



Job Title - Cover Supervisor

Salary Grade range	£15,937 - £18,171 actual salary Band 7 SCP Range 11-17 (dependant on experience)
Hours	29.5 hours per week (08:40 - 15:25) Term Time Only
Reports to	Head teacher

Job Description - Cover Supervisor

The following information is provided to assist staff to understand the work content of their post and the role they are to plan in the school.

Whilst every endeavour has been made to outline all the duties and responsibilities of this post, a document such as this does not permit every item to be specified in detail. Broad headings therefore may have been used below, in which case all the usual associated routines are naturally included in the job description.

Purpose of role:

To complement and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

To implement agreed work programmes with Individuals/groups, in or out of the learning environment. This will include assisting the teacher in the whole planning cycle and the management/preparation of tasks/resources.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

To teach groups or classes, under the supervision of a qualified teacher, in the absence of the class teacher.



Key accountabilities (and specific duties / responsibilities):

SUPERVISORY/MANAGERIAL RESPONSIBILITIES

- None

SUPERVISION AND GUIDANCE

- To supervise volunteers from time to time

RANGE OF DECISION MAKING

- To work within academy policies and procedures under the guidance of senior staff and within an agreed system of supervision.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC

- Assist in the management of pupils in the learning environment.
- Assist the teacher with lesson planning and planning of other learning activities, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support.
- Will transfer work and resources back to the teacher and feed back any issues.
- As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging.
- Will undertake routine marking of pupils work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests.
- Support the teacher in establishing, adapting and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist and provide suggestions on the implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and well being of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable,



mobility.

- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- May be required to supervise whole classes in the short term absence of the teacher in accordance with short term plans. The primary focus will be to maintain the planned range of activities in the learning environment, maintain good order and to keep pupils on task.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations, employ strategies to recognise and reward achievement of self-reliance whilst promoting self-esteem. Encourage pupils to act independently, working co-operatively and interacting with others.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
- In liaison with the class teacher, will establish constructive relationships and communicate with other agencies and professionals to support achievement and progress of pupils.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this.
- Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Will be responsible for maintain manual and computerised records and contributing to the reviews of systems/records as required.
- Will provide clerical/administrative support as directed by the teacher.
- Will implement local and national learning strategies and will support pupils to achieve learning goals e.g. literacy, numeracy, KS1 and 2 and early years as directed by the teacher whilst making effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, develop skills to deliver ICT packages to pupils and develop pupils competence and independence in its use.
- Will participate in own performance development, identify and address any training needs/other learning activities.



CONTACTS

- Internal at all levels, parents/carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS

- Will have long periods of sitting or standing
- Will have periods of supervising children outdoors in sometimes extreme conditions
- Available to work during school hours term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Name (print) :	
Signed :	
Dated :	



Personal Specification - Cover Supervisor

Attributes	All attributes are essential (E) or desirable (D) as indicated below	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> • GCSE English and Maths or equivalent • Level 4 NVQ for Teaching Assistants or equivalent qualification or educated to graduate level. • Other relevant qualifications relating to the post e.g. Level 4 NVQ in Health/Childcare, first aid qualification. • Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. relevant learning strategies, literacy and/or particular curriculum or learning area such as sign language, bi-lingual, dyslexia, ICT, math, English etc. 	<p>E</p> <p>D</p> <p>D</p> <p>E</p>	<p>A / T</p> <p>A</p> <p>A</p> <p>A / I</p>
Experience <ul style="list-style-type: none"> • Experience of working in a team situation. • Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. • Experience of working with pupils with additional educational needs and more able special educational needs. • Experience of working in a relevant discipline. • Clerical/administrative/financial experience. 	<p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>D</p>	<p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>

Skills, Ability, Knowledge



<p>management.</p> <ul style="list-style-type: none"> • Knowledge and commitment to schools Equality policy. • In depth knowledge and practical experience of Health and Safety requirements. • In depth knowledge and practical experience of child protection. • Ability to relate well to pupils and adults. • Demonstrate a commitment to working with children of the relevant age. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A</p> <p>A</p> <p>A / I</p> <p>I</p> <p>A / I</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Work constructively as part of a team with a willingness to share knowledge, expertise and experience. • Ability to remain calm under pressure: prioritising conflicting demands. • Demonstrate good co-operative, interpersonal and effective listening skills. 	<p>E</p> <p>E</p> <p>E</p>	<p>A</p> <p>A</p> <p>A</p>

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.