



THE ARNEWOOD SCHOOL

11 – 19 Academy

“Working Together – Shaping Tomorrow”

Cover Supervisor Job Description

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| Role Title: | Cover Supervisor |
| Reports To: | Cover Manager |
| Role Purpose: | Under the professional direction of a teacher to supervise whole classes during the absence of a class teacher. |
| Organisation: | Head teacher – Assistant Headteacher - Cover Manager |

Role Requirements

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

| Accountabilities | Accountability Statements |
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| Support for Students | <ul style="list-style-type: none"> • To supervise whole single classes of students using material planned by a teacher to engage students in learning activities. • Establish productive working relationships with students acting as a role model and setting high expectations of work and behaviour. • Assisting the inclusion of all children to ensure optimum learning opportunities including dealing with behaviour issues in accordance with the school behaviour policy, in both academic and pastoral settings. • Respond to students’ general queries and keep them on task. • Report any concerns about individual students to the appropriate person e.g. Pastoral Support, Head of Year and Tutor. • Have an alternative timetable of students/classes to be supported when not required to cover lessons. |
| Support for Teachers | <ul style="list-style-type: none"> • Provide objective and accurate feedback to the teacher on the conduct of the lesson including keeping appropriate records as agreed with the teacher. • Comply with instructions requested by the usual class teacher. • Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour. • Take responsibility for any follow up action required, such as recording sanctions or rewards on ADDS. • Act as a support tutor as and when required. • Support classes on an alternative timetable as directed by the class teacher. |
| Support for Curriculum | <ul style="list-style-type: none"> • Make appropriate use of equipment and resources. • Comply with lesson plans and instructions from class teacher. • Review the quality, quantity and suitability of the work set and report any issues to the Head of Centre and the Cover Manager. • Maintain a bank of resources for use in case of emergency. |

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| | <ul style="list-style-type: none"> • Take part in/accompany students on school day trips and/or residential visits. |
| Support for the school | <ul style="list-style-type: none"> • 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. • Undertaking one break (paid) supervision of students and morning gate supervision if not required for tutor cover. • In line with the operational needs of the school, undertake other duties (e.g. supervising examinations) when needed. • Participate in training and continuing professional development, which may include after school whole staff inset sessions. • Attend relevant school meetings as required. |
| Corporate and Statutory initiatives – equalities/health and safety/e-government/sustainability | <ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace. |
| The key decision making areas in the role | |
| <ul style="list-style-type: none"> • A cover supervisor will deal with student behaviour/pastoral issues and make judgements when to refer incidents to a senior member of staff/class teacher/Head of Department/Child Protection Officer. • A cover supervisor will work without the close presence of a teacher. • A cover supervisor will be required to produce general feedback to the class teacher and keep records as appropriate. As such the post holder will decide on what feedback to give. • Making decisions about the management of the learning environment throughout the lesson. • Make judgements on the appropriateness of the quality and amount of work that has been set. | |
| The role dimensions – financial (e.g. budgets) and non financial (e.g. units, workload, staff) | |
| <ul style="list-style-type: none"> • A cover supervisor undertakes whole class, grouped class and individual supervision in the absence of a class teacher. • There are no financial responsibilities attached to this post. • Complete school supervision duties during break/before school. | |
| The main contacts – external/internal contacts | |
| <ul style="list-style-type: none"> • Internal (in school) – students, teachers, line manager, On Call, inclusion team, Child Protection officer, Matron, Head teacher and governing body. • External (outside school) – (usually under the direction of the teacher or line manager) parents/carers. | |
| Working conditions – environment and physical effort or strain | |
| <ul style="list-style-type: none"> • School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility for maintaining safe, calm working atmosphere. • Expected to maintain behaviour management standards for children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying. • Health and Safety responsibility for self, children and area which is particularly demanding in a child centred environment. • Designated office area for the Cover Supervisor team to work in and store personal items. | |
| Context/additional information | |
| <ul style="list-style-type: none"> • Due to the nature of the role, the post holder will need to adapt to different classes and groups of children and will therefore need to demonstrate flexibility. | |

- It has a highly confidentiality component and needs to hold the trust of both students and colleagues. It may include acquiring information on child protection/family sensitive issues which must be treated carefully and appropriately.
- A cover supervisor must be flexible, work as a team, use initiative and be able to work under pressure.
- Can volunteer for paid lunchtime supervision.

Progression in Role

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| Entry: Necessary role-related knowledge, skills and experience at selection |
| <ul style="list-style-type: none"> • Empathy with students and sympathetic to their needs. • Trained at least to NVQ3 standard (desirable). • Relevant experience in a teaching/learning/child support working environment. • Good literacy and numeracy skills. • Good communication skills, able to clarify and explain instructions clearly. • Professionally discreet and able to respect confidentiality on particular issues. • Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people. • Team worker, and encouraging high performance culture. |
| Initial induction/training required to become effective in the role |
| <ul style="list-style-type: none"> • Knowledge of school and school systems/policies. • Understanding of curriculum, particularly literacy and numeracy requirements. • Clear and effective approach towards student discipline and behaviour. • Relationship between and respective of responsibilities of teacher and cover supervisor. • Professional relationship between staff and students. • Support from 'mentor'. • Manual handling skills. • Developing health and safety knowledge. • Independent working, supported by a teacher, with whole classes of children. |
| Operationally effective: How would effectiveness in the role be demonstrated? |
| <ul style="list-style-type: none"> • Firm, sensitive and effective approach towards student discipline. • Good organisational ability. • Able to provide objective and accurate feedback to the teacher on the conduct of the lesson including keeping appropriate records. • Competent in working with groups of students without direct supervision from the teacher. • Ability to apply knowledge and skills from training in practical classroom context. • Ability to motivate and encourage children appropriately. • Ability to work independently and with initiative. • Taking responsibility for a whole class under the overall direction and during temporary absence of a teacher. • Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents/carers, education psychologist, speech therapist etc). |
| Adding value: What characteristics will the advanced role holder demonstrate? |
| <ul style="list-style-type: none"> • Ability to work effectively and relatively independently without daily supervision. • Ability to adapt quickly and effectively to changing circumstances/situations. • Ability to undertake training for other cover supervisors. • A willingness to take part in/accompany students on residential school trips. • Involvement in supporting/leading extracurricular activities and clubs. • A willingness to take ownership of Detentions set as a result of unacceptable behaviour of a student or students during cover lessons. |

- A willingness to contribute to maintaining the 'outstanding' judgement of Ofsted by actively seeking ways to enhance the school experience for all students and staff e.g. joining working parties/staff committees; offering suggestions for improvements/developmental work to be undertaken, etc