



Job Description and Person Specification

Job Title	Cover Supervisor
Location	Aylsham High School
GR Number	GR9006
Grade	Scale E
Responsible to	Responsible to SLT and Head of Department. Works under the general direction of a class teacher when supervising lessons.

Role and Context

Job Purpose	<p>To supervise whole classes to cover short term absence of teachers and to allow teachers to carry out professional duties and training. Cover supervisors will give instructions for the lesson, as provided by the teacher, and keep students on task while maintaining good order.</p> <p>Cover supervisors can respond to general questions and provide general feedback to the teacher. The cover supervision role will sometimes include other activities, or be part of a wider role in the school or federation, e.g. teaching assistant, medical needs, technician or administrative roles or cover across the federation.</p>
Context	<p>Job Family: Classroom and Pastoral</p> <p>Cover supervisors may work within particular departments on a long term basis so as to improve the continuity of education during teacher absence and increased understanding and familiarity with the curriculum and the students working within that department.</p>
Other Job Information	<p>APPROPRIATE USE OF COVER SUPERVISORS</p> <ol style="list-style-type: none"> Cover supervision should only be used for short-term absences. These might be known in advance (for example, where a teacher has a medical appointment or is undergoing professional development) or unexpected (for example, absence due to illness). Longer term absence – e.g. due to long-term sick or maternity leave should be covered by a teacher. Headteachers will exercise their professional judgment in determining what should be regarded as a “short-term” absence for these purposes. There will be a number of considerations which the Headteacher will need to take into account when deciding whether the use of cover supervision is appropriate or not. <p>The key factors are: -</p> <ol style="list-style-type: none"> the extent to which continuity of learning can be maintained; the length of time a particular group of students would be working without a teacher; the proportion of the total curriculum time affected in a specific subject over the course of the term. <ol style="list-style-type: none"> For example, in a setting where a class is predominantly led by one teacher for the majority of the day, it is likely that cover supervision will very quickly become “specified work” and active teaching would be required. This would therefore fall under the Education (Specified Work and Registration) (England) Regulations. In any case, it would clearly be inappropriate in such settings for a class to be ‘supervised’ for more than three consecutive days. On the other hand, where students are only timetabled for occasional lessons which are affected by teacher absence, the use of cover supervision over a longer period of time may be appropriate.

Principal Accountabilities



(in order of importance)

PRINCIPAL ACCOUNTABILITIES

Support for students

1. Supervise students while they are engaged in learning activities and deal with immediate problems and emergencies. This may include after school homework and activity clubs.
2. Manage students' behaviour within the ethos and behavioural policies of the school.
3. Set high expectations of conduct whilst acting as a role model.
4. Respond to student queries on procedures while keeping students on task.
5. Promote the inclusion and acceptance of all students within the classroom within the school's policies and procedures of equal opportunities.

Support for teachers

6. Provide objective and accurate feedback to the teacher on the conduct of the lesson and the behaviour of students.
7. Collect and pass on any completed work.
8. Maintain and pass on any appropriate records as agreed beforehand with the teacher.
9. Provide support and assistance to teaching staff in large examinations or test groups.

Support for the curriculum

10. Support the use of ICT within the lesson as appropriate.
11. Understand and ensure appropriate organisation/use of the classroom, equipment and resources.

Support for the school/federation

12. Accompany groups of students on school trips ensuring their health and safety (to be at discretion of lead teacher).
13. Participate in 3 day first aid training to support First Aid cover within the school at times.
14. On occasions provide cover to federation schools.
15. Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
16. Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
17. Participate in training and other learning activities as required.
18. Undertakes other similar duties and activities that fall within the grade and role of the post as decided by the Headteacher/Senior Leadership Team.



Person Specification

This should describe the qualifications, experience, skills and knowledge which are essential to do the job to a fully competent level.

	Essential	Desirable
Qualifications	Good Literacy and Numeracy skills and to NVQ 2 level is highly desirable;	Good general level of education and to NVQ 3 level.
Experience	Experience of working in a support capacity in a school with students of relevant age or in an appropriate learning environment.	
Skills/Knowledge	<p>Understanding of relevant policies and procedures;</p> <p>Ability to apply behaviour management policies and strategies so as to contribute to purposeful learning environment;</p> <p>Ability to encourage students to learn using pre-set material;</p> <p>Ability to undertake varied duties;</p> <p>Ability to demonstrate limits of responsibility;</p> <p>Ability to work under direction of different people and as part of a team;</p> <p>Good communication skills with people at all levels;</p> <p>Ability to gain respect of students through manner of confidence and authority;</p> <p>Able to organise own workload in the context of varied tasks;</p> <p>Able to work calmly under pressure;</p> <p>Ability to critically evaluate own performance and make any necessary changes to be more effective.</p>	Working knowledge and skills of ICT to support learning (highly desirable);



General Information

The job descriptions details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job

All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.

Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Ethos

"Learning Together for Excellence"

We believe that every child is capable of achieving success and excellence through hard work, focused concentration and regular deliberate practice.

We are a safe, warm and welcoming community that always looks to treat each other with respect.

Our code of conduct of respect for yourself, respect for others, and respect for the environment help our community to thrive.

Values

We are a member of The Aylsham Cluster Trust - TACT a co-operative trust. We uphold **the co-operative values**:

Self-help - we help people to help themselves

Self-responsibility - we take responsibility for, and answer to our actions

Democracy - we give our members a say in the way we run our organisation

Equality - we are genuinely inclusive and pursue success for everyone

Equity - we carry out our work in a way that is fair and unbiased

Solidarity - we share interests and common purposes with our members and other co-operatives

Our Ethical Values are:

Openness - nobody's perfect, and we won't hide it when we're not

Honesty - we are honest about what we do and the way we do it

Social responsibility - we encourage people to take responsibility for their own community, and work together to improve it

Caring for others - we are a nurturing community that takes care of each other and we regularly support charities and local community groups