



COVER SUPERVISOR JOB DESCRIPTION

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 - £17,367 - £18,137 actual (£23,115 - £24,140 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.

Accountabilities	Accountability Statements
Support for Students	<ul style="list-style-type: none"> 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)
Support for Teachers	<ul style="list-style-type: none"> 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.
Support for Curriculum	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • Maintain a bank of resources for use in case of emergency. • Take part in/accompany students on school day trips and/or residential visits.
Support for the school	<ul style="list-style-type: none"> • 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.
Corporate and Statutory initiatives – equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.
The key decision making areas in the role	
<ul style="list-style-type: none"> • 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. 	
The role dimensions – financial (e.g. budgets) and non financial (e.g. units, workload, staff)	
<ul style="list-style-type: none"> • 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. 	
The main contacts – external/internal contacts	
<ul style="list-style-type: none"> • 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. 	
Working conditions – environment and physical effort or strain	
<ul style="list-style-type: none"> • 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. 	
Context/additional information	
<ul style="list-style-type: none"> • 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.

Progression in Role

Entry: Necessary role-related knowledge, skills and experience at selection
<ul style="list-style-type: none"> • 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.
Initial induction/training required to become effective in the role
<ul style="list-style-type: none"> • 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.
Operationally effective: How would effectiveness in the role be demonstrated?
<ul style="list-style-type: none"> • 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).
Adding value: What characteristics will the advanced role holder demonstrate?
<ul style="list-style-type: none"> • 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.