



Cover Supervisor Job description and person specification

Salary: L4
Reporting to: Lead Cover Supervisor
Conditions: 32.5 hours a week / Term-time + 5 days (08:20 – 15:20 Monday – Friday
– 30 minute lunch break)
Location: Putteridge High School, Luton

Putting students first in order to remove barriers to learning is the key responsibility of all staff at Putteridge High School. The Every Child Matters approach is at the heart of our practice. We will ensure that every young person: achieves aspirational goals; can make decisions which lead to a safe and healthy lifestyle; enjoys their time at PHS and can make positive contributions through active involvement in their learning and in the school and wider community.

Purpose of the role:

To support students and enhance their learning opportunities by delivering cover lessons in classes where the usual teacher is absent and contributing, as required, under the direction of subject teachers to the intervention and supported study programmes.

Principal Responsibilities:

1. Under the direction of the class teacher and/or cover manager, support the teaching and learning of individuals and groups of students, using strategies appropriate to their age and learning needs. Provide feedback and liaise over student progress and learning. Contribute to the intellectual and social development of students, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, and when appropriate, deploy appropriately learning aids, materials and equipment.
2. Contribute significantly to the delivery of teaching and learning work programmes and activities to achieve the aims of lessons, for the whole class and/or individual students under your supervision.
3. Contribute to the monitoring, recording and assessment of student progress through observation and questioning, against student targets (and Individual Educational Plans where relevant) keeping detailed records of individual's progress. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of students.
4. Contribute to the development of a purposeful working environment and implement and monitor the school's behaviour and any related policies and procedures, recording behaviour/house points on relevant systems.

5. Take on the role of a form tutor to a vertical form group and under the direction of the Pastoral team develop and maintain supportive relationships with parents, carers and others of the student's community. Work collaboratively with other agencies and professionals, as necessary.
6. Contribute to the care, health and welfare of students in accordance with the school's health and safety and related policies.
7. As required, contribute to specific aspects of teaching, learning and personal development, on and off site for example school visits, field work projects or other activities.
8. Invigilate tests and examinations as directed. Supervise whole groups in particular curriculum activities and the class for agreed periods.
9. To undertake other non-strategic support duties or responsibilities reasonably required by the Cover Manager/Headteacher

DIMENSIONS:

Supervisory Management: Coaching Others

Financial Resources: N/A

Physical Resources: Classroom materials, equipment and resources

Other:

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head Teacher.
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out.
- All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and students and being flexible in a busy pressurised environment.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The Chiltern Learning Trust is committed to its schools working in wider partnership which will promote wellbeing outcomes for young people. All personnel may be required to work across schools within the Trust by agreement with the Headteacher.

Safeguarding Children

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.

Cover Supervisor: Person Specification

Physical Effort: The job could involve some lifting of children and equipment. Training will be provided.

Working Environment: There could be a requirement to deal with vomit and bodily fluids when children are unwell. The job involves working with students with emotional and behavioural issues and there is a chance of being exposed to abusive language and behaviour.

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
Experience	Some experience of working in an educational setting.	1,2	Demonstrable experience of planning, monitoring and assessment of students' work. Experience of delivering an aspect of the curriculum to Level 2 (GCSE or BTEC)	1,2
Skills/Abilities	Able to plan and organise workloads to meet conflicting work demands and deadlines. Able to contribute constructively to and work effectively as a member of a team. Able to use own initiative in working with parents/carers and the child's community within an agreed framework of policies and procedures. Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, supply agencies. Able to keep accurate records and use these to inform judgements.	2 2 2 2 2	Able to support learning in numeracy and literacy. Information technology skills in word processing, the use of databases and spreadsheets to support record keeping and children's learning.	2 2 1,2
Equality Issues	Able to recognise and act upon common forms of discrimination. Able to understand the issues for students' education in an urban, multi-cultural context.	2 2		
Specialist Knowledge			Some knowledge of how students learn. Demonstrable knowledge of curriculum requirements	1,2 1,2

			and able to contribute, as an instructor/unqualified teacher to a relevant area of the curriculum Some knowledge of policies and procedures in areas such as child protection, behaviour management.	2
Education and Training	Good standard of general education with level 2 qualifications in English and Maths Able to commit to relevant job training. Willingness to undertake First Aid training and to apply this in the school.	1,4 1, 2 2	NVQ in childcare Level 3, NNEB or equivalent qualification.	2, 4
Other Requirements	A willing contributor to wider school effectiveness including, whole school, extra-curricular activities.	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the school's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).