



GREAT SANKEY HIGH SCHOOL

COVER SUPERVISOR
JOB DESCRIPTION &
PERSON
SPECIFICATION





GREAT SANKEY HIGH SCHOOL JOB DESCRIPTION

COVER SUPERVISOR

Core Purpose: To supervise and provide in class supervision for groups or whole classes when the teacher normally responsible for teaching the class is absent from the classroom at the time they have been timetabled to teach (during periods of planned or unplanned short term absence). This will be under the direction/instruction of teaching &/or senior staff but will not require the presence of a teacher

Key Responsibilities:

SUPPORT FOR THE PUPIL

- Establish good working relationships with young people, acting as a positive role model and setting high expectations
- To ensure that young people can still access the National Curriculum whilst no active teaching is taking place
- Create a welcoming and aspirational learning environment where the achievement of all students is celebrated
- Create an orderly purposeful classroom environment conducive to learning in which young people can concentrate and complete the set work
- Effectively communicate to groups and whole classes giving direction regarding pre set work prepared by a qualified teacher for the cover lesson
- Supervision of groups and whole classes of young people using the school's behaviour management processes
- Respond to questions from young people in relation to general queries regarding the set work or school procedures
- Provide consistent support to all young people, responding appropriately to individual pupil needs
- Promote inclusion and acceptance of diversity
- Encourage young people to interact with others and engage in classroom activities
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure
- Provide feedback to young people in relation to progress and achievement under the guidance and direction of the teacher
- To recognise specific individual learning needs, enabling access to learning for all young people. To manage classroom behaviour in line with the school's behaviour management policy

SUPPORT FOR THE TEACHER

- To arrange the collection and collation of learning resources required for the delivery of cover lessons through the Cover & Attendance Supervisor.
- At the end of lessons to collect completed work and arrange for its return to the Cover & Attendance Supervisor.
- To provide written feedback where necessary using a proforma in line with school procedures and to liaise with Cover & Attendance Supervisor.
- Assist with the display of young people's work.
- Establish and maintain an appropriate learning environment when supporting in class under the supervision of the teacher

- Monitor and evaluate young people' responses to learning activities through observation and planned recording
 of achievement against pre-determined learning objectives
- Promote positive values attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging young people to take responsibility for their own behaviour in line with established school policy.
- To liaise with teaching staff in order to collate planned relevant work for the group or class, set by a qualified teacher

SUPPORT FOR THE CURRICULUM

- Support the schools faculties/departments by facilitating delivery of the National Curriculum, in a cover supervisory role.
- Support the delivery of agreed learning activities/learning programmes, adjusting activities where appropriate in order to meet pupil learning styles and individual needs.
- Support the delivery of literacy/numeracy programmes, effectively utilising any alternative learning opportunities to support extended development.
- Support the use of ICT in learning activities and develop young people's competence and independence in its use.
- Assist young people to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and behaviour for learning; and report all concerns to the appropriate person.
- Be aware of and support diversity and ensure all young people have equal access to opportunities and are provided with a safe and non threatening learning environment.
- To liaise daily with the member of staff responsible for cover management or the line manager, in line with the schools procedure.
- To undertake tutor absence cover, lunch time &, break time duties as required. Pre and post school duties in line with school procedures & within working hours.
- To supervise pupils during lessons and on entry and departure of lessons in accordance with the school procedures.
- To manage behaviour issues in the classroom in accordance with the schools behaviour management policy and procedures.
- To deal with any emergencies in accordance with the schools policy and procedures.
- Contribute to the school ethos, aims and development/improvement plan.
- Establish constructive relationships and communicate with other agencies under the direction of the teacher, to support the progress of young people.
- Attend and participate in regular meetings as appropriate.
- Participate in training and other learning activities as required and to participate in the schools support staff performance review process.
- Establish own best practice and use to support others.
- To provide cover for Teaching Assistants with the specific needs of learners with Physical needs.

This job description is not necessarily a comprehensive definition of the post and will be subject to modification or amendment at any time after consultation with the post holder. The post-holder will undertake the professional duties of a member of school staff as circumstances may require under the reasonable direction of the Headteacher.

Person Specification / Selection Criteria for Cover Supervisor

Note: The Applicant will be required to safeguard and promote the welfare of children and young people. Candidates failing to meet any of the essential criteria will automatically be excluded. [A] Qualifications

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Qualification requirements	Essential	Desirable	Source
3 GCSEs A-C or equivalent.	х		AF
ICT capability		х	AF

[B] Experience

	Essential	Desirable	Source
Previous experience in a school environment		х	AF/I
Experience of resources preparation to support learning programmes	х		AF/I

[C] Knowledge/Understanding

	Essential	Desirable	Source
Advanced understanding of the National Curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	х		AF/I
Understanding of principles of child development, learning styles and independent learning.	х		AF/I
Working knowledge of relevant policies/codes of practice/legislation		х	AF/I
Understanding of inclusion, especially within a school setting.	X		AF/I
Understanding of principle of child protection specifically in a school setting	х		AF/I
Effective use of ICT to support learning.	х		AF/I
Understanding of relevant technology (TV, DVD, Interactive whiteboard).		х	AF/I

[D] Personal Qualities and Skills

	Essential	Desirable	Source
A desire to develop professionally and take part in all training and development opportunities relevant to the post.	х		AF/I
High expectations of all young people; respect for diversity.	х		AF/I

Commitment to raising the educational achievements of young people.	X	AF/I
Ability to demonstrate reliability and integrity.	х	AF/I
Ability to build and maintain successful relationships with young people, treating them consistently, with respect and consideration.	x	AF/I
To have a presence and to personally demonstrate and promote the positive values, attitudes and behaviour expected from the young people with whom they work.	х	AF/I
Demonstrate ability, professionalism when dealing with pupils who may be frail or require mental, personal or physical support.	x	AF/I
Ability to work collaboratively with colleagues, knowing when to seek help and advice.	x	AF/I
Ability to work flexibly and to manage time effectively.	х	AF/I
Able to liaise sensitively and effectively with young people, parents and carers.	x	AF/I
Able to improve own practice through observations, evaluation and discussion.	х	AF/I
Willingness to take part in first aid qualification.	х	AF/I
Ability to carryout considerable lifting and carrying within H&S guidelines	х	AF/I

[E] Pre-Employment Checks

	Essential	Desirable	Source
Positive recommendation from all referees, including current employer	E		R
DBS Clearance post appointment	E		N/A

[F] Application Form and Supporting Statement

The form must be fully completed and legible.

The supporting statement should be clear, concise and related to the specific post.

There should be no unexplained gaps in career history.

(Source: AF=Application (form+letter); I=Interview; R=Reference)