**COVER SUPERVISOR JOB DESCRIPTION**

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| **Role Title:** | Cover Supervisor  |
| **Reports To:** | Cover Manager |
| **Role Purpose:** | Under the professional direction of a teacher to supervise classes during staff absence. |
| **Organisation:** | Head teacher – Assistant Headteacher - Cover Manager  |
| **Hours** | 8am to 3pm Monday to Friday, term time only with 30-minute unpaid lunch break |
| **Salary** | Band C - £18,469 - £19,244 actual (£24,405 - £25,430 FTE) |

**Role Requirements**

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

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| **Accountabilities** | **Accountability Statements** |
| Support for Students | * To supervise classes of students using material planned by a teacher to engage students in learning activities.
* Establish productive working relationships with students acting as a role model and setting high expectations of work and behaviour.
* Assisting the inclusion of all children to ensure optimum learning opportunities including dealing with behaviour issues in accordance with the school behaviour policy, in both academic and pastoral settings.
* Respond to students’ general queries and keep them on task.
* Report any concerns about individual students to the appropriate person e.g. Pastoral Support, Head of Year and Tutor.
* Assist teaching staff when not required to cover lessons (as directed by SENDCO)
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| Support for Teachers | * Provide objective and accurate feedback to the teacher on the conduct of the lesson including keeping appropriate records as agreed with the teacher.
* Comply with instructions requested by the usual class teacher.
* Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
* Take responsibility for any follow up action required, such as recording sanctions or rewards on Arbor.
* Act as a support tutor as and when required.
* Support classes on an alternative timetable as directed by the SENDCO.
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| Support for Curriculum | * Make appropriate use of equipment and resources.
* Comply with lesson plans and instructions from class teacher.
* Review the quality, quantity and suitability of the work set and report any issues to the Head of Centre and the Cover Manager.
* Maintain a bank of resources for use in case of emergency.
* Take part in/accompany students on school day trips and/or residential visits.
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| Support for the school | * 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.
* In line with the operational needs of the school, undertake other duties (e.g. supervising examinations) when needed.
* Participate in training and continuing professional development, which may include after school whole staff inset sessions.
* Attend relevant school meetings as required.
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| Corporate and Statutory initiatives – equalities/health and safety/e-government/ sustainability | * Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.
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| **The key decision making areas in the role** |
| * A cover supervisor will deal with student behaviour/pastoral issues and make judgements when to refer incidents to a senior member of staff/class teacher/Head of Department/DSL.
* A cover supervisor will work without the close presence of a teacher.
* A cover supervisor will be required to produce general feedback to the class teacher and keep records as appropriate. As such the post holder will decide on what feedback to give.
* Making decisions about the management of the learning environment throughout the lesson.
* Make judgements on the appropriateness of the quality and amount of work that has been set.
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| **The role dimensions – financial (e.g. budgets) and non financial (e.g. units, workload, staff)** |
| * A cover supervisor undertakes whole class, grouped class and individual supervision in the absence of a class teacher.
* There are no financial responsibilities attached to this post.
* Complete school supervision duties during break/before school.
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| **The main contacts – external/internal contacts** |
| * **Internal** (in school) – students, teachers, line manager, On Call, inclusion team, Child Protection officer, Matron, Head teacher and governing body.
* **External** (outside school) – (usually under the direction of the teacher or line manager) parents/carers.
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| **Working conditions – environment and physical effort or strain** |
| * School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility for maintaining safe, calm working atmosphere.
* Expected to maintain behaviour management standards for children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying.
* Health and Safety responsibility for self, children and area which is particularly demanding in a child centred environment.
* Designated office area for the Cover Supervisor team to work in and store personal items.
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| **Context/additional information** |
| * Due to the nature of the role, the post holder will need to adapt to different classes and groups of children and will therefore need to demonstrate flexibility.
* It has a highly confidentiality component and needs to hold the trust of both students and colleagues. It may include acquiring information on child protection/family sensitive issues which must be treated carefully and appropriately.
* A cover supervisor must be flexible, work as a team, use initiative and be able to work under pressure.
* Can volunteer for paid lunchtime supervision.
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**Progression in Role**

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| **Entry: Necessary role-related knowledge, skills and experience at selection** |
| * Empathy with students and sympathetic to their needs.
* Trained at least to NVQ3 standard (desirable).
* Relevant experience in a teaching/learning/child support working environment.
* Good literacy and numeracy skills.
* Good communication skills, able to clarify and explain instructions clearly.
* Professionally discreet and able to respect confidentiality on particular issues.
* Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people.
* Team worker, and encouraging high performance culture.
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| **Initial induction/training required to become effective in the role** |
| * Knowledge of school and school systems/policies.
* Understanding of curriculum, particularly literacy and numeracy requirements.
* Clear and effective approach towards student discipline and behaviour.
* Relationship between and respective of responsibilities of teacher and cover supervisor.
* Professional relationship between staff and students.
* Support from ‘mentor’.
* Developing health and safety knowledge.
* Independent working, supported by a teacher, with whole classes of children.
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| **Operationally effective: How would effectiveness in the role be demonstrated?** |
| * Firm, sensitive and effective approach towards student discipline.
* Good organisational ability.
* Able to provide objective and accurate feedback to the teacher on the conduct of the lesson including keeping appropriate records.
* Competent in working with groups of students without direct supervision from the teacher.
* Ability to apply knowledge and skills from training in practical classroom context.
* Ability to motivate and encourage children appropriately.
* Ability to work independently and with initiative.
* Taking responsibility for a whole class under the overall direction and during temporary absence of a teacher.
* Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents/carers, education psychologist, speech therapist etc).
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| **Adding value: What characteristics will the advanced role holder demonstrate?** |
| * Ability to work effectively and relatively independently without daily supervision.
* Ability to adapt quickly and effectively to changing circumstances/situations.
* Ability to undertake training for other cover supervisors.
* A willingness to take part in/accompany students on residential school trips.
* Involvement in supporting/leading extracurricular activities and clubs.
* A willingness to work with teaching staff to apply the schools behaviour policy with unacceptable behaviour of a student or students during cover lessons.
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