



JOB DESCRIPTION

RESPONSIBLE TO: Assistant Headteacher (Director of Operations)

VISION AND PURPOSE:

- Work from 7.00am to:
 - Deploy Cover Supervisors and agency staff to ensure all lessons are covered.
 - Liaise with external supply agencies to meet daily needs, ensuring best value for the school.
- Cover Supervisor support will be deployed on a period by period basis. Once in class, attitude to learning will be supported by the Faculty Leader or class teacher.
- This job role will provide support in the following key areas:
 - Additional in-class support
 - Short term cover for absent teachers

COVER MANAGER RESPONSIBILITIES:

- Answer or check messages on the cover phone.
- Enter all teaching and planned absences onto the MIS using appropriate absence coding.
- Ensure all lessons are supervised by an appropriate member of staff.
- Ensure cover staff comply with policies and procedures relating to child protection, equality, health and safety, security, confidentiality and data protection. Reporting any concerns to an appropriate person.
- Provide support and guidance to cover staff.
- Book agency supply staff as required and complete timesheets or salary claim forms.
- Ensure details of all bookings are forwarded to the HR team.
- Ensure effective use of Cover Supervisors when not covering lessons.
- Maintain records of cover and provide reports as required.

COVER SUPERVISOR RESPONSIBILITIES:

- To supervise whole classes to cover short term absence of teachers, and to allow teachers to carry out professional duties and training. To give instructions for the lesson as provided by the teacher and keep students on task whilst maintaining good order.
- To respond to general questions and provide general feedback to the teacher.

OTHER RESPONSIBILITIES:

1. Support for Students

- Supervise students while they are engaged in learning activities, and deal with immediate problems and emergencies.
- Manage students' attitude to learning within the ethos and behavioural policies of the school.
- Set high expectations of conduct whilst acting as a role model.
- Promote the inclusion and acceptance of all students within the classroom, within the school's policies and procedures of equal opportunities.
- Assess the needs of students and use detailed knowledge and specialist skills to support learning.
- Support individuals and groups of students within lessons to support their progress in subjects.
- Implement strategies and support students in self-esteem, confidence building and resilience.
- Assist in identifying barriers to learning which prevent students from reaching their full potential.

2. Support for Teachers

- Provide objective and accurate feedback to the teacher on the conduct of the lesson and the behaviour of students.
- Collect and pass on any completed work.
- Maintain and pass on any appropriate records as agreed beforehand with the teacher.
- Provide support and assistance to teaching staff in large examinations or test groups.
- Attend subject specific training to enhance specialist knowledge.

3. Support for the Curriculum

- Understand and ensure appropriate organisation/use of the classroom, equipment and resources.
- Undertake cover as directed. For definitions of cover in times of absence, see the latest School Teachers' Pay and Conditions document (STPCD).
- Use ICT effectively for learning activities, and develop students' competence and independence in its use. Able to select and prepare the necessary resources to teach learning activities.

4. Support for the School

- Accompany groups of students on school trips ensuring their health and safety (at the direction of the lead teacher).
- Be aware of, and comply with, policies and procedures relating to child protection and safeguarding, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, and support, difference and ensure that all students have equal access to opportunities to learn and develop.
- Participate in training and other learning activities as required.
- Assist with the development of school policies and procedures relating to tutoring work.
- Take the initiative, and support others, in developing appropriate multi-agency approaches to supporting students.
- Take responsibility for the provision of out of school learning activities within guidelines established by the school, and provide support for students outside of normal lesson times (for example after school, at lunchtime, or [where agreed with the Faculty Leader] at weekends or in school holidays).

GENERAL INFORMATION:

- All work performed/duties undertaken must be carried out in accordance with relevant policies and procedures.
- Post holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.
- Post holders must at all times carry out their responsibilities with due regard to the Academy's policy, organisation and arrangements for Health and Safety at Work.
- Post holders will be expected to participate in the Academy's arrangements for performance management and professional development as required.

CONTEXT:

All staff are part of a whole Academy team. Each individual is required to support the values and ethos of the Academy. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. It is essential that you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences.

This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy.

<p><i>The applicant will be required to safeguard and promote the welfare of children and young people</i></p>

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the time of appointment only and may be reviewed in negotiation with the employee in the future.

PERSON SPECIFICATION

The person specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application. Candidates failing to demonstrate any of the essential criteria will automatically be excluded.

You should be able to demonstrate that you meet the following criteria, measured by:

A: Application Form

B: Interview

C: References

CRITERIA	Requirement	Assessment
Qualifications		
5 GCSEs (A* to C) including English and Maths or equivalent NVQ Level 2	Essential	A
NVQ Level 3 or equivalent in related area (e.g. Supporting Teaching & Learning in schools)	Essential	A
Experience		
Cover supervision experience	Essential	A
Experience of working with staff at all levels	Desirable	A
Skills		
Good numeracy, literacy and ICT skills	Essential	A C
Able to communicate effectively and relate well with staff and students	Essential	A B C
Able to work independently and without direct supervision	Essential	A B C
Able to take direction from different people, and effectively prioritise and manage workload	Essential	A C
Able to take direction from different people, and effectively prioritise and manage workload	Essential	A C
Able to work constructively as part of a team, understanding classroom roles and responsibilities, and one's own position within the team	Essential	A B C
Able to implement the Academy's Safeguarding, Equal Opportunities and Behaviour Management policies	Essential	B
Able to encourage students to learn and inspire a strong work ethic	Essential	B
Able to gain the respect of students and engender positive attitudes to learning	Essential	B
Understanding of statutory frameworks relating to teaching	Essential	A B
Has high expectations and aspirations for all students	Essential	B
Able to manage student behaviour and challenge underperformance	Essential	B
Personal Characteristics		
Reflective and solution focused	Essential	B
Calm under pressure	Essential	B
Supportive, patient and non-judgmental	Essential	B
Other Requirements		
Undertake the Academy's Induction Programme	Essential	B
Participate in development and training opportunities	Essential	B
Be able to carry out all duties to a high standard	Essential	A B