

Hadrian Learning Trust

**JOB DESCRIPTION**

<b>Post Title:</b>	Cover Supervisor	<b>Director/Service/Sector:</b>	Children's Services
<b>Band:</b>	4	<b>Workplace:</b>	HMS and QEHS Part of HLT
<b>Responsible to:</b>	Senior Teaching Staff	<b>Date:</b>	March 2026
<b>Job Description Ref:</b>	SG1231		
<b>Resources</b>	Staff	Not Applicable	
	Finance	Not applicable	
	Physical	Shared responsibility for equipment and materials	
	Clients	Relevant school pupils	

**Job Purpose**

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to supervise whole classes during the absence of the class teacher. The primary focus will be to maintain good order and to keep pupils on task. Staff involved in cover supervision will be expected to respond to pupils' questions and generally support pupils in learning activities in line with schools'/trust's policies and procedures.

**Duties and key result areas:**

**General**

1. Within an agreed framework of supervision, during the short-term absence of the classroom teacher, supervise and support pupils undertaking work and support work to establish an appropriate learning environment
2. Undertake activities, as directed by the teacher, with whole classes, individuals or small groups of pupils
3. Manage pupil behaviour and deal promptly with conflicts and incidents in line with school/trust policy
4. Provide the class teacher with accurate and objective feedback on pupils
5. Administer routine tests and invigilate exams

**Support for Pupils**

1. Use specialist skills, training, or experience to support pupils' learning
2. Establish good relationships with pupils, acting as a role model and responding to the needs of each individual child
3. Actively promote inclusive practice within the classroom setting to ensure acceptance of all children
4. Encourage children to engage with and participate in learning activities led by the class teacher
5. Have high expectations that encourage children to behave well and act independently
6. Provide feedback to pupils in relation to progress and achievement within the lesson

**Support for the Curriculum**

1. Implement agreed teaching programmes, adjusting activities according to pupil responses and needs
2. Help pupils to understand instructions
3. Implement the curriculum and lesson plans as directed
4. Support use of ICT in learning and develop pupils' competence and independence in its use
5. Help pupils access learning activities through specialist support
6. Determine the need for, prepare and maintain equipment and resources required to meet learning

activities and assist pupils in their use

### Support for the School

1. Comply with all relevant school/trust policies, including those relating to:
  - a. Code of conduct
  - b. Acceptable ICT use
  - c. Health and Safety
  - d. Equalities
  - e. Safeguarding and child protection
  - f. Confidentiality and data protection
2. Work in such as to promote the ethos and vision of the schools/trust
3. Participate in training and development, and activities that contribute to the management of performance
4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and members of the school's management
5. Attend and participate in relevant meetings
6. To undertake other duties and responsibilities as required commensurate with the grade of the post

Line management will be from a member of the SLT, but day to day tasks will be assigned by the cover team who will also be the main point of contact for daily queries.

HLT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the schools'/trust's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

### Work Arrangements

Transport requirements:	None
Working patterns:	Normal work patterns
Working conditions:	Normally indoors with some PE cover

### PERSON SPECIFICATION

Essential	Desirable	Assess by
<b>Knowledge and Qualifications</b>		
Very good numeracy and literacy skills;  NVQ 3 for Teaching Assistants or equivalent qualifications and practical experience in a TA role.  Participated in training related to various national strategies e.g. literacy and numeracy  Experience of being able to hold the attention of a class of children.		(a), (i),  (t) .



<b>Experience</b>		
<p>Working with children of the relevant age</p> <p>Implementation of relevant national strategies.</p> <p>Experience of using ICT in a classroom situation</p>	<p>Clerical duties</p> <p>Report Writing</p> <p>Working with children with additional needs</p>	<p>(a), (i).</p>
<b>Skills and competencies</b>		
<p>The effective use of ICT to support learning – computer, video, photocopier</p> <p>Ability to use other types of learning technology:</p> <ul style="list-style-type: none"> <li>• Photocopying</li> <li>• Whiteboards</li> <li>• CD ROM</li> <li>• Video</li> </ul> <p>Understanding of codes of practice and recent relevant education;</p> <p>Good understanding of the principles of child development and the learning process</p> <p>Can actively self- evaluate learning needs and seek out learning opportunities</p> <p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p> <p>Appropriate First Aid knowledge</p>	<p>NVQ 2 ICT Qualification or in-service training and 3 years' experience of using ICT in a learning environment</p>	<p>(a), (r), (i).</p>
<b>Physical, mental and emotional demands</b>		
<p>Concentrated periods of mental attention and the ability to work to deadlines, whilst being exposed to conflicting demands.</p> <p>The job involves direct personal contact with people whose personal circumstances and behaviour could be in conflict with those of the school.</p> <p>Normal lifting activities will be required.</p>		
<b>Other</b>		

Willingness to participate in training and personal development.	Driving Licence	(a), (i).
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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits