

Post	Cover Supervisor
Grade	Grade C (actual salary £16,901 to £17,800pa)
Working hours	Full time, 37 Hours per week, 8.15am – 4.00pm, term time only, includes INSET days plus 37 hours to be worked flexibly across the year
Start Date	As soon as possible

We are looking for someone to join our busy friendly support team as a Cover Supervisor. This is an ideal opportunity for a confident, flexible, well organised person looking to work with young people to join the staff at Aldworth.

Cover supervisors are key to the effectiveness of the school. The role involves supervising whole classes during the absence of a teacher, providing short term cover and helping the students with their learning. Cover supervisors often get involved in the heart of the school and are familiar and trusted faces around the school.

The successful candidate will have an interest in young people and enjoy being part of the community of the school. We are looking for someone who can relate well to young people and embody the school's approach to behaviour which is based on 'warm assertion'. It would be desirable to have previous experience of working with young people, but not essential as support and training will be provided.

Full details and an application form can be obtained directly from the recruitment section on our website www.alldworth.hants.sch.uk, by emailing recruitment@alldworth.hants.sch.uk or by telephoning the school directly on 01256 32269.

Further details on the job and the school are available on our website www.alldworth.hants.sch.uk

Closing date: Monday 26 September 2022 at 12 noon
Interview date: TBC

Aldworth School is committed to safeguarding young people and we ensure that all our recruitment and selection practices reflect this commitment.

PERSON SPECIFICATION

POST: Cover Supervisor

DATE: September 2022

Criteria / Standard	E/D	Source of Evidence
Qualifications		
Qualified to at least GCSE Grade C or equivalent in English and Maths	E	Application
Evidence of continued education, qualifications and training post 16.	D	Application/Interview
Experience		
Life or work experience which will indicate that the applicant has the skills/experience to be a cover supervisor.	E	Interview/Reference
Knowledge of children and the education sector	D	Interview
Knowledge of school procedures and systems	D	
Experience of working with children.	D	Application
Personal skills and attributes		
Ability to work independently and as part of a team.	E	Application/Interview
Good ICT skills.	E	Reference/Interview
Good organisational skills.	E	Reference
Strong Interpersonal skills.	E	Reference/Interview
Dedication and commitment to children of all abilities.	E	Reference/Interview
Administrative skills	E	Interview
First Aid trained	D	Interview
Minibus driver (or willing to undergo D1 training)	D	Interview
The ability to work under pressure A calm, firm approach to children. Energy. Flexibility and adaptability. Respect the values of Aldworth School.	E	Interview
A sense of humour. Commitment to continuing personal development	D	Interview
Suitability to work with children		
Responsible for promoting and safeguarding the welfare of children and young persons.	E	Reference
The post is subject to enhanced DBS checks		Document verification

Our Ref: CRE/CMN

September 2022

Dear Colleague

Thank you very much for your interest in the position of Cover Supervisor at Aldworth School. We are a school which is proud to serve the area and works hard to foster a sense of belonging amongst all members of our diverse community. You would be joining us at a very exciting time for the school and I would really encourage you to explore our website to learn a little more about our journey.

The school is currently in a period of transition and we are on a positive trajectory with the aim of reaching a solid good by the end of the year in readiness for a full Ofsted inspection in 2022/3. I have been in post at Aldworth since September 2021, working alongside Paul Jenkins, Executive Headteacher. Paul is also Headteacher at Court Moor School and was asked to help out a couple of years ago when the previous headteacher left. Like me, Paul was captivated by Aldworth and has transformed the school in his time here.

I am now leading the school through the next phase of our development, and feel privileged to work with a team focused on delivering the best for our community. Despite an RI judgement from Ofsted in June 2019, staff morale is high and there is a determination to drive continual improvements to the school. With support from the LA and a focus on continual professional development, there will be a range of opportunities arising over the next year for committed and ambitious staff. Our most recent Ofsted visit confirmed that we are taking effective action in order for the school to become a good school, and the report unusually contained no action points. It noted our rapid pace of improvement, and this has been backed up by a visit from the LA this term, which has also confirmed our development work is well-established and we are well placed to continue our upward trend of improvement. This report noted that middle leaders are 'empowered to drive forward further change' and we are looking for someone who is creative and has the vision, skills and commitment to drive further improvement.

Cover Supervisors are a critical part of our team; they provide students with a familiar face who understands the school and covers lessons when their regular teachers are absent. Cover supervisors work across all departments in the school. On the occasions when there is no cover then Cover Supervisors help out in other duties in the school. The hours of work are 37 hours per week with a half hour unpaid break.

Whilst previous experience with young people is desirable, it is more important that you are a friendly and understanding person with a level of authority - whether you've worked with children or not. The school actively encourages applicants from a range of backgrounds and is proud of the diversity of the staff.

We take the safety of our students very seriously and as such appointments will be subject to full safeguarding checks, including an enhanced DBS check. The school reserves the right to close the position early on receipt of a strong application, so if you are interested we would urge you to apply sooner rather than later.

Thank you again for showing interest in Aldworth and I dearly hope you choose to join us in the exciting journey ahead.

Yours sincerely

A handwritten signature in cursive script, appearing to read "Chris Rice".

Chris Rice
HEAD OF SCHOOL

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Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

ROLE PROFILE FORM

Section A

Role Profile Ref:	02008
Department/Section:	Education (schools)
Role Title:	Cover Supervisor
Reports To - (Supervisor/manager's role title) :	Cover Manager/Support Services Manager
Role Purpose: (why the role exists)	Under the professional direction of a teacher to supervise whole classes during the short term absence of a class teacher

Section B Organisation

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).

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graph TD;
    Headteacher --> CoverManager[Cover Manager];
    Headteacher --> SupportServicesManager[Support Services Manager];
    CoverManager --> CoverSupervisor[Cover Supervisor];
    SupportServicesManager --> CoverSupervisor;
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Section C**ROLE REQUIREMENTS**

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Support for pupils	• To supervise whole single classes of pupils using material planned by a teacher to engage pupils in learning activities. • Establish productive working relationships with pupils acting as a role model and setting high expectations of work and behaviour. • Assisting the inclusion of all children to ensure optimum learning opportunities including dealing with behaviour issues in accordance with the school behaviour policy. • Respond to pupils' general queries and keep pupils on task.	
Support for teachers	• Provide objective and accurate feedback to the teacher on the conduct of the lesson including keeping appropriate records as agreed with the teacher. • Comply with instructions requested by the usual class teacher. • 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.	
Support for curriculum	• Make appropriate use of equipment and resources. • Comply with lesson plans and instructions from class teacher.	

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Support for the school	• 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. • Undertaking playtime or lunchtime supervision of pupils. • In line with the operational needs of the school, undertake other duties (e.g. supervising examinations) when needed. • Participate in training and continuing professional development. • Attend relevant school meetings as required.	
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	• Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.	

Section D - The key decision making areas in the role

- A cover supervisor will deal with pupil behaviour and make judgements when to refer incidents to a senior member of staff/class teacher.
- A cover supervisor will work without the close presence of a teacher.
- A cover supervisor will be required to produce general feedback to the class teacher and keep records as appropriate – as such the postholder will decide on what feedback to give.

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- A cover supervisor undertakes whole class or grouped class supervision in the absence of a class teacher.
- There are no financial responsibilities attached to this post.

Section F - The main contacts – external/internal customer contacts and purpose

- Internal (in school) – pupils, other colleagues, teachers, headteacher, members of governing body.
- External (outside school) – (usually under the direction of the teacher) parents/carers.

Section G - Working conditions – environment, and physical effort or strain.

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility for maintaining calm.
- May need to be skilled in restraint techniques for dealing with difficult children.
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying.
- Health and Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.

Section H - Context/additional information

- Due to the nature of the role, the postholder will need to adapt to different classes and groups of children and will therefore need to demonstrate flexibility.
- It has a high confidentiality component and needs to hold the trust of both the pupils and colleagues. It may include acquiring information on child protection/family sensitive issues which must be treated carefully and appropriately.
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school.

PROGRESSION IN ROLE**Section J - Entry: Necessary role-related knowledge, skills and experience at selection**

- Empathy with pupils and sympathetic to their needs
- Trained at least to NVQ3 standard
- Minimum of 2 year's relevant experience in a teaching/learning/child support working environment
- Good literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discrete and able to respect confidentiality on particular issues
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
- Team Worker

Section K – Initial induction/training required to become effective in the role

Estimated time to become operationally effective

Up to 3 months

- knowledge of school and school systems/policies
- understanding of curriculum, particularly literacy and numeracy requirements
- approach towards pupil discipline and behaviour
- relationship between and respective responsibilities of teacher and Cover Supervisor
- professional relationships between staff and pupils
- support from “mentor”
- manual handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with whole classes of children

Section L – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards pupil discipline
- Good organisational ability
- Able to provide objective and accurate feedback to the teacher on the conduct of the lesson including keeping appropriate records
- Competent in working with group of pupils without direct supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Taking responsibility for whole class under the overall direction and during temporary absence of teacher
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents/carers, education psychologist, speech therapist)

Section M - Adding value: What characteristics will the advanced role holder demonstrate?

- Ability to work effectively and relatively independently without daily supervision
- Ability to adapt quickly and effectively to changing circumstances/situations.
- Ability to undertake training for other Cover Supervisors.