

## Job Description

|                          |   |
|--------------------------|---|
| <b>Post Title:</b>       | <b>Cover Supervisor (PE/Sports Cover)</b>   |
| <b>Location:</b>         | <b>John Port Spencer Academy</b>  |
| <b>Salary/Pay Range:</b> | <b>NJC Points 9-13</b>  |
| <b>Hours of work:</b>    | <b>30 hours per week, 39 weeks per year<br/>8.30am – 3.00pm with a 30-minute unpaid break</b> |
| <b>Reporting to:</b>     | <b>Principal / Cover Administrator</b>  |

### Purpose of Role

The main areas of responsibility of the postholder will be to work to achieve the priorities set out in the school improvement plan (SIP) and the aims of the school; specifically, to provide quality teaching for groups of students as directed.

### Main Duties and Responsibilities

Duties and responsibilities will be allocated by the Principal and Vice Principal in accordance with scheme of Supervision for the academy.

The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate.

The postholder will be covered for a 30-minute lunch break at a reasonable time to meet the needs of the academy.

### Specific responsibilities include:

- In the absence of a class teacher (sometimes at short notice), to deliver pre-prepared lessons ensuring that in doing so, children's development is continued and maintained
- In the absence of a teacher to cover designated duties before and after school and during break
- Strive to create a stimulating and well-managed classroom atmosphere within which students gain success, interest and motivation
- Intervene as directed by the Cover Administrator (or the SENCO/Assistant SENCO), completing personal student intervention plans where directed
- Support as directed the performance of pupils in target groups (PP, SEND,) and put strategies in place to 'close the gap'
- To input accurate and reliable data into the schools MIS when required
- To participate fully in school and faculty review processes as well as Performance Management
- Strive to operate as an effective member of the school community
- Follow the School Assessment Policy on the setting, marking, recording and reporting of students' work
- Strive to deliver lesson material with due regard to broader issues, particularly with respect to equal opportunities

- To complete additional tasks as directed by the Cover Administrator
- Attend Academy meetings and become involved in any aspect of the Academy's cross-curricular work
- To participate in recording and assessment activities
- To accompany staff and children on trips/residential visits
- To play an active role in any new learning initiatives undertaken by the school
- To promote and encourage good behaviour on the part of students during the school day
- To be responsible for displays in the room or area where most teaching takes place
- To carry out a share of supervisory duties in accordance with published rosters.

**General**

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular IT, Health and Safety and Safeguarding.
- Participate in the Trust Professional Performance Review process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post-holder maybe required to carry out other duties as required by the Trust.

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name:

Signature:

Date:

## Person Specification

|  | Essential | Desirable |
|--|-----------|-----------|
| <b>Qualifications and experience</b>   |           |           |
| Good standard of education especially with regard to literacy and numeracy skills.   | ✓         |           |
| GCSE Maths and English grade C or equivalent   | ✓         |           |
| Good A Level passes  | ✓         |           |
| Qualified Teacher Status   |           | ✓         |
| Higher degree or further education   |           | ✓         |
| Previous experience in an educational environment  | ✓         |           |
| Experience of working with young people  | ✓         |           |
| Proven ability to manage a class and organise learning tasks   | ✓         |           |
| Experience of delivering learning opportunities to classes containing a range of ages and abilities                                | ✓         |           |
| Evidence of additional recent and continuing professional development  | ✓         |           |
| <b>Knowledge and skills</b>  |           |           |
| Knowledge of basic Microsoft packages: Word, Excel, Outlook and PowerPoint   | ✓         |           |
| Working knowledge of a range of administration procedures  | ✓         |           |
| Ability to communicate clearly orally and in writing   | ✓         |           |
| Ability to work collaboratively with others  | ✓         |           |
| Knowledge of relevant codes of practice  | ✓         |           |
| Ability to work on own initiative  | ✓         |           |
| <b>Personal qualities</b>  |           |           |
| interpersonal skills with the ability to maintain strict confidentiality   |           |           |
| A diplomatic and patient approach  | ✓         |           |
| Track record of being flexible and hard working  | ✓         |           |
| Initiative and ability to prioritise own work and that of others to meet deadlines   | ✓         |           |
| Able to follow direction and work in collaboration with the leadership team  | ✓         |           |
| Able to work flexibly, adopt a hands-on approach and respond to unplanned situations   | ✓         |           |
| Willingness to learn   | ✓         |           |
| The ability to inspire, enthuse and motivate all students  | ✓         |           |
| Resilience, self-motivation and stamina  | ✓         |           |
| Co-operative spirit / can do attitude  | ✓         |           |
| Problem solving approach   | ✓         |           |
| Patience with children   | ✓         |           |
| Problem-solving, planning and decision-making skills   | ✓         |           |
| The ability to work under pressure and remain organised whilst managing a diverse, demanding workload and meeting strict deadlines | ✓         |           |
| Ability to establish and maintain appropriate relationships with young people  | ✓         |           |
| Commitment to the highest standards of child protection and safeguarding   | ✓         |           |
| Recognition of the importance of personal responsibility for health and safety   | ✓         |           |
| Commitment to the Trust's ethos, aims and whole community  | ✓         |           |
|  | ✓         |           |