



JOB DESCRIPTION – Cover Supervisor

Job Description: Cover Supervisor

Reporting To: Assistant Headteacher

Pay Scale: Cover Supervisor UQT point 1 to 3

Hours of Work: 32.7

Job Purpose:

To supervise classes during the absence of teachers and provide support to departmental teams.

Key Responsibilities: Specific

- To instruct and support pupils in relation to the work left by the teacher.
- To ensure pupils are provided with the necessary resources to facilitate learning. On occasions this may include locating missing or additional resources as required.
- To register and record pupil attendance in lessons, including lateness and absence and further ensuring the dissemination of important messages from other areas of the school.
- To answer pupils' queries in relation to the instructions left by the teacher, ensuring that instructions are understood, encourage peer mentoring where necessary.
- To liaise with subject leaders in relation to work set by subject teachers as appropriate and maintaining a positive support network throughout each subject department.
- To use resources available within the school system to add to work left by teaching staff for the lesson, acquiring extra resources where necessary.
- To supervise the class for the duration of the lesson by:-
 - ensuring positive behaviour is maintained
 - encouraging and supporting the learning experience of the pupils
 - monitoring pupil behaviour to prevent negativity being a barrier to learning
 - using the school sanction and reward system as appropriate
 - ensuring behavioural issues are managed within the school's Behaviour Policy.
- To supervise groups of pupils and assist with revision by:-
 - encouraging pupils to utilise all the revision material provided
 - offering guidance on revision techniques
 - ensuring the classroom environment is conducive to revision.
- To ensure pupils enter and leave classrooms in an orderly manner
 - Ensuring safe passage through corridors and stairways
 - Meeting and greeting pupils on arrival
 - Observing standards of uniforms
 - Seeing the pupils out of the lesson in an orderly fashion.
- To ensure the classroom is left tidy and ready for the next lesson after dismissing the class.
 - Encouraging the pupils to take responsibility for their learning areas
 - Ensuring that all pupils support each other with the clearing up and packing away.
- To cover for form tutors, including recording attendance, checking equipment / uniform, etc.
- To assist in establishing and maintaining good order within the school, including undertaking duties as necessary.
 - Supporting other staff whilst they are on duty
 - Maintaining acceptable behaviour standards around the site, not just in the classroom
- Assist teachers in classroom management of difficult groups, providing peer support with teachers and other cover staff.
- To 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:-
 - Offering additional support to post-16 study areas
 - Covering for absent staff managing Learning Centres and the Unit
 - Supporting the staff of the library
 - Providing a supportive presence for early career teachers.
 - Providing additional staffing for educational trips and visits.
 - Administrative departmental support

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/Trust SLT.

The post holder will be expected to work within the trust and schools' policies and procedures and uphold the organisation's 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 the trust. The post holder will undertake any other duties appropriate to the remit.

The trust 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 Competencies and Behaviours



Competency	We do this by
Trust	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.