



Cover Supervisor

37 Hours and Permanent

E: £20,903 - £22,627

E: £17,698 - £19,158 TTO plus 2 days

Required from ASAP

Closing Date:	26 th March 2021 09:00
Interview Date:	w/c 29 th March 2021





Cover Supervisor Job Description

Post Title:	Cover Supervisor
Grade:	E
Conditions:	Term time only and permanent. Two additional days must be worked during the September training days. 37 hours per week which will be 8.00-16.00 (15.30 on Fridays) unless otherwise agreed.
Accountable to:	Responsible to the Headteacher and a nominated member of the Senior Leadership Team
Accountable for:	N/A

Purpose of the Job

- Cover lessons for absent teachers as required, supervising whole classes during the short-term absences. The primary focus when supervising will be to:
 - maintain good order and to keep students on task. The Cover Supervisor will need to respond to questions and generally assist students to undertake set activities.
 - provide specialist support in a specific curriculum area, including preparation, and organisation of resources.
 - support to teaching staff and students when cover is not required.
- Facilitate and encourage learning which helps all students achieve their potential.
- Work with colleagues to support high standards of behaviour and attainment.

Responsibilities

Signpost 1 All learning good or outstanding

- Cover Supervisors will set high standards and follow expected classroom routines and expectations for students by:
 - receiving instructions about the work to be undertaken by the class. These instructions will either be left by the absent teacher or by another qualified teacher.
 - ensuring that the resources specified are available.
 - arriving promptly at the classroom.
 - ensuring that the students are properly dressed in uniform, and have the correct equipment.

- using classroom teaching skills, training and experience to support students.
- promoting positive values, attitudes good student behaviour and health and safety, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- managing the behaviour of students whilst they are working to ensure an appropriate learning environment which is purposeful, orderly and productive.
- completing electronic registers for registrations and every class.

- 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.
- rewarding students, where appropriate, in accordance with school procedures.
- reporting as appropriate, using the school's agreed behaviour system during class.

- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate student responses to learning activities
- Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.

Signpost 2

Student outcomes.

- Provide feedback to students in relation to progress and achievement.
- Provide objective and accurate feedback and reports as required to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of students' work that has predetermined answers and involves no element of professional judgement or assessment, accurately recording achievement or progress.
- Administer and assess routine tests which have predetermined answers and involve no element of professional judgement or assessment. Invigilate exams / tests.

Signpost 3

Students feel safe, supported and included.

- Promote the inclusion and acceptance of all students within the classroom.
- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- Liaise sensitively and effectively with parents or carers as agreed with the teacher within your role and responsibility and participate in feedback sessions or meetings with parents with or as directed by the teacher.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

- Help students to access learning activities through specialist support.
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.

Signpost 4 Preparing everyone for their future.

- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognised and reward achievement of self-reliance.
- Participate in appraisals in line with the school performance management policy.
- Keep abreast of the latest developments both in relevant legislation and education in general.

Signpost 5 Closing the gap.

- Support students consistently whilst recognising and responding to their individual needs.
- Implement agreed learning activities or programmes, adjusting activities according to student response and needs.

Signpost 6 Attendance.

- Work in conjunction with the pastoral team to enhance the attendance of all students. Where necessary liaise with parents or carers to overcome any barriers to absence.
- Act as a role model by modelling outstanding attendance and resilience.

Signpost 7 A site and services that promote welfare and enhance the student experience.

- Ensure a high standard of display and promotional material to enhance the standard of appearance of the school in order to provide an attractive environment conducive to achieving optimum use both for purposeful study and leisure.
- Provide general clerical administrative support; administer course work, produce worksheets for agreed activities.

Personal and professional conduct.

- When not required to cover lessons supervisors will be deployed to provide general assistance, for example to:
 - Supervise groups of students working outside their normal classroom.
 - Support individuals or groups with particular learning needs.
 - Undertake exam invigilation as required.
 - Provide help to teachers or support staff, wherever possible making use of the skills that the Cover Supervisor is able to bring to the job, for example library skills, display skills etc.
- Outside normal lesson times cover supervisors will provide cover in the event of absence for a range of other professional duties normally undertaken by teachers. These may include registration, supervision of students at the start and end of the day and during breaks and lunchtime, supervision of detentions etc. Cover supervisors may be also be asked to assist teachers in undertaking these tasks.
- Manage and prioritise your own workload in line with service requirements.
- Share corporate responsibility for the implementation of school policies and practices.
- Be a role model for students through personal presentation and professional conduct. To contribute to the ethos of the school, in all areas of contact and responsibility, in relationships with staff and students.
- Establish effective working relationships with professional colleagues.
- Attend and participate in regular meetings, and in training and other activities as required.
- Attend meetings with line managers as required.
- Demonstrate a commitment to continuous development, identify opportunities for professional development and undertake training opportunities where appropriate.
- Ensure promotion and support of Equal Opportunities and Health and Safety.
- Present a positive personal image, contributing to a welcoming school environment.
- Maintain confidentiality inside and outside the school.
- Any other duties as required by the Headteacher.

