

Cover Supervisor – Job Description

Job Title:	Cover Supervisor
Responsible to:	Cover Manager
Salary:	Grade 7
Hours:	32.5 hours per week, 39 weeks per year

Job Purpose:

A Cover Supervisor is a member of the School Classroom Support Team and should be an experienced classroom practitioner who is appointed to, in the absence of a class teacher, deliver a pre-prepared lesson ensuring that in doing so the students' development is continued and maintained.

The Cover Supervisor must demonstrate sufficient knowledge and understanding to be able to help the students they work with make progress with their learning.

Main duties & responsibilities:

- In the absence of a teacher provide supervision of a class of students.
- Be solely responsible for a class of students during lesson time.
- Liaise with teachers and/or pastoral care staff with regard to the work set for a class.
- Communicate the work set by the class teacher to the student.
- Respond to any questions from students about process and procedures.
- Motivate students to complete their tasks.
- Deal with any immediate problems or emergencies according to the school's policies and procedures.
- Classroom management and organisation, including implement an effective behaviour policy reporting back as appropriate using the school's agreed referral procedures on the behaviour of students during the class, and any issues arising.
- Provide necessary support to students which may include literacy, numeracy and organisational skills.
- Ensure the health, safety and welfare of students supervised.
- Collecting any completed work after the lesson and returning it to the appropriate teacher.
- The invigilation of examinations.
- Accompany teaching staff and students on educational visits.
- Support designated subject areas (as part of 'secondary timetable') when no cover is required.
- In accordance with the school's guidance and policies provide comfort and immediate care in case of minor accident and upsets – reporting serious problems to appropriate person for action.
- Undertaking relevant administrative duties.

Support the School by:

- Undertaking group activities with children as agreed.
- Where appropriate, participating in the training of students on placement and to help supervise their progress.
- Supporting individual programmes for children with special needs and be instrumental in lesson plans, monitoring and evaluation procedures.
- Working as part of the whole school and attend relevant staff and team meetings, respecting all colleagues' roles within the establishment.
- Constantly re-appraising professional performance and participating in relevant training courses and meetings.
- Taking part in the school's professional development programme.
- Undertaking any other duties that are considered reasonable within salary grade of this post.

Knowledge and Skills:

- Ability to work with children in a learning environment.
- Good interpersonal skills.
- Ability to work as part of a team.
- Empathy with children.
- Willingness to attend course to update knowledge.
- A high standard of literacy and numeracy.
- Knowledge of Child Protection and appropriate Health & Safety Regulations.

Staff Development/ Recruitment/Deployment of Staff:

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

All staff are expected to be familiar with and adhere to all Academy policies and, in particular, meet key requirements in relation to health and safety and teaching and learning.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore, a DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.



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Person Specification	Essential	Desirable
Qualifications		
• GCSE or equivalent in Maths/numeracy and English/literacy.	X	
• Evidence of recent personal and/or professional development training.	X	
• Relevant NVQ qualification or equivalent (ideally to Level 3)		X
• Interest in progressing within the Education profession.		X
Experience & Skills		
• Experience of working with children	X	
• Experience of working in a team.		X
• Minimum of 3 years working with students aged 11-14.		X
Knowledge		
• Have sufficient understanding to support students' learning.	X	
• Awareness of statutory frameworks relevant to the role.		X
• Knowledge of a range of strategies to promote good behaviour.		X
• A positive approach to new ideas and working practices.		X
Personal Qualities		
• An ability to inspire colleagues	X	
• Good personal organisation and time management	X	
• An ability to use initiative	X	
• An ability to communicate orally and in writing	X	
• Flexibility, responsiveness, tact and discretion.	X	
• Able to show confidence in practice.	X	
• Sense of humour.	X	
• Demonstrate a good level of achievement.	X	
• Willingness to be flexible.	X	
• Ability to work under pressure.	X	
• Ability to judge when to ask for support/help.	X	
• Good time management skills.	X	
• Self-motivation		X
• A buoyant personality		X
• Interests outside of school		X
• A positive approach to new ideas and working practices.		X
Relationships		
• An ability to make constructive working relationships with colleagues and children	X	
• An ability to work in a team and contribute to new developments within the Department	X	
• Evidence of working with parents and the local community		X



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Ethos & Expectations		
• High expectations of students' achievement and behaviour	X	
• A commitment to playing a full part in the Pastoral Welfare of students as a form tutor and through the delivery of the pastoral programme	X	
• A commitment to extra-curricular activities	X	
• A willingness to work with colleagues in other schools to improve students' learning opportunities	X	
• An understanding of the procedures and processes of Assertive Discipline		X