



POST TITLE: Cover Supervisor

SALARY: £17,156 to £18,717 (dependent on service and experience)

HOURS: 31.25 hours per week, Term-time only (38 weeks)

BROAD DESCRIPTION:

The purpose of the role is to provide high quality support and supervision to deliver successful outcomes for a range of students in school.

The post-holder will fulfil the role of providing class supervision for a whole class when a teacher is absent in the short-term. The post-holder will also assist in providing general care, safety and welfare of pupils.

Cover for short term absences may be provided by someone who is not a qualified teacher, i.e. a “cover supervisor”. Such absences may be unplanned, e.g. sick leave or other emergency leave of absence or be planned, e.g. attendance at INSET or other professional development activity or a medical appointment.

RESPONSIBILITY FOR OTHERS: The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing support to pupils.

RESPONSIBILITY FOR STAFF: The post has little direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise / guide new employees, work experience or trainees.

RESPONSIBILITY FOR FINANCE: The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

RESPONSIBILITY FOR PHYSICAL RESOURCES: The post has some responsibility for physical resources involving record keeping (e.g. behaviour records) and ensuring the appropriate handling and careful use of equipment (e.g. computer / PC / teaching materials / resources) during cover supervision.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Support to 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, encourage them to interact and work co-operatively with others and engage all in activities.
- Implement school strategies and procedures in relation to behaviour management.
- Monitor and provide for the care, safety and welfare of students.
- Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.
- Help pupils to develop communication skills and role play activity.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Promote independence and development of self-esteem
- Assist in the personal, social, emotional development of pupils and development of self-esteem.
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set
- Identify and report uncharacteristic behaviour patterns
- Assist with pupil supervision on trips off the premises
- Monitor and provide for general care, safety and welfare of pupils, including tasks connected

with their social inclusion and personal/physical care.

- Carry out lunch time duties as determined by the School's needs at the time.
- Lead intervention work with a small number of students
- Attend Parents' Information Evenings when deemed appropriate by the School.
- Continue to develop your own professional development each year

Support to Teachers:

Provide cover supervision when the teacher responsible for the class is absent on short-term absence (which may be planned or unplanned). Cover supervision involves:

- Supervising a whole class to undertake set work / activities and can include introducing and closing the class.
- Maintaining good order and managing behaviour constructively.
- Promotion of self-control and independence.
- Keeping students engaged in learning.
- Responding appropriately to questions raised by students.
- Collecting any completed work and returning it to the appropriate teacher.
- Dealing with immediate problems and emergencies in accordance with the school's policies.
- Reporting back on behaviour of students during the class and any issues arising.
- Assist with lesson/activity planning, delivery and evaluation
- Monitor individual/group achievements of key objectives and provide feedback to the teacher
- Contribute to pupil assessment through observation and reporting
- Record information relevant to assessment and review of pupils' progress
- Attend IEP and statement review meetings if appropriate
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour
- Active involvement in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources.
- Undertake routine and non-routine administrative tasks, e.g. produce worksheets, administer coursework
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information

Other Tasks:

- Undertake admin tasks as appropriate.
- Undertake co-ordination of displays.
- Invigilation and preparation for examinations or controlled assessments as and when necessary.

Support the School:

- Understand and comply with school policies and procedures
- Contribute to the overall ethos / aims of the school.
- Attend and participate in meetings and participate in training and other learning activities as and when required.
- Supervise students on visits, trips under the overall guidance of the responsible teacher if required.

Notes:

These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties.

| Attributes | | Essential (E) or Desirable (D) |
|---------------------|---|--|
| Qualifications | <ul style="list-style-type: none"> • Minimum of GCSE (or equivalent) English and Maths at grade A – C • Have a good overall level of education • Qualification to NVQ 3 and experience in working with young people in a relevant environment e.g. youth work, health service or social work. | <p>E</p> <p>E</p> <p>D</p> |
| Experience | <ul style="list-style-type: none"> • Experience of working with young people in a relevant professional environment (education, youth, health, social work) • Experience of working in an education setting | <p>E</p> <p>D</p> |
| Skills | <ul style="list-style-type: none"> • Able to and experience of taking responsibility, working on own initiative and making decisions • Ability to communicate well to a class of students • Have good presentation skills | <p>E</p> <p>E</p> <p>E</p> |
| Knowledge | <ul style="list-style-type: none"> • Excellent interpersonal qualities • Demonstrable high-level Literacy and Numeracy • Able to use initiative and plan use of class time • Confident user of IT • Be able to hold authority • Have sound classroom management skills and be fully aware of responsibilities relating to the duty of care. • Knowledge of behaviour management strategies | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> |
| Personal attributes | <ul style="list-style-type: none"> • Good time management • Set a good example by one's own presentation, personal and professional conduct • Willingness to undertake training. | <p>E</p> <p>E</p> <p>E</p> |