

Job Description

Classroom Cover Supervisor

General with more Initiative and Independence

Responsible to: Cover Manager/Deputy Head	Grade: 6
Hours: 30 hours per week	Duration: Permanent
Main Location: Faringdon Community College	

Outline of role

A Cover Supervisor will provide supervision of classes across the curriculum in the event of the absence of the teacher, ensuring that pupils are engaged in pre-set work, managing student behaviour and ensuring a safe environment. This is a supervisory post rather than a teaching post and is open to applicants without a teaching qualification.

Support For Pupils

- During the absence of a teacher, to be solely responsible for a class of students, ensuring they are engaged in the work/activity that has been set by a teacher, completing the cover lesson feedback form or equivalent and return to the appropriate teacher.
- Ensure that registration is completed at the start on each session, in line with Safeguarding policies.
- To effectively manage instances of poor behaviour and any other immediate issues or emergencies that arise in accordance with school/college policy, as appropriate using the school's agreed referral procedures, including reporting on the
 - reporting on the behaviour of students during the class and on any problems arising
 - using the school's positive Behaviour for Learning procedures and recording accordingly
 - recording information on BromCom, safeguarding and CPOMS
- Follow up any classes that have had an issue during a cover/supply lesson, then refer to the class teacher /HoY
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

¹ Faringdon Learning Trust (FLT) Employees are predominantly based at one location, but may be required from time to time to work at another school within the MAT.

A full list of schools within FLT can be found at www.faringdonlearningtrust.org.

Support For Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Under the direction of the teacher, work autonomously to deliver outcomes required.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behavior, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Administer/ Invigilate internal and/or external examinations.
- Provide clerical/admin support e.g., photocopying, typing, administer coursework etc.

Support For The Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g., literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

Support For the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings/Inset days as required
- Participate in training and other learning activities and performance development as required
- Support and contribute to the development of an "activity bank" of resources.
- Support and contribute to the creation and maintenance of classroom displays.
- To support general school administration when demand for cover is low.

The list of duties in your job description should not be regarded as exclusive or exhaustive.

There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Qualifications and Experience

Qualities	Essential/Desirable
Experience Working with or caring for children of relevant age	D
Qualifications & Training Good numeracy/literacy skills equivalent to NVQ Level 2 or GCSE Grade C in Maths and English. Good level of general education to secondary level (for most candidates this would include 5 or more higher grades at GCSE or O level or other equivalent qualifications).	E D
Knowledge & Skills Effective use of ICT to support learning Use of other equipment technology – video, photocopier Understanding of relevant policies/codes of practice and awareness of relevant legislation Ability to work with a minimum of supervision Understanding of principles of child development and learning processes Ability to manage whole groups of students within a classroom setting Ability to self-evaluate learning needs and actively seek learning opportunities Ability to relate well to children and adults Ability to consistently implement the school’s behaviour policies and systems Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these Ability to work in a way that promotes the safety and wellbeing of children and young people	E E D E E E E E E E E