



**Post Reference:** 2751

**Job Title:** Cover Supervisor (Associate Teacher)

**Grade:** C3 (Actual Salary £27,576 to £28,984)

**Hours:** 37 hours per week, term time only plus 5 days

**Accountable to:** Lead Associate Teacher

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# JOB DESCRIPTION

## Role:

You will work under the guidance of senior teaching staff and within an agreed system of supervision, to deliver high quality lessons and interventions with individual groups, in or out of the classroom, and supervising whole classes during the absence of teachers.

You will:

- Deliver high quality cover lessons across Key Stages 3 and 4.
- Deliver high quality small group or one to one interventions and bespoke packages of support.
- Uphold high expectations of all learners with a commitment to ensuring that they can achieve their full educational potential through establishing fair, respectful, trusting supportive and constructive relationships.
- Demonstrate commitment to collaboration, co-operative working and continued professional development.
- Share and drive the academy vision of 'Everyone Exceptional'.

***All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.***

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## **General Duties and Responsibilities:**

- Provide cover supervision for the long and short-term absence of teachers.
- Direct and supervise students to complete the work set and complete records for absent teachers.
- Support departments with planning and preparation of lessons.
- Liaise with the Curriculum Leaders and the Quality of Education team.
- Undertake dedicated and focused one to one intervention with individuals and groups of students.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Establish an appropriate learning environment in lessons.
- Monitor and evaluate student responses to learning activities within a supervised lesson.
- Provide feedback and reports as required to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Take responsibility for keeping and updating school records contributing to reviews of systems/records as requested.
- Carry out invigilation of internal and external examinations and assist with students who have specific needs, for example access arrangements.
- Provide curriculum administrative support, administer coursework, produce worksheets and create resources as required, taking account of student's needs, language, and ability.
- Contribute to academy quality assurance processes when required.
- Support with reprographics/printing as required.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Help students to access learning activities through specialist support.
- Accompany visits and field trips as required.

## **Care Guidance and Support:**

- Cover for Guardians (Form Tutors) when required, actively contributing to Guardian Time and other tutor-based curriculum activities.
- Promote both the academic and holistic progress and well-being of individual students and classes covered.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

- Promote learners' self-regulation, resilience and collaboration through developing their social, emotional and behavioural skills.

**Communications:**

- Communicate effectively with the parents/ carers of students as appropriate.
- Take part in academy activities including Open Evenings, Parents Evenings, Trust events, as requested.

**Other Duties:**

- Carry out morning, break, lunch and after school duties as required by the Leadership Team.
  - Carry out any other duties as directed by the Principal.
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**Equal Opportunities:**

- Promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
  - Promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
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**Generic Staff Requirements:**

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.

- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.

# PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

## You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

## Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

### Qualifications

<b>D</b>	NVQ or equivalent/relevant experience	<b>A C</b>
<b>E</b>	Good numeracy/literacy skills (GCSE A-C English and Maths) or equivalent	<b>A C</b>
<b>D</b>	Evidence of ongoing professional development	<b>A I</b>

### Qualities, Abilities and Personal Skills

<b>E</b>	Ability to take responsibility and work with autonomy within set boundaries	<b>A I</b>
<b>E</b>	Strong interpersonal skills and ability to communicate effectively with children and adults	<b>A I T</b>
<b>E</b>	Good organisation and personal management skills	<b>I T</b>
<b>E</b>	Ability to work successfully with students with challenging behaviour	<b>A I T</b>
<b>E</b>	Ability to relate well and form positive relationships with children and adults	<b>A I T R</b>
<b>E</b>	Ability to use ICT for recording, monitoring and reporting	<b>A I T</b>
<b>E</b>	Ability to respect sensitive and confidential work	<b>A I T</b>
<b>E</b>	Commitment to working collaboratively with colleagues	<b>A I R</b>
<b>E</b>	Ability to be flexible and respond positively to direction and feedback	<b>A I R</b>

### Knowledge and Understanding

<b>E</b>	Understanding of children's emotional and educational needs	<b>A I T</b>
<b>E</b>	Strong commitment to equality of opportunity for all	<b>A I</b>
<b>E</b>	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	<b>A I</b>
<b>E</b>	Knowledge, understanding and commitment to safeguarding and promoting the welfare of all students	<b>A I</b>

### Behavioural and other Characteristics

<b>E</b>	Carry out all duties having regard to an employee's responsibility under Health & Safety Policies.	<b>A I</b>
<b>E</b>	Willingness to actively participate in training and development activities to ensure up to date knowledge, skills and continuous professional development	<b>A I</b>
<b>E</b>	Holding positive values and attitudes and adopt high standards of behaviour in a professional role	<b>I R</b>
<b>D</b>	Take a role in contributing to extra-curricular activities within the academy	<b>A I</b>
<b>E</b>	A willingness to participate actively in the life and work of the school to support the ethos and culture, providing presence as and when required	<b>I R</b>
<b>E</b>	To promote equality, diversity and inclusion and demonstrate this within the role	<b>I R</b>
<b>E</b>	To be jointly responsible for promoting and safeguarding the welfare of students	<b>I R</b>
<b>E</b>	Commitment to the education of the 'whole child,' i.e. social, emotional and citizenship development	<b>I R</b>

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