Safeguarding

- Ensure appropriate / relevant safeguarding policies and measures for all staff and students are in place and reviewed.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to safeguarding procedures.

- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.

Relationships

The post-holder will be required to work flexibly to deliver an efficient service. There will be regular contact with students, colleagues, other members of staff, line managers and internal and external customers.

Physical Conditions

The post is currently based at Royds School which has access by stairs and is accessible by disabled persons to the ground floor by a portable ramp on request.

The school operates a non-smoking policy.

Economic Conditions

Grade:

E

Conditions:

NJC Terms and Conditions apply.

Safeguarding

Royds School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclose and Barring Service check and Prohibition List check.

Prospects

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

The school encourages training both in-house and external to meet the needs of the individual and of the school.

Conclusion

The job description is current but recognises that while every effort has been made to explain the main duties and responsibilities, each individual task may not be identified. It is recognised that technological changes and advancements make it impossible. Therefore, in consultation with the post holder, it may be amended to reflect or anticipate the changes in the role.

Job description prepared by:

Helen Kay

12/03/21

Job description reviewed by:

John Higgins

12/03/21



Cover Supervisor Employee Specification

Post Title:

Cover Supervisor

In order to effectively undertake the responsibilities required for the above role (see job description), the attributes below have been identified as important for the post holder. These attributes will be identified by means of the application, interview and references as appropriate.

Mode of Assessment		A = Application, I = Interview, C = Certificate, O = Observation, T = Task		Essential	Desirable
Qualifications					
A	Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C).	X			
A	Degree or equivalent qualification.				X
A	Evidence of additional, relevant academic qualifications	X			
Experience					
A I	Experience of working with young people.	X			
A I T	Some experience of working in education and supporting children in a classroom environment.				X
A I T	Experience of meeting the needs of the full range of learners and implementing effective strategies to develop independent learning for all students.				X
A I	Evidence of some training or experience in the relevant learning strategies e.g. literacy or behaviour.				X
Skills					
A	Very good numeracy/literacy skills.	X			
A I	Can use ICT effectively to support learning.	X			

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task	Essential	Desirable
Skills			
A I	Self-motivation and the ability to motivate others.	X	
A I T	Effective use of a range of appropriate behaviour management techniques/strategies with children.	X	
A I T	Excellent interpersonal skills both in working relationship with young students and in forming effective professional relationships with a wide range of contacts.	X	
A I	Ability to self-evaluate learning needs and actively seek learning opportunities	X	
A I T	Ability to relate well to children and adults and to facilitate effective working partnerships between all stakeholders	X	
A I T	Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	X	
A I	Good planning and organisational skills including the ability to work autonomously and manage high volumes of work.	X	
Knowledge			
A I	Working knowledge of national curriculum and other relevant learning programmes and strategies.		X
A I	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation		X
A I	Knowledge of the relevant learning strategies or behaviour strategies e.g. literacy, behaviour, and anger management.		X
A I	Understanding of principles of child development and learning processes		X
A I	Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.		X

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task	Essential	Desirable
Personal Attributes			
A I	Commitment to inclusive education.	X	
A I	Willing to take personal responsibility and abide by the School's Equal Opportunities and Health and Safety Policy.	X	
A I	Flexibility and willingness to be adaptable in addition to being accessible, approachable and demonstrating an enthusiastic attitude.	X	
A I	High levels of honesty and integrity and an awareness of the importance of confidentiality	X	
A I	Be a good role model to children and families.	X	
Safeguarding Children			
A I	Ability to maintain appropriate relationships and personal boundaries with children and young people.	X	
A I	Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline.	X	
A I	Understanding of the importance of safeguarding and child protection and its impact on this role.	X	

Royds School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS with barred list check as well as a Prohibition List check.

Job description prepared by:	Helen Kay	12/03/21
Job description reviewed by:	John Higgins	12/03/21