

Job title: Cover Supervisor			
School:	The Sir John Colfox Academy	Grade:	Grade 6 (Scale 6 to 9)
Reports to:	Cover Manager		

Main job purpose

This is primarily a role based in a classroom or other learning environment.

The primary purpose of the Cover Supervisor is to supervise and support pupils who are engaged in learning activities during the short-term or unforeseen absence of their usual class or subject teacher. Such work will have been set in accordance with the school policy.

Cover supervisors will have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds.

She/he will not be deployed routinely as one of the strategies schools choose to release teachers for guaranteed planning, preparation and assessment (PPA) time.

They may however carry out work specified in the regulations made under section 133 of the Education Act 2002, under the direction and supervision of a qualified teacher.

This post differs from that of the HLTA and other Teaching Assistants in the following ways:

- This post holder will be deployed on a daily or short term basis to cover the short term absence of a teacher or HLTA or Senior TA. Deployment may therefore change on a daily basis
- The level of involvement and planning in the learning activities they are expected to deliver
- The lesser extent to which they are required to contribute to planning

Main responsibilities and duties

Cover supervision is likely to include the following core elements:

1. To take sole charge of a group or class of pupils in the short term or unforeseen absence of their usual teacher
2. Registering attendance in accordance with school policy
3. Responding to any questions from pupils about process and procedures and the work that they are engaged in. Supporting pupil use of associated resources
4. Managing the behaviour of pupils whilst they are undertaking this work to ensure a constructive learning environment

5. Dealing with any immediate problems or emergencies according to the Academy Trust/school's policies or procedures
6. Collecting completed work and resources after the lesson and returning it to an appropriate teacher with comments on any learning issues arising and progress made
7. Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the lesson(s) and any issues arising.
8. Promoting and safeguarding the welfare of children and young people in accordance with the Academy Trust/school's safeguarding and child protection policy

Knowledge & skills

Essential:

- Know and be able to apply consistently a range of school/Academy Trust policies, particularly those regarding health and safety, equal opportunities, behaviour management, child protection and special educational needs (SEN)
- Have the necessary skills to manage safely, the classroom activities, the physical learning space and the resources for which s/he is responsible
- Understand and be able to use a range of strategies to deal with classroom behaviour as a whole, and also individual behavioural needs. This is a challenging requirement in some schools.

Desirable:

- Recent successful experience as a Teaching Assistant or similar position within an educational environment
- Willingness to undertake further relevant study or training e.g. NVQ 3 for support staff- this qualification is in the process of being developed by TTA.
- Flexibility and initiative.

Supervision and management

- To work to a designated member of teaching or support staff according to the school's normal policy and practice for covering absent teachers.
- To supervise pupils and their learning within the context of the learning environment, in accordance with the learning activity/work set.
- To supervise the work of other adults normally present in the learning environment.

Problem solving and creativity

- Use of a variety of interpersonal skills and strategies to establish supportive and positive relationships with pupils.
- Know and use the school's referral system as appropriate in the event of problems with an individual pupil, or class or other adult.
- Flexibility in carrying out duties will be required.

Key contacts and relationships

- Attempt to establish relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their progress during the period of supervision.
- Model and promote the positive values, attitudes and behaviour expected from the pupils with whom they work.
- Know when to seek help and advice.

Decision making

- There will often be a need to make immediate decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils.
- Cover supervisors will be employed to take classes when the teacher is not present to supervise pupils engaged in work set by a teacher, to maintain discipline and Health & Safety.

Resources

- Books, stationery, writing equipment, ICT and AVA equipment.

Working environment

- Normal school environment.
- Frequent use of ICT and AVA equipment.
- Lifting of books and equipment.
- Some school sites are extensive and post holders may be required to work throughout the site on more than one floor.

- In special schools meeting the needs of pupils may be more demanding both physically and emotionally.
- Size, phase and type of school will vary.
- Includes work with individual pupils as well as groups and whole classes.
- School environment with a variety of learning environments including classrooms and specialist areas.
- Occasional disruption to planned tasks and order of tasks by pupils and colleagues.
- Occasional requirement to work outside the normal school environment e.g. visits.
- Within a Special School environment staff may be required to deal with extremes of behaviour and/or a range of needs which may be physically and/or emotionally demanding.

Progression in Post

CPD will be available as part of the role.

General and School Responsibilities

- Be familiar with Safeguarding requirements in protecting the welfare of children, and young people. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- Contribute to and support the overall aims and ethos of the Schools and the Trust
- Participate in training and other learning activities as required
- Participate in Performance Management and development as required by the Trust's policies and procedures
- Participate actively and flexibly in a range of school activities
- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities
- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post
- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service deliver
- Be familiar with and promote the Equality and Diversity Policy

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

Job description prepared by:	Adam Shelley
Position:	Headteacher
Date:	07.07.23

Requirements	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> 5 GCSEs including English and Maths (or equivalent experience/vocational qualification) 	Any other relevant qualifications	Application Form Interview References
Knowledge and Experience	<ul style="list-style-type: none"> Knowledge of schools' behaviour and management policy and procedures Knowledge of school's fire and emergency procedures Knowledge of Child Safeguarding procedures 	<ul style="list-style-type: none"> Recent successful experience as a Teaching Assistant or similar position within an educational environment 	Application Form Interview References
Skills	<ul style="list-style-type: none"> Strong communication and interpersonal skills Fluency in English for all student and public-facing roles 		Application Form Interview References Language Qualifications Fluency in English evidenced by: <ul style="list-style-type: none"> competently answering interview questions in English; possessing a relevant qualification for the role attained as part of education in the UK or fully taught in English by a recognised institution abroad passing an English language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in

Requirements	Essential	Desirable	Evidence
			English by a recognised institution abroad
Qualities	<ul style="list-style-type: none"> • Discretion • Flexible and Adaptable • Patience • Firmness • Team worker 		Application Form Interview References
Relationships	<ul style="list-style-type: none"> • Have positive and mutually supportive relationships with all colleagues • Ability to promote the school across the wider community 		Application Form References Interview
Safeguarding	<ul style="list-style-type: none"> • Good knowledge of relevant Safeguarding procedures • Commitment to adhere to the Trust's Safeguarding & Child Protection Policy. 	<ul style="list-style-type: none"> • Good awareness of potential Safeguarding issues 	Application Form Interview References