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**JOB DESCRIPTION**

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| **Job Title:** | Cover Supervisor |
| **School:** | St Edward’s RC Cof E VA School |
| **Salary Grade:** | Grade E (SCP 18-21)  £18,070 – £20,138 pro rata (£9.37– £10.44 per hour) |
| **Hours:** | 31 per week Monday to Friday term time only including INSET days between the hours of 8.30am and 3.30pm. |
| **Responsible to:** | AHT, Business Manager |
| **Responsible for:** | N/A |

**Main Job Purpose**

1. Supervise whole classes during the absence of teachers as part of an effective cover strategy, this could be short or longer term and covering both planned and/or unplanned absence.
2. Cover Supervisors at this level may work with whole classes or smaller groups.
3. Cover Supervisors will give instructions for the session as provided by a teacher, and the primary focus of the role will be to maintain good order and to keep students on task.

**Main Responsibilities and Duties**

1. Undertake activities with whole classes or small groups ensuring their safety; and facilitating their physical, emotional and educational development.
2. Take charge of a group or class of students in the absence of their usual teacher. Cover supervisors at this level are expected to cover short, unplanned and longer term planned absences.
3. Register attendance in accordance with school policy.
4. Inform students of the work set and ensure that the work is being completed.
5. Supervise students engaged in learning activities that have been pre-prepared in accordance with school policy.
6. Act as a role model and set high standards and expectations of conduct and behaviour.
7. Manage the behaviour of students whilst they are undertaking learning activities in order to ensure a constructive environment.
8. Promote the inclusion and acceptance of all students in the classroom.
9. Keep students on task and respond to general queries.
10. Maintain a positive and calm learning environment.
11. Liaise with appropriate Subject Leader or other departmental colleagues about work set.
12. Provide objective and accurate feedback to the teacher concerning the conduct of the session and the behaviour of students.
13. Keep appropriate records as agreed with the teacher.
14. Promote positive values and good behaviour; deal promptly with incidents in accordance with school policy.
15. Collect any completed work and return it to the teacher.
16. Comply with all policies and procedures relating to child protection, equal opportunities, Health and Safety, security, confidentiality and data protection.
17. Ensure all students have equal access to opportunities to learn and develop.
18. Provide continuity for students until the usual class teacher returns.
19. Attend relevant school meetings as required.
20. Participate in relevant training and development opportunities as required.
21. Support the school’s fire and emergency procedures by being familiar with the instructions for staff and children, located in all of the teaching areas, and take appropriate action should the need arise.
22. Retain the confidentiality of all aspects of school life.
23. Comply with all decisions, policies and standing orders of the school and the Borough of Poole; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
24. Have a commitment to safeguarding and promoting the welfare of children and young people in accordance with the school’s agreed procedure.
25. Undertake such other duties as may be reasonably required appropriate for the level of the post.

**Contacts and Relationships**

1. Regular contact with groups or classes of students. The post holder must establish relationships with students, treat them consistently with respect and consideration, and be concerned for their progress during the period of supervision.
2. Model and promote the positive values, attitudes and behaviour expected from students with whom the post holder works.
3. For more disruptive behaviour the referral system should be used.
4. Provide objective and accurate feedback to the teacher concerning the conduct of the session and behaviour of students.

**Decisions**

1. There is a need to make immediate decisions without the initial referral to a teacher in relation to classroom management and the care, control and safety of students.
2. The post holder will be expected to challenge behaviour of students.
3. On more complex issues or managing difficult or particularly disruptive behaviour the post holder should refer to a teacher.
4. Decisions made will be within the policies and procedures of the school.
5. Cover Supervisors will respond to general questions and provide general feedback to teachers, but will not be required to undertake ‘specified work’ (planning, preparation, delivery, assessment, recording and reporting of achievement, progress and development) but may be asked to contribute information to help in this.

**PERSON SPECIFICATION**

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|  | **CRITERIA** | **ESSENTIAL (E)**  **DESIRABLE (D)** | | **METHOD OF**  **ASSESSMENT** |
|  |  | **E** | **D** | Application – A  Interview – I  References - R |
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| **EXPERIENCE** | | | | |
|  | Experience of working with classes or large groups of pupils | 🗸 |  | A, I, R |
|  | Experience of working in a secondary school | 🗸 |  | A |
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| **QUALIFICATIONS / TRAINING** | | | | |
|  | Good standard of English & Mathematics at Grade C or above | 🗸 |  | A |
|  | HLTA qualification advantageous |  | 🗸 | A |
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| **APTITUDES AND ABILITIES** | | | | |
|  | Ability to apply good behaviour management strategies in the classroom | 🗸 |  | A, I, R |
|  | High level of literacy and numeracy to teach pupils in these areas | 🗸 |  | A, I, R |
|  | Communication/presentation skills to communicate lesson plans to pupils and explain complex issues in an easily understandable way | 🗸 |  | A, I, R |
|  | Caring and ability to manage the emotional, cultural and social needs of students in class. | 🗸 |  | A, I, R |
|  | Ability to maintain a positive and calm learning environment. | 🗸 |  | A, I, R |
|  | Ability to work as part of a team to provide seamless cover for absent teachers | 🗸 |  | A, I, R |
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| **KNOWLEDGE** | | | | |
|  | Be familiar with the full range of school policies, particularly those regarding health and safety, equal opportunity issues and special educational needs (SEN) | 🗸 |  | A, I, R |
|  | Have the necessary skills to manage safely classroom activities, the physical learning space and resources for which they are responsible. | 🗸 |  | A, I, R |
|  | Understand and be able to use a range of strategies to deal with classroom behavioral as whole and also individual behavioural needs. | 🗸 |  | A, I, R |
|  | Awareness of child protection and bullying issues | 🗸 |  | A, I, R |
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| **ATTITUDE / MOTIVATION** | | | | |
|  | Ability to be flexible and use initiative | 🗸 |  | I, R |
|  | Patience and resilience | 🗸 |  | I, R |
|  | Willingness to learn and help the learning of others by sharing training and experience | 🗸 |  | I, R |
|  | Commitment to inclusive education | 🗸 |  | I, R |
|  | Fully support of the school’s ethos and Mission Statement | 🗸 |  | I |

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