

Cover Supervisor

Job Description

Grade: GRB - *Subject to Job Evaluation*

1. **Job Purpose**

1.1 To supervise whole classes during the short term absence of the class teacher under the guidance of teaching/senior staff. Including implementing work programmes, managing pupil behaviours and assisting pupils in relevant activities in line with the schools policies and procedures

2. **Key Responsibilities**

2.1 Communicate, distribute and supervise work that has been set by the teacher in accordance with the school policy.

2.2 Manage the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment

2.3 Respond to any questions from pupils about process and procedures but excluding lesson content

2.4 Deal with any immediate problems or emergencies according to the school's policies and procedures

2.5 Collect any completed work after the lesson and return it to the appropriate teacher

2.6 Report back to the teacher as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising

2.7 Provide general clerical/administrative support, e.g. input and retrieval of data into computerised and manual systems, taking registers, etc. as required

2.8 Accompany staff and pupils on educational visits, trips and out of school activities as required and take responsibility for a group under the direction of the teacher/organiser

2.9 Recognise own strengths and areas of expertise and use these to advise and support others

2.10 Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

2.11 As required and under the guidance of teaching/senior staff, undertake a range of other activities to support pupils learning that may include: contributing to lesson planning, evaluating and adjusting lessons, developing of IEP's, implementing agreed learning strategies, etc.

- 2.12 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.13 To ensure all tasks are carried out with due regard to Health and Safety
- 2.14 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.15 To adhere to the ethos of the school
 - 2.15.1 To promote the agreed vision and aims of the school
 - 2.15.2 To set an example of personal integrity and professionalism
 - 2.15.3 Attendance at appropriate staff meetings and parents evenings

3. **Supervision Received**

- 3.1 Supervising Officer's Job Title:
- 3.2 Level of supervision:

- 1. ~~Regularly supervised with work checked by supervisor~~
- 2. Left to work within establishment guidelines subject to scrutiny by supervisor
- 3. ~~Plan own work to ensure the meeting of defined objectives~~

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)
Cover Supervisor			

5. **Special Conditions**

- 5.1 None

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/ Qualifications NB: Full regard must be paid to overseas qualifications.	5 A*-C grades at GCSE, or equivalent) including at least C/4 grade in English and Mathematics; Level 3 Qualifications or above (A level or equivalent).	AF/C
Experience Relevant work and other experience	Experience working with young people in educational, youth or community settings Experience working within a Primary school is desirable Experience of covering lessons in the absence of teaching staff	AF/I AF/I AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016 Understanding of safeguarding principles and commitment to promoting the welfare of children Proficiency in using IT systems Knowledge of management information systems eg: Arbor Excellent organisational and time management skills, with the ability to manage multiple priorities and work effectively under pressure. Ability to work independently, take initiative and solve problems effectively. A proactive and flexible approach to work, with the ability to adapt to changing circumstances. Strong communication and interpersonal skills, both written and verbal, with the ability to liaise confidently with staff at all levels, external agencies and visitors. High level of accuracy and attention to detail in record-keeping and data entry. To be resilient and calm under pressure. Reliable, punctual and professional. A team player with a positive and supportive attitude. Discreet and able to handle confidential information with sensitivity.	

	<p>Ability to ask for help if required</p> <p>Concern for the welfare of the school community</p> <p>Hardworking with a sense of humour and ability to remain calm.</p>	
Training	Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge.	
Other	All staff are expected to be committed to equality, inclusion and safeguarding. All staff must recognize and respond appropriately to safeguarding concerns and follow school and local authority procedures at all times.	

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.

People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.

At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.

We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.