, skills and abilities**  |
| Ability to work independently with groups/classes of young people. | x |  |
| Ability to listen and communicate effectively. | x |  |
| A thorough understanding of classroom roles and responsibilities.  | x |  |
| Ability to build and maintain effective working relationships young people and colleagues. | x |  |
| Ability to promote a positive ethos. | x |  |
| Ability to work with young people at all levels regardless of specific individual need or levels of ability and identify learning styles as appropriate. | x |  |
| Ability to adapt own approach in accordance with pupil needs. | x |  |
| Ability to work effectively in a high-pressure environment. | x |  |
| Excellent personal literacy and numeracy skills. | x |  |
| Good organisational and administrative skills | x |  |
| Understanding of the KS3 and KS4 Programmes of Study and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc. | x |  |
| Understanding of principles of child development, learning styles and independent learning. | x |  |
| Working knowledge of relevant policies/codes of practice/legislation. |  | x |
| Understanding of inclusion, especially within a school setting. | x |  |
| Understanding of principle of child protection specifically in a school setting  | x |  |
| Experience of resources preparation to support learning programmes. | x |  |
| Effective use of ICT to support learning. | x |  |
| Understanding of relevant technology (DVD, Interactive whiteboard).  |  | x |
| **Qualifications** |
| Minimum 2 years experience of working in a supervisory role with young people in an educational setting |  | x |
| 3 GCSEs A-C or equivalent | x |  |
| ICT capability | x |  |
| Training in various educational strategies (literacy/numeracy/SEN) |  | x |
| **Professional Values and Practice****MUST BE ABLE TO DEMONSTRATE ALL OF THE FOLLOWING** |
| A desire to develop professionally and take part in all training and development opportunities relevant to the post | x |  |
| High expectations of all young people; respect for diversity | x |  |
| Commitment to raising the educational achievements of young people | x |  |
| Ability to demonstrate reliability and integrity | x |  |
| Ability to build and maintain successful relationships with young people, treating them consistently, with respect and consideration | x |  |
| To have a presence and to personally demonstrate and promote the positive value, attitudes and behaviour expected from the young people with whom they work | x |  |
| Ability to work collaboratively with colleagues, knowing when to seek help and advice | x |  |
| Ability to work flexibly and to manage time effectively | x |  |
| Able to liaise sensitively and effectively with young people, parents and carers | x |  |
| Able to improve own practice through observations, evaluation and discussion | x |  |
| Willingness to take part in first aid qualification | x |  |
| **This post is subject to an Enhanced DBS check** |