

## JOB DESCRIPTION

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

<b>POST TITLE:</b>	<b>Cover Supervisor</b>
<b>BASED AT:</b>	Philip Morant School and College
<b>SALARY SCALE</b>	Scale 4 - 5, Points range 6 to 11
<b>HOURS:</b>	31.25 hours per week, 39 weeks

### Main duties:

- To supervise whole classes during the absence of teachers. Cover Supervisors will give instructions for the lesson as provided by a teacher and the primary focus of the role will be to maintain good order and to keep students on task. Cover Supervisors will respond to general questions from the students and provide feedback to teachers but will not be required to undertake the specific work of planning, preparation, assessment, recording and reporting.
- To supervise individual or very small groups of students as required, including working in our Student Internal Seclusion Unit for students who are currently not accessing the main curriculum.
- To support the learning of specific students with learning difficulties as required in the classroom under the direction and guidance of the Lead Teacher of Learning Support.
- To work as a member of a team, to help supervise and manage the behaviour of the students and to encourage and support the students' learning.
- To give administrative and technical support to subject departments, provide examination supervision and accompany school trips.
- By agreement with the Line Manager, be prepared to support students who are working off site, representing the school professionally and communicating effectively

### Tasks relating to the above duties:

- Supervise students engaged in learning activities, both in the classroom in lieu of the teacher and if needed in other settings such as timetabled withdrawal sessions, the internal exclusion unit, Oasis or at other off-site provision
- Supervise students during lunch and break times as required
- Act as a role model and set high expectation of conduct and behavior
- Provide objective and accurate feedback to the teacher on the conduct of the lesson
- Promote the inclusion and acceptance of all students within the classroom, support students consistently whilst recognising and responding to their individual needs.
- Provide objective and accurate feedback to the teacher on the conduct of the lesson
- Keep appropriate records as agreed with the teacher, e.g. student attendance
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behavior, keeping students on task and respond to general queries
- Support the use of ICT where appropriate
- Support students with activities designed to develop numeracy and literacy, cover of group withdrawals as directed by the Subject Leader and Learning Support

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Participate in training and other learning activities as required
- Attend relevant school meetings and training (CPD) as required
- To respect confidentiality at all times
- To work as part of a team to manage the behaviour and learning of students currently in the Internal Seclusion Unit; to supervise these students in their break and lunchtime; liaise with Heads of Faculty and Heads of House, ISU Manager in organising work for students in the Internal Seclusion Unit in liason with the ISU Mam
- Perform 'general LSA work' under the direction of the Lead Teacher for Student Support.
- To be involved in reviewing IEPs
- To provide examination support for students with access arrangements
- To contribute to the overall ethos/work/aims of the school.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with the Line Manager.
- To follow the guidelines on 'Safeguarding Children' published by the DfE and within the scope of these guidelines accept responsibility for promoting and safeguarding the welfare of children and young people.
- To comply with individual responsibilities in accordance with the role, for Health and Safety in the workplace.
- To carry out any other reasonable task as required by the Executive Principal/Head of School.

**Post of Cover Supervisor  
Person Specification**

		Essential	Desirable
<b>A. Qualifications</b>			
A1	Excellent literacy and numeracy skills	<input type="checkbox"/>	
A2	Good educational background	<input type="checkbox"/>	
<b>B. Experience</b>			
B1	Experience working as an LSA or Cover Supervisor		<input type="checkbox"/>
B2	Some relevant experience of working with young people		<input type="checkbox"/>
<b>C. Knowledge and understanding</b>			
C1	Good ICT skills		<input type="checkbox"/>
	Demonstrate good written and spoken communication skills, to communicate easily, quickly and clearly in a way that is coherent and readily understood by a range of audiences, including students and teachers; able to communicate in a manner and style that is engaging, inspiring and motivating.	<input type="checkbox"/>	
C2	Good knowledge of child development and learning processes and reasonable understanding of the education system.		<input type="checkbox"/>
C2	Ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment	<input type="checkbox"/>	
	Good standard of general knowledge that matches students' and parents' expectations.	<input type="checkbox"/>	
C3	Ability to provide consistent professional standards regarding work and behaviour.	<input type="checkbox"/>	
<b>D. Personal skills and attributes</b>			
D1	Have a positive attitude with youngsters who have social, emotional and/or behavioural difficulties	<input type="checkbox"/>	
D2	High standard of interpersonal skills	<input type="checkbox"/>	
D3	Work efficiently and to deadlines	<input type="checkbox"/>	
D4	Remain calm under pressure	<input type="checkbox"/>	
D5	Ability to use own initiative	<input type="checkbox"/>	
D6	Reliable and trustworthy, respect confidentiality.	<input type="checkbox"/>	
D7	A willingness to be trained and listen to good advice and to take part in staff development opportunities.	<input type="checkbox"/>	
D8	As required by The Children Act, " <i>have a commitment to safeguarding and promoting the welfare of children and young people; motivated to work with children; has the ability to form and maintain appropriate relationships and personal boundaries with children and young people and; has emotional resilience in working with challenging behaviours and attitudes</i> ".	<input type="checkbox"/>	
D9	Satisfactory Enhanced Disclosure and Barring Service Check (carried out on appointment)	<input type="checkbox"/>	