

Sheringham High School: Cover Supervisor Job Description

1. PURPOSE AND SCOPE

- 1.1 To supervise whole classes to cover short term absence of teachers and to allow teachers to carry out professional duties and training. Cover teachers will give instructions for the lesson, as provided by the teacher, and keep students on task while maintaining good order.
- 1.2 Cover teachers can respond to general questions and provide general feedback to the teacher. The cover role will normally include other activities, or be part of a wider role in the school, e.g. teaching assistant, technician or administrative roles.

2. ORGANISATIONAL RELATIONSHIPS

Works under the general direction of a class teacher when supervising lessons. Cover teachers may work within particular departments on a long term basis so as to improve the continuity of education during teacher absence and increased understanding and familiarity with the curriculum and the students working within that department.

3. PRINCIPAL ACCOUNTABILITIES

Support for students

- 3.1 Supervise students while they are engaged in learning activities and deal with immediate problems and emergencies.
- 3.2 Manage students' behaviour within the ethos and behavioural policies of the School.
- 3.3 Set high expectations of conduct whilst acting as a role model.
- 3.4 Respond to student queries on procedures while keeping students on task.
- 3.5 Promote the inclusion and acceptance of all students within the classroom within the School's policies and procedures of equal opportunities.

Support for teachers

- 3.6 Provide objective and accurate feedback to the teacher on the conduct of the lesson and the behaviour of students.
- 3.7 Collect and pass on any completed work.
- 3.8 Maintain and pass on any appropriate records as agreed beforehand with the teacher.
- 3.9 Provide support and assistance to teaching staff in large examinations or test groups.

Support for the curriculum

- 3.10 Support the use of ICT within the lesson as appropriate.
- 3.11 Understand and ensure appropriate organisation/use of the classroom, equipment and resources.

Support for the school

- 3.12 Perform supervisory duties around the school at breaktimes and/or lunchtimes within total hours worked.
- 3.13 Accompany groups of students on school trips ensuring their health and safety (to be at discretion of lead teacher).
- 3.14 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.
- 3.15 Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- 3.16 Participate in training and other learning activities as required.
- 3.17 Undertake other similar duties and activities that fall within the grade and role of the post as decided by the Headteacher.

4. PERSON SPECIFICATION

Experience	Experience of working in a support capacity in a school with students of relevant age or in an appropriate learning environment.
Qualifications/Training	<ul style="list-style-type: none">– Good Literacy and Numeracy skills and to NVQ 2 level is highly desirable;– Good general level of education and to NVQ 3 level is highly desirable.
Knowledge/Skills	<ul style="list-style-type: none">– Understanding of relevant policies and procedures;– Ability to apply behaviour management policies and strategies so as to contribute to purposeful learning environment;– Working knowledge and skills of ICT to support learning (highly desirable);– Ability to apply child protection policies;– Ability to encourage students to learn using pre-set material;– Ability to undertake varied duties;– Ability to demonstrate limits of responsibility;– Ability to work under direction of different people and as part of a team;– Good communication skills with people at all levels including the ability to converse at ease with members of the public and provide advice and information in accurate spoken English;– Ability to gain respect of students through manner of confidence and authority;– Able to organise own workload in the context of varied tasks;– Able to work calmly under pressure;– Ability to critically evaluate own performance and make any necessary changes to be more effective.