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**Cover Supervisor - Person Specification**

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| **JOB REQUIREMENT** | | **Essential** | **Preferred** | **\* How assessed** |
| **Qualifications, knowledge and experience** | Good standard of education, including Numeracy and Literacy at Level 2 (or equivalent) | √ |  | A & C |
| Good standard of ICT skills including the use of Microsoft 365 applications | √ |  | A |
| Level 3 (or higher) qualification(s) |  | √ | A & C |
| Demonstrable experience of working with young people in an educational setting | √ |  | A & I |
| Good working knowledge of classroom management strategies | √ |  | A & T |
| Knowledge of age-appropriate curriculum content |  | √ | I & T |
| Knowledge and understanding of adaptive teaching techniques |  | √ | I & T |
| Proven ability of delivering effective classroom supervision and providing a supportive ethos of the learning environment | √ |  | A, I & C |
| Proven ability of completing administrative tasks such as the recording and monitoring of data (i.e. student attendance) | √ |  | A & I |
| **Personal and interpersonal** | **Interacting and Presenting - Presenting and Communicating Information**  Speaks clearly and fluently; expresses opinions, information and key points of an argument clearly; makes presentations and undertakes public speaking with skill and confidence; responds quickly to the needs of an audience and to their reactions and feedback; projects credibility. | √ |  | I |
| **Organising and Executing - Following Instructions and Procedures**  Appropriately follows instructions from others without unnecessarily challenging authority; Follows procedures and policies; Keeps to schedules; Arrives punctually for work and meetings; Demonstrates commitment to the organisation; Complies with legal obligations and safety requirements of the role | √ |  | I |
| **Supporting and Co-operating - Working with People**  Demonstrates an interest in and understanding of others; adapts to the team and builds team spirit; recognises and rewards the contribution of others; listens, consults others and communicates proactively; supports and cares for other, using sensitivity, empathy and emotional intelligence; develops and openly communicates self-insight. Effectively diffuses challenge and conflict. | √ |  | I |
| **Supporting and Co-operating - Adhering to Principles and Values**  Upholds ethics and values; Demonstrates integrity; Promotes and defends equal opportunities, builds diverse teams; Encourages organisational and individual responsibility towards the community and the environment | √ |  | I |
| **Adapting and Coping - Coping with Pressures and Setbacks**  Works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of a work life and a personal life; maintains a positive outlook at work; handles feedback well and learns from it; is mindful of the levels of resilience within the teams they lead and manage and works to enhance those levels of resilience | √ |  | I |
| **Adapting and Coping - Adapting and Responding to Change**  Adapts to changing circumstances; Accepts new ideas and change initiatives; Adapts interpersonal style to suit different people or situations; Shows respect and sensitivity towards cultural and religious differences; Deals with ambiguity, making positive use of the opportunities it presents. | √ |  | I |
|  |
| **Child Protection** | A commitment to the responsibility of safeguarding and promoting the welfare of young people. | √ |  | I |
| Enhanced DBS disclosure *(to be completed by preferred candidate following interview).* | √ |  | C |
| Willingness to undertake safeguarding training when required. | √ |  | I |

\* A = application, C = clearances, I = interview, T = task