



Cover Supervisor - JOB DESCRIPTION

Reporting To: Director of Science	TEAL Cover Supervisor Pay Scale, Points 1 to 3
Job Purpose: To actively support our core purpose, remembering that “We are here to make great schools and happier, stronger communities so that people have better lives.” Responsible for providing students with high quality teaching and learning or targeted support when a member of staff is absent or unavailable.	
Key Responsibilities: Specific	
• Instruct and support students in relation to the work left by the teacher. • Ensure students are provided with the necessary resources to facilitate learning. On occasions this may include locating missing or additional resources as required. • Register and record student attendance in lessons, including lateness and absence and further ensuring the dissemination of important messages from other areas of the school. • Answer students’ queries in relation to the instructions left by the teacher, ensuring that instructions are understood, encouraging peer mentoring where appropriate/necessary. • Liaise with middle leaders in relation to work set by subject teachers as appropriate and maintaining a positive support network throughout each subject department. • Use resources available within the school system to add to work left by teaching staff for the lesson, acquiring extra resources where necessary. • Supervise the class for the duration of the lesson by: ○ ensuring positive behaviour is maintained. ○ encouraging and supporting the learning experience of the students ○ monitoring student behaviour, using the school behaviour policy as appropriate. • Ensure the classroom is left tidy and ready for the next lesson after dismissing the class by: ○ Encouraging the students to take responsibility for their learning areas. ○ Encouraging students to support each other with the clearing up and packing away. • Assist in establishing and maintaining good order within the school, including undertaking break and lunchtime duties as necessary including maintaining acceptable behaviour standards around the site, not just in the classroom • Respond to, record and report incidents of inappropriate behaviour, in accordance with the school’s Behaviour Policy and associated procedures. • Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility including: ○ Providing additional staffing for the pastoral team, exams/invigilation team, educational trips and visits ○ Providing administrative departmental support ○ Covering responses to emails and messages from teaching colleagues whilst they are in their lesson and directing appropriate colleagues to respond to the requests to the required location • Support the coordination of cover arrangements, including cover arrangements for planned absences, reactive cover for unplanned absences, liaising with the Senior Leadership Team as required. • Under the direction of the classroom teacher, support the planning process involved in delivering the curriculum, where required.	
Key Responsibilities: General	
The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the school’s leadership team. The post holder will be expected to work within TEAL and the school’s policies and procedures and uphold the organisation’s values and vision. The job description is not intended to be a complete list of duties and responsibilities but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of TEAL. The post holder will undertake any other duties appropriate to the remit. TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment. The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others. The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely). The key competencies and behaviours commensurate with this post are identified overleaf.	



Ethical Leadership Qualities - Values and Behaviours Framework

Value's	Behaviours
Trust	• Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	• Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	• Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	• Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	• Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	• Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.