

# Job Description

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**Job Title:** Cover Supervisor

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**Location:** King Edward VII Academy

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<b>Job title</b>	<b>Cover Supervisor</b>
<b>Salary Scale</b>	<b>Support Scale F</b>
<b>Hours of Work</b>	<b>Full time - 37 hours per week</b>
<b>Weeks Worked</b>	<b>Term Time + 1 week (39 weeks)</b>
<b>Responsible to</b>	<b>Cover Manager</b>
<b>Location</b>	<b>King Edward VII Academy</b>

#### **Main purpose of the role**

- To provide high quality supervision of classes to cover short-term absence of the regular teacher
- To provide high quality general curriculum support including planning and administration

#### **Organisational relationships**

- Responsible to the Cover Manager and Vice Principal

#### **Principal accountabilities and responsibilities**

<b>Overview</b>	<ul style="list-style-type: none"> <li>• Maintaining good order in class and constructive management of behaviour</li> <li>• Promotion of self-control and independence in class</li> <li>• Keeping students on task as necessary Effective liaison with classroom teachers and / or subject leaders</li> <li>• Effective and efficient development / procurement of curriculum and enrichment resources</li> <li>• To implement the academy's safeguarding policy, following procedures for safeguarding and promoting the welfare of young people</li> <li>• Supervise the whole class to undertake pre-set work and/or activities during the absence of the regular teacher including introducing and closing the class</li> <li>• The work will be pre-set by the regular teacher or the Subject Leader</li> <li>• Take register</li> <li>• Respond appropriately to questions raised by students</li> <li>• Collect any completed work and return it to the appropriate teacher</li> <li>• Deal with immediate problems and emergencies in accordance with the school's policies and procedures</li> <li>• Report back on behaviour of students during the class and on any issues directly arising</li> </ul>
<b>Outside of Cover Duties</b>	<ul style="list-style-type: none"> <li>• In-class support as directed by the class teacher e.g., assistance to individuals or groups of students</li> <li>• Administration or support of curriculum enrichment activities as required by Subject Leaders e.g., researching trips, investigating resources</li> </ul>

	<ul style="list-style-type: none"> <li>• Assistance to Subject Leaders in other curriculum activities e.g., accompanying trips, collating and developing resources</li> <li>• Any other duties commensurate with the post at the direction of the Principal</li> </ul>
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### Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In any way possible, in accordance with the role, support students to achieve their potential
- In any way possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

### Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

### Context

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

### Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

**The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure and Barring Service) to be undertaken. It is essential you to 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 “spend” under the provisions of the Act.

Person Specification	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Very good numeracy/literacy skills/GCSE grade C (or NVQ 3 equivalent) in Maths and English</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>Proficient use of technology and understanding of its use in supporting effective teaching and learning</li> <li>Experience of teaching (or other relevant learning environments) covering groups or whole classes</li> </ul>	<ul style="list-style-type: none"> <li>Basic experience of assessing student progress and contributing to the assessment process.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>Ability to work consistently, prioritise and delegate appropriately, to handle pressure and to work to deadlines</li> <li>Ability to communicate clearly and sensitively, both orally and in writing, with pupils, parents/carers and staff</li> <li>Ability to work in a team, collaboratively with other staff</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to develop own understanding and capability through advice and training</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Awareness and commitment to safeguarding and promoting the welfare of children and expecting all staff to share this commitment</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the needs of SEN students in academic surroundings</li> </ul>

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Signature.....

Date .....

Name.....