



## JOB SPECIFICATION COVER SUPERVISOR

**Reports To:** Principal/Deputy Principal/SENCo

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| <b>Why</b>  | <b>Job Summary</b> <ul style="list-style-type: none"> <li>Provide cover for lessons where required in the absence of a teacher</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                   |
| <b>What</b> | <b>Main Responsibilities:</b> <ul style="list-style-type: none"> <li>Take responsibility for a class in the absence of a teacher including unplanned absence and/or planned absence due to the allocation of PPA time</li> <li>Liaise with Teachers/Senior Leaders, when covering for unplanned absence to understand what the pre-prepared exercise for the class will be and what resources may be given to pupils to facilitate learning.</li> <li>Plan lessons in line with schemes of work when timetable to deliver cover for PPA time.</li> <li>Manage the behaviour of pupils to ensure a constructive environment and the maintenance of resources, by using a range of strategies to deal with classroom behaviour as a whole and also with individual behavioural needs.</li> <li>Organise and manage an appropriate learning environment and resources.</li> <li>Explain to pupils what is required and what pre-prepared task / exercise they will be expected to undertake.</li> <li>Answer any general questions the pupils have in relation to the work which they have been given, for example, on processes and procedures.</li> <li>To collect the completed work from pupils and return this to the designated class teacher where necessary.</li> <li>Report back to the designated class teacher as appropriate on the behaviour of pupils and any other issues arising</li> <li>Deal with any immediate problems or emergencies according to the Trust's procedures and policies. For example, in case of a fire.</li> <li>Act in accordance with Trust policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.</li> </ul><br><b>Additional Responsibilities:</b> <ul style="list-style-type: none"> <li>Have a clear focus with a target group of pupils of improving their attainment.</li> <li>Provide senior/other staff with relevant information about pupils in order that pupils needing support can be identified effectively and appropriate interventions/action plans agreed.</li> <li>Monitor, evaluate and report on the success of all action plans drawn up, reporting to the named Head of School/Principal.</li> <li>Develop a 1:1 mentoring relationship with target group pupils aimed at achieving the goals defined in the action plan. The Cover Supervisor will devote the majority of his/her time to those needing extra support to realise their potential.</li> <li>Provide a range of opportunities for the target group of pupils to support them in achieving their targets.</li> <li>Maintain regular contact, where appropriate, with families of target group pupils to keep them informed of the student's progress. To secure positive family support and involvement in the student's education.</li> <li>Have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.</li> <li>Provide "on call" support to staff.</li> <li>Undertake administration duties, when cover supervision is not needed, within the main school administration office.</li> <li>Any other responsibilities deemed appropriate to the level of the post</li> </ul> |                                                                                                                                                                                                                   |
| <b>How</b>  | <u>Competencies</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <u>Personal Attributes</u><br>(level expected when job is conducted to the required standard)                                                                                                                     |
|             | <b>Framework</b><br><i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Demonstrates the Trust's ethos and adopts high standards of behaviour in their role.<br>Undertake the role of a tutor or shadow an experienced tutor. Participate in tutor trips and extra-curricular activities. |

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| Context |                                                                                                                                                         | Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.                                                                                                                          |                                                                                                                                                                        |
|         |                                                                                                                                                         | Motivates others to take responsibility for their own Health & Safety.                                                                                                                                                                                                                                                                                             |                                                                                                                                                                        |
|         |                                                                                                                                                         | Encourage individual and collective responsibility.                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                        |
|         |                                                                                                                                                         | Disciplined, tenacious and pragmatic.                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                        |
|         | <b>Development</b><br><i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i>                 | Undertake appropriate professional development to secure progress in your career.                                                                                                                                                                                                                                                                                  |                                                                                                                                                                        |
|         |                                                                                                                                                         | Embedding practice ensures highly effective professional contribution across the academy.                                                                                                                                                                                                                                                                          |                                                                                                                                                                        |
|         | <b>Leading</b><br><i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>                   | Has a basic understanding of supervision / managerial and business principles.                                                                                                                                                                                                                                                                                     |                                                                                                                                                                        |
|         |                                                                                                                                                         | Consults widely and may provide direction to achieve results.                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                        |
|         |                                                                                                                                                         | Sets clear objectives and checking for understanding.                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                        |
|         | <b>Knowledge and Understanding</b><br><i>Have sufficient knowledge/skills to support pupils in achieving their maximum potential.</i>                   | Shares good practice among colleagues.                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                        |
|         |                                                                                                                                                         | Secure knowledge and understanding of the subject and relevant curriculum area to address misunderstandings and stretch more able learners.                                                                                                                                                                                                                        |                                                                                                                                                                        |
|         |                                                                                                                                                         | Identifies adapts and delivers support to pupils of varying abilities, applying specialist knowledge as needed.                                                                                                                                                                                                                                                    |                                                                                                                                                                        |
|         | <b>Teaching and Learning</b><br><i>Ensure the best possible outcomes for all pupils.</i>                                                                | Uses own initiative, adopting strategies to support engagement and attainment.                                                                                                                                                                                                                                                                                     |                                                                                                                                                                        |
|         |                                                                                                                                                         | Encourages learning for both those with special needs and those working at a high level. Actively involved in extracurricular activities.                                                                                                                                                                                                                          |                                                                                                                                                                        |
|         |                                                                                                                                                         | Develops strategies to ensure the highest standards of behaviour. Uses praise, sanctions and rewards fairly and consistently.                                                                                                                                                                                                                                      |                                                                                                                                                                        |
|         |                                                                                                                                                         | Monitors, records and reports pupil progress in liaison with the Class Teacher.                                                                                                                                                                                                                                                                                    |                                                                                                                                                                        |
|         |                                                                                                                                                         | Promotes and creates the environment for pupils to learn and enhance their intellectual curiosity. Creates the environment for pupils to learn and build upon                                                                                                                                                                                                      |                                                                                                                                                                        |
|         |                                                                                                                                                         | Works with teachers to suggest, prepare and manage resources. Creates lessons and that are stimulating and are delivered in a safe environment.                                                                                                                                                                                                                    |                                                                                                                                                                        |
|         | <b>Working with Others</b><br><i>Work effectively with other professionals, parents, carers and outside agencies as well as with pupils themselves.</i> | Works in partnership with and communicates effectively with parents/carers and external agencies.                                                                                                                                                                                                                                                                  |                                                                                                                                                                        |
|         |                                                                                                                                                         | Drafts reports and ensures all relevant staff, parents/carers and external agencies are kept informed of progress.                                                                                                                                                                                                                                                 |                                                                                                                                                                        |
|         |                                                                                                                                                         | Works collaboratively with others to make informed decisions for the benefit of pupils.                                                                                                                                                                                                                                                                            |                                                                                                                                                                        |
|         | <b>Interfaces</b>                                                                                                                                       | Internal/External                                                                                                                                                                                                                                                                                                                                                  | Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.                                                                  |
|         |                                                                                                                                                         | English Language Fluency                                                                                                                                                                                                                                                                                                                                           | An ability to converse at ease with all customers and provide accurate advice in order to fulfill all spoken aspects of the role through the medium of spoken English. |
|         |                                                                                                                                                         | Financial impact/budget                                                                                                                                                                                                                                                                                                                                            | Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.                                                            |
|         | <b>Scope</b>                                                                                                                                            | People (directly/indirectly manage)                                                                                                                                                                                                                                                                                                                                | Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.                                                     |
|         |                                                                                                                                                         | Travel                                                                                                                                                                                                                                                                                                                                                             | You will be required to travel to academies as necessary.                                                                                                              |
|         | <b>Education, Qualifications and Experience (EQE)</b>                                                                                                   | Must be educated up to GCSE grade C/4 level in English and mathematics, have a level 3 Teaching Assistant Qualification or equivalent experience.                                                                                                                                                                                                                  |                                                                                                                                                                        |
|         | <b>Safeguarding</b>                                                                                                                                     | All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations. |                                                                                                                                                                        |
|         | <b>Data Protection</b>                                                                                                                                  | All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.                                                                                                                                                                                                           |                                                                                                                                                                        |

Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.