

## Job Description: Cover Supervisor

|                 |                                    |
|-----------------|------------------------------------|
| Responsible to: | Cover Manager                      |
| Job Type:       | Permanent                          |
| Grade:          | 6                                  |
| Hours per week: | 32.5                               |
| Working weeks:  | 39                                 |
| Location        | <sup>1</sup> King Alfred's Academy |

### Main purpose of the Job

Within schools someone in charge of a class in the absence of the regular teacher is said to be 'covering' the lesson.

This task has traditionally been undertaken by another qualified teacher. However, schools are now encouraged to appoint 'cover supervisors' to oversee students in the absence of their normal teacher, passing on to them work that has been left for them, and ensuring that they work quietly and effectively throughout the lesson. Cover Supervisors are not expected to prepare lessons, or teach and assess the students. No special academic qualifications are required; good inter-personal skills and enthusiasm for working with young people are essential though.

The **key purpose of the job** is to facilitate high quality learning within the classroom in the absence of the regular teacher.

When not required to cover lessons supervisors will be deployed to provide general assistance, for example to:

- Supervise groups of students working outside their normal classroom.
- Undertake exam invigilation as required.
- Provide help to teachers or support staff, (wherever possible making use of the skills that the cover supervisor is able to bring to the job, for example library skills, display skills etc.).
- Support site offices with administration tasks.

Outside normal lesson times cover supervisors will provide cover in the event of absence for a range of other professional duties normally undertaken by teachers. These may include registration, supervision of students at the start and end of the day and during breaks and lunchtime, supervision of detentions etc. Cover supervisors may also be asked to assist teachers in undertaking these tasks. Participation in staff training days or attendance at staff

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meetings may be required from time to time, for which casual claim forms should be submitted.

Cover supervisors will not be expected to cover practical lessons in Physical Education, Catering or Design Technology.

### **Outline of the key tasks when covering lessons:**

Cover supervisors will be expected to:

- Receive instructions about the work to be undertaken by the class. These instructions will either be left by the absent teacher or by another qualified teacher.
- Ensure that the resources specified are available.
- Arrive promptly at the classroom.
- Ensure that the students are properly dressed in uniform, and have the correct equipment.
- Take the register.

### **General Duties:**

- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the Trust.
- Develop constructive relationships and communicate with other agencies/professionals.
- Share expertise and skills with others.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

*Cambrian Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) as part of their job role.*

### **Qualifications and Experience**

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| Qualities                                                                                                                                                                                                                                                                                   | Essential/Desirable |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <ul style="list-style-type: none"> <li>• A good standard of education</li> <li>• Have some experience of working with young people (not necessarily in a school) and be able to demonstrate a commitment to their improvement.</li> </ul>                                                   | E                   |
| <ul style="list-style-type: none"> <li>• No specific subject specialist knowledge required but a good general knowledge is essential.</li> <li>• Be familiar with school policies.</li> </ul>                                                                                               | E                   |
| <ul style="list-style-type: none"> <li>• First Aid experience or preparedness to undergo First Aid training.</li> <li>• Be able to use a wide range of strategies to deal with classroom behaviour.</li> </ul>                                                                              | E                   |
| <ul style="list-style-type: none"> <li>• Ability to relate well with students.</li> <li>• Ability to work independently, use initiative and solve problems.</li> <li>• Relevant ICT technical skills and confidence.</li> <li>• Ability to work cohesively in a successful team.</li> </ul> | E                   |
| <ul style="list-style-type: none"> <li>• Driving licence and use of own car.</li> </ul>                                                                                                                                                                                                     | D                   |

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