

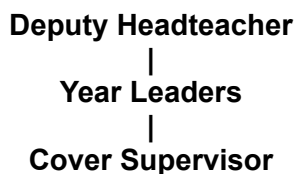
COVER SUPERVISOR

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| TITLE: | Cover Supervisor |
| RESPONSIBLE TO: | Headteacher |
| GRADE: | L4 |
| HOURS: | 31.25 hours per week, 38 weeks per year plus 2 INSET Days |

PURPOSE OF POST:

To facilitate and encourage learning which enables pupils to achieve the highest possible standards: to share and support the corporate responsibility for the well-being, education and discipline of all pupils

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

1. Covering the lessons of absent staff and delivering high quality learning experiences for the pupils.
2. Assist the Year Leader(s) to organise all aspects of the administration and preparation of cover and having it ready by 8.45am
3. Under the direction of a class teacher, following agreed lesson plans, support the learning of individuals/groups/whole classes of students using strategies appropriate to the needs of students, providing feedback and liaising with colleagues. Facilitate the intellectual and social development of students. Deploy appropriate aids, materials and equipment, including ICT, to assist learning
4. Assist in the evaluation and revision of lesson and work programs using knowledge gained when working with students.
5. Deliver the Read, Write Inc program (training will be provided)
6. Implement and monitor the school's policies and procedure
7. Develop and promote positive relationships

8. As required, assist with specific aspects of learning and personal development, on/off site, e.g. projects, initiatives and activities.
9. Invigilate tests and examinations as directed
10. Under the direction of the line manager, assist in other support roles around the school
11. Maintain and respect confidentiality

DIMENSIONS:

Supervisory Management: N/A

Financial Resources: N/A

Physical Resources: Classroom materials, equipment and resources

Other:

The Chiltern Learning Trust are committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across the Trust by agreement with the Chief Executive.

Safeguarding Children

CONTEXT: All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the disclosure and barring service (DBS).

Person Specification: Cover Supervisor

This acts as a selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

| Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria. | | | | |
|--|--|---|--|--------------|
| Attributes | Essential | How Measured | Desirable | How Measured |
| Experience | Demonstrate a basic level of literacy and numeracy | 1,2 | Demonstrable experience of planning, monitoring and assessment of pupils' work. Experience of working in an educational setting. Some experience of working with children with a range of special needs. Experience of the Read, Write Inc programme | 1,2 |
| Skills/ Abilities | <p>Able to contribute constructively to and work effectively as a member of a team.</p> <p>Able to use your own initiative in working with parents/carers and the child's community within an agreed framework of policies and procedures.</p> <p>Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc.</p> <p>Able to keep accurate records and use these to inform judgements.</p> <p>Able to support learning in KS1 and KS2</p> | <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,5</p> <p>1,2,5</p> | Information technology skills in word processing, the use of database and spreadsheets to support record keeping and children's learning | 1,2 |
| Equality Issues | Able to recognise and act upon common forms of discrimination. Able to understand the issues for pupils' education in an urban, multi-cultural context. | <p>1,2</p> <p>1,2</p> | | |
| Specialist Knowledge | <p>Demonstrable knowledge of how pupils learn including some knowledge of how pupils acquire a second or additional language.</p> <p>Demonstrable knowledge of curriculum requirements.</p> <p>Some knowledge of policies and procedures in areas</p> | <p>1,2</p> <p>1,2,5</p> <p>1,2,5</p> | Experience of the Read, Write Inc programme | |



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| | such as child protection, behaviour management. | | | |
| Education and Training | GCSE 'C' in mathematics and English or equivalent Able to commit to relevant job training. Willingness to undertake First Aid training and to apply this in the school | 1,2,4 1,2,4 | | |
| Other Requirements | Ability to work flexibly to meet the needs of the school and the position. | | | |

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Chiltern Learning Trust and the School's policies are reflected in all aspects of his/her work, in particular those relating to Equal Opportunities, Health and Safety and the Data Protection Act (1984 and 1998).

- i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct