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| <b>Job title</b>                   | Cover Supervisor  |
| <b>Grade</b>                       | Level 5 8-12  |
| <b>Reports to</b>                  | SIMS Cover Manager  |
| <b>Liaison with</b>                | Teaching Staff, Support Staff, Headteacher, students  |
| <b>Hours</b>                       | 35.83 hours per week<br>8.00am to 3.30pm minus 20 mins unpaid lunch break each day  |
| <b>Job Purpose</b>                 | <ul style="list-style-type: none"> <li>• To supervise whole classes during the short-term 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 pupils on task.</li> <li>• Cover Supervisors will respond to general questions and provide general feedback to teachers but will not be required to undertake 'specified work' (planning, preparation, delivery, assessment, recording and reporting of achievement, progress and development)</li> <li>• Cover Supervisors will not therefore be subject to a 'system of supervision' other than the general supervision applicable to all staff and will act under the professional direction of teachers.</li> </ul>  |
| <b>Key Areas of Responsibility</b> | <ul style="list-style-type: none"> <li>• Supervise pupils engaged in learning activities. Provide objective and accurate feedback to the teacher on the conduct of the lesson.</li> </ul>   |
| <b>Duties</b>                      | <p><b>SUPPORT FOR PUPILS</b></p> <ul style="list-style-type: none"> <li>• Act as a role model and set high expectations of conduct and behaviour.</li> <li>• Promote the inclusion and acceptance of all pupils within the classroom</li> <li>• Keep pupils on task and respond to general queries.</li> </ul> <p><b>SUPPORT FOR TEACHERS</b></p> <ul style="list-style-type: none"> <li>• Keep appropriate records as agreed with the teacher</li> <li>• Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.</li> </ul> <p><b>SUPPORT FOR THE CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• Support the use of ICT where appropriate</li> <li>• Make appropriate use of equipment and resources.</li> </ul> |

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|                               | <p><b>SUPPORT FOR THE SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</li> <li>• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.</li> <li>• Participate in training and other learning activities as required.</li> <li>• Attend relevant school meetings as required.</li> <li>• To respect confidentiality as all times.</li> </ul>   |
| <b>General</b>                | <ul style="list-style-type: none"> <li>• To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</li> <li>• To comply with individual responsibilities in accordance with the role, for health and safety in the workplace.</li> <li>• Ensure that all duties and services provided are in accordance with the school's equal opportunities policy.</li> <li>• The governing body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</li> <li>• The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade</li> <li>• Your normal place of work is at Chase High School, however, the Discovery Educational Trust reserves the right to require you to work at any other of its establishments, whether current or future. This may be for a temporary period or on a permanent basis, according to the needs of the employer.</li> </ul> |
| <b>Line Management</b>        | None   |
| <b>Performance Management</b> | Identified in the School's Performance Management Policy   |

## Job Description

### PERSON SPECIFICATION: Cover Supervisor

| CRITERIA                             | ESSENTIAL   | DESIRABLE  |
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| <b>QUALIFICATIONS AND EXPERIENCE</b> | <ul style="list-style-type: none"> <li>• Substantial relevant work experience.               <ul style="list-style-type: none"> <li>• English and Maths Level 3 or Equivalent</li> </ul> </li> <li>• Good reading and writing skills</li> <li>• Good numeracy skills</li> <li>• Good working knowledge of ICT to support learning.</li> </ul>   | <ul style="list-style-type: none"> <li>• NVQ Level 3 in learning support/early years or equivalent qualification/experience.</li> <li>• Completion of DCSF induction programme.</li> <li>• Basic knowledge of First Aid and good understanding of the school.</li> </ul> |
| <b>COMMUNICATION</b>                 | <ul style="list-style-type: none"> <li>• Ability to use clear language to communicate information unambiguously and the ability to listen effectively.</li> <li>• Ability to communicate effectively with children and adults.</li> </ul>   | <ul style="list-style-type: none"> <li>• Ability to write detailed reports, letters etc</li> <li>• Specialist language/ communication skills if appropriate.</li> </ul>  |
| <b>WORKING WITH CHILDREN</b>         | <ul style="list-style-type: none"> <li>• Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment</li> <li>• Detailed understanding of the school curriculum</li> <li>• Good working knowledge of specialist curriculum area (s) if appropriate.</li> <li>• Detailed understanding of child development.</li> <li>• Ability to assess progress and performance and recommend appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• Successful completion of training to support SEN if appropriate.</li> </ul>   |

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|                                  | strategies to support development  |  |
|                                  | <ul style="list-style-type: none"> <li>• Motivate, inspire and have high expectations of pupils.</li> <li>• Understand and support the importance of physical and emotional wellbeing.</li> </ul>  |  |
| <b>WORKING WITH OTHERS</b>       | <ul style="list-style-type: none"> <li>• Ability to make a proactive contribution to the work of the team supporting children, their families and carers and contribute to group thinking, planning etc.</li> <li>• Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults</li> <li>• Ability to work effectively with a range of adults</li> <li>• Contribute to the development and implementation of effective systems to share information.</li> </ul> |  |
| <b>SPECIFIC RESPONSIBILITIES</b> | <ul style="list-style-type: none"> <li>• Good organisational skills.</li> <li>• Ability to remain calm under pressure.</li> <li>• To have a flexible approach to work and follow instructions accurately.</li> <li>• Ability to manage and support the work of others</li> <li>• Ability to manage own time effectively.</li> <li>• Ability to adapt quickly and effectively to changing circumstances and situations</li> <li>• Demonstrate creativity and an ability to resolve problems independently</li> </ul>                  |  |
| <b>GENERAL</b>                   | <ul style="list-style-type: none"> <li>• Awareness and promotion of equality</li> </ul>  |  |

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|  | <ul style="list-style-type: none"><li>• Good understanding of Health and Safety.</li><li>• Good understanding and effective implementation of child protection procedures.</li><li>• Understand procedures and legislation relating to confidentiality</li><li>• Demonstrate a clear commitment to develop and learn in the role.</li><li>• Ability to critically evaluate own performance.</li></ul> |  |
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