Cover Supervisor

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

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| **Job title** | **Cover Supervisor** |
| **Reporting to** | **Business and Assessment Manager** |
| **Job purpose** | * To work under the guidance of teaching staff and within an agreed system of supervision, to implement work programmes with individuals/groups in or out of the classroom including the supervision of whole classes during short term absence of teachers. |
| **Main Duties** | |
|  | * To undertake classroom supervision including an active role in the delivery of the lesson planned by the absent teaching staff * To assist in preparing the learning environment and the materials used therein * To collate a bank of supervision of work for curriculum areas in liaison with Curriculum Leaders / Class Teachers. * To deliver pre-set work programmes to students. * To lead tutorial sessions including registration, delivery of messages, escorting classes to assemblies etc. * To undertake examination and test invigilation (both internal and external) maintaining rules set by the external examination boards and in-house regulators. * To use judgement to determine when to provide appropriate interventions to facilitate students learning. To report back as appropriate using referral procedures on the behaviour of pupils during the class and any other issues arising * To assist with personal and pastoral support for pupils * To undertake appropriate interventions to ensure the application of the school behaviour management policies within the classroom. * To support agency supply staff in classrooms by identifying any potential behaviour issues and taking appropriate action. * To effectively deploy support staff in lessons being covered. * To undertake break and lunchtime duties * To provide cover and assistant for admin and pastoral teams, as and when required. |
|  | * Knowledge and experience of Academy policies. |



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| **Knowledge, Skills & Experience** | * Working knowledge of the school curriculum * Knowledge and experience of the way teachers interact and work with students in classroom situations. * Knowledge and understanding of working with students. * Knowledge of strategies, which help and promote good behaviour and discipline. * Knowledge of pupil development. * Experience of working with students in small groups. * Ability to use and set up visual aids for use with students. * Good communication skills both verbal and written; * Basic counselling/mediation skills; * Tact and persuasive skills; * Problem solving skills * Time management and organisation skills. * Basic ICT capability * Knowledge of SEN and the implications of appropriate interaction techniques * Time management skills |
| **Creativity & Innovation** | * Monitors and is responsive to student learning and behaviour at all times by making adjustments to supervised activities. * Monitors and is responsive to student’s personal needs and   communication.   * Communicates effectively with teachers and other professionals whenever the need arises and recognises the need to communicate. * Collate and maintain appropriate learning materials for use in the absence of pre-determined work being set. * Makes changes to the delivery of set work as appropriate and differentiates work when necessary * Needs to use own initiative / resources when there is no work set * Plan, monitor and evaluate |
| **Contacts & Relationships** | **Teachers**   * In daily contact with subject teachers. Reports back after lessons any problems / behaviour issues / work set & achieved.   **Students**   * In daily contact with pupils in normal lessons. Responsible for the delivery of lessons to full classes (max 34 pupils)   **Other Staff/Supply Teachers**   * In daily contact with support staff who are involved in lesson support work, deploying these staff as appropriate.   **Parents**   * Shares information about student progress. Reports and discusses any behaviour issues and detentions. |

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| **Decision Making** | * The post holder will be expected to assist students in their studies by providing short term tuition when learning difficulties are experienced * Determines when additional resources are required to facilitate the learning of students in the classroom * Discusses with academic staff strategies for supporting the learning activities of pupils * Implements agreed de-escalation strategies to minimise risks of student behaviour becoming disruptive. * Takes action to meet student needs to avoid unacceptable behaviours arising. * Determines the most appropriate action when dealing with on the spot incidents requiring immediate attention/decisions on/off the school premises without direct contact with a senior member of staff * Identify and make changes to whole class planned activities in order to enable teaching and learning to take place should the prescribed activity be unsuitable/ unsuccessful * Works within the Academy’s set behaviour policy, and determines when   it is necessary to implement the warning systems   * Determines when it is necessary to seek additional help / support from senior staff |
| **Responsibility For Resources** | * They will also be responsible for resources that teachers have left out in their classroom |
| **Work Environment** | **Work demands:**   * Ensuring cover is provided punctually for timetabled lessons * Disruptions will be caused by the absence of teachers * Will be asked to cover classes at short notice * There will be occasions when there is no work set   **Physical demands:**   * The post holder will have significant periods of physical activity including standing, bending, crouching, lifting, turning   **Working conditions:**   * Works in classrooms for most part of the day. These may be noisy and may vary in temperature and ventilation. * Will be involved in after school activities as well as off-site activities.   **Work context:**   * At risk when dealing with behavioural and confrontation issues with pupils. |

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|  | * May be at risk from verbal abuse / emotional harm. |
| **Additional Duties** | * Perform any task or duty under the reasonable direction of the Headteacher that aids the smooth running of the school. |

St Thérèse of Lisieux Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Education and Qualifications** | * GCSE or equivalent including Maths and English at Grade C or above. * GCE Advanced level or equivalent Qualification. | * Higher Level Teaching Assistant Qualification * Education related degree |
| **Relevant experience** | * Experience of working with young people aged 11-19 years * Proven experience of dealing effectively with change * Experience of thinking on your feet | * Experience of working in a secondary school * Proven experience of presenting information to a variety of audiences. * Experience of working with young people in out of school activities * Proven experience of working with different types children including those with behavioural problems and gifted children. |
| **Specialist knowledge** | * Ability or potential to use and interpret data. * Ability to find solutions to complex problems. |  |
| **Skills** | * Ability to relate to pupils, teachers, * other professionals, and parents. * Excellent communication skills * Ability to work as a member of a team * Ability to work alone using your own initiative. * An ability to rapidly adapt to changing environments |  |

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| **Other** | * Willingness to support and promote the * Catholic ethos of the school. * Willingness to undertake training as   required.   * Excellent attendance and punctuality. |  |