

<b>Job Title:</b>	Cover Supervisor Job Description
<b>Responsible To:</b>	Line Manager
<b>Key Relationships/ Liaison with:</b>	Teachers, Other classroom support staff
<b>Job Purpose:</b>	A Cover Supervisor will provide short term supervision of classes in the event of the absence (planned or unplanned) of the teacher, ensuring that pupils are engaged in pre-set work, and managing behaviour and ensuring a safe environment. Cover will not normally be for more than 3 consecutive days for the same teacher/class
<b>Occupational Standards:</b>	Supporting Teaching and Learning (STL) Level 3

## MAIN DUTIES AND RESPONSIBILITIES:

1. In the absence of a teacher, to supervise a class of students, ensuring they are engaged in learning activity that has been set by a teacher. This may include explaining the work to be completed and answering questions from pupils to ensure that they understand what is required of them.
2. To liaise with teachers / other relevant staff with regard to work set for a class.
3. To feedback to the relevant teacher on pupil engagement in the set work and also on any issues that may have arisen during the covered lesson(s).
4. To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
5. To support the maintenance of an activity bank, and draw upon this in the event that pupils complete the pre-set work more quickly than expected, in order to ensure that pupils are engaged in constructive activity throughout the period of cover.
6. To contribute to the development and review of relevant policies (e.g. Cover, Behaviour Management, etc).
7. To assist in the evaluation of the impact of covered lessons on pupils and throughout the school.
8. To undertake pupil registration of a class, in the absence of the normal registration tutor.
9. To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.
10. To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.

11. To assist with the organisation of cover for absent colleagues (teachers or support staff), for both planned and unplanned absences.
12. To assist in the creation and maintenance of curriculum resources, and creation of visual displays in order to ensure a relevant physical learning environment.
13. To undertake administrative duties relevant to the role.
14. To invigilate or provide approved SEN support for internal and external tests and examinations under formal conditions.
15. When not required to undertake any responsibility falling within the above, Cover Supervisors may be directed to provide additional support in the school, in accordance with the duties of other similarly or lower graded jobs for which they are suitably skilled / qualified.
16. To support, as appropriate, in instances where pupils are unwell whilst at the school.\*
17. To provide toileting support to pupils as necessary.\*\*

**Other duties the school may wish to include, not affecting the grade of the post:**

18. To undertake midday supervision duties.

\* first aid should only be provided by staff who hold appropriate first-aid qualifications. However, any member of staff may be required to provide general support to a child who is unwell or receiving first aid treatment.

\*\* these duties only to be undertaken after appropriate risk assessment and training have been provided.

**SPECIAL FACTORS:**

Subject to the duration of the need, the special conditions given below apply :

- (a) The nature of the work may involve the post holder carrying out work outside of normal working hours.
- (b) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) 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 defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10<sup>th</sup> September 2012. Therefore **a DBS enhanced check is an essential requirement.**

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 themselves justify a reconsideration of the grading of the post.

Discovery is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Job Title: Cover Supervisor Person Specification

Grade: 7

	Essential	Desirable	How assessed
<b><u>Qualifications</u></b> <ul style="list-style-type: none"> <li>NVQ 3 in Supporting Teaching and Learning, or equivalent,</li> </ul> OR <ul style="list-style-type: none"> <li>Able to demonstrate the ability to meet the STL Level 3 National Occupational Standards relevant to this post.</li> </ul>	✓		App/Doc/Ref
<ul style="list-style-type: none"> <li>Level 2 qualifications in maths/numeracy and English/literacy</li> </ul> OR <ul style="list-style-type: none"> <li>Able to demonstrate competency in literacy and numeracy equivalent to level 2.</li> </ul>	✓		App/Doc
<b><u>Experience</u></b> <ul style="list-style-type: none"> <li>Experience of working with students in a formal setting</li> </ul>	✓		App/Int/ Ref
<b><u>Knowledge</u></b> <ul style="list-style-type: none"> <li>Knowledge of child protection and health and safety procedures.</li> </ul>	✓		App/Int/ Ref
<b><u>Skills/Attributes</u></b> <ul style="list-style-type: none"> <li>Ability and willingness to undertake professional development.</li> </ul>	✓		App/Int
<ul style="list-style-type: none"> <li>Good interpersonal skills.</li> </ul>	✓		Int/Ref
<ul style="list-style-type: none"> <li>Empathy with children and young people.</li> </ul>	✓		Int/Ref
<ul style="list-style-type: none"> <li>Ability to effectively manage pupil behaviour in accordance with school policy and procedure.</li> </ul>	✓		Int/Ref
<ul style="list-style-type: none"> <li>Ability to work effectively as part of a team.</li> </ul>	✓		Int/Ref
<b><u>General Circumstances</u></b> <ul style="list-style-type: none"> <li>An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations.</li> </ul>	✓		App/Int
<b><u>Factors not already covered</u></b> <p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.</p>	✓		Med

Application Form = App

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)

PERSON SPECIFICATION