

## JOB DESCRIPTION

### COVER SUPERVISOR

<b>Job title:</b>	Cover Supervisor	<b>Job Ref:</b>	XS 10.7
<b>Directorate:</b>	Children's Services		
<b>School:</b>		<b>Grade:</b>	XS 10.7 Dorset Grade 6 XS 10.7a Dorset Grade 7
<b>Reports to:</b>	Key stage or Subject leader or Head of department or other line manager (e.g. Cover Manager)		

#### Main job purpose

- This is primarily