



Job Description

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| JOB TITLE | Cover Manager |
| JOB FAMILY | Education Support |
| PHASE | Secondary |
| REPORTING TO | Deputy Headteacher |
| RESPONSIBLE FOR | Cover Supervisors |

Job Purpose

To be responsible for the management of the schools cover on a daily basis. This includes the management of the school cover supervisors both permanent, relief and supply teachers

Duties and Responsibilities

- To organise and administer cover for absent teachers, which includes arranging cover from supply agencies, and ensure the school's Senior Management Team are aware of teacher absences as soon as possible.
- To pass cover lesson information to Cover Supervisor/Supply Teacher.
- To be responsible for the recruitment, induction, training, attendance and performance
- Management of the Cover Supervisor(s), ensuring the relevant administration processes involved in these areas are completed to deadlines.
- To undertake the duties of a Cover Supervisor when required.
- To accurately record and maintain attendance records for staff in order to provide data to assist with attendance monitoring/cover analysis reporting.
- To monitor and report on use of Supply Cover Budget on a half termly basis.
- To undertake office administration duties as necessary when not being utilised for cover as appropriate

Teaching and Learning

- Supervise classes for absent staff, delivering their lesson plans
- Provide unobtrusive guidance and support to enable pupils to find answers to questions and tasks set, using knowledge of each pupil's differing levels of development and ability to ensure progression and continuity.
- Supervise individual or small groups of pupils undertaking teacher-led learning activities by co-ordinating and explaining basic instructions for the activity, adjusting activities within the scope of the lesson plan and learning outcomes in response to pupils' learning.



- Assist pupil achievement by monitoring learning against learning outcomes, informing the teacher and or SENCO of progress/problems so that adjustments can be made accordingly.
- Support the development of literacy and numeracy skills of pupils from a wide variety of backgrounds
- Administer and mark routine tests with clearly defined predetermined answers as part of a planned intervention strategy.
- Where appropriate, act as reader and/or amanuensis to pupils in examination and written assessments.
- Develop 1:1 mentoring arrangements with pupils on the SEND and PP register; provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Provide support as agreed with SENDCo. This may include pre-tutoring support to ensure pupils have the necessary knowledge and familiarity with the vocabulary and concepts used in the lesson. It may involve post tutoring to check understanding and reinforce key learning points.
- Support the development, implementation and evaluation of Individual Education Plans for pupils focusing on delivering priority learning targets for pupils.

Planning

- Assist with the planning of learning activities by identifying and preparing resources required to support lesson plans, learning outcomes.
- To prepare differentiated work/materials for pupils' use and display work and resources, (under the direction of the teacher).
- Assist the teacher where necessary with preparation (and clearing away) of the classroom and materials to ensure effective and efficient teaching.

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Implement the advice and programmes of work as directed by the SENCO, provided by other professionals, such as speech therapists, Educational Psychologists, occupational and language specialists and pediatricians, as and when required.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school



- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Ensure that pupils work together positively and co-operatively, with good behaviour in line with the school's policy and procedures.
- Encourage and promote the social and emotional development of pupils

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Attend meetings and training sessions as required.

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity.

Other Areas of Responsibility at Holcombe Grammar School

- Assist with special activities in the school within school hours (e.g. sports days, plays, concerts, open days) accompany on school visits, projects.
- Assist pupils to make a successful transfer between educational establishments and transition at key stages in their learning
- To supervise pupils and promote learning and safety, for example, at break times, on educational visits.
- Supervise children during playtimes and lunchtime.
- To be familiar with the toileting and medical needs of pupils with disabilities in order to meet individual pupils' needs as appropriate in the company of another adult.
- To administer First Aid, subject to appropriate training.
- To support with Hub and Bridge supervision as needed



Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be based at Holcombe Grammar School. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust’s Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy’s Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.



Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and service delivery.

Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post. I understand and agree to the job description of a Cover Manager

Name:

Signed:

Date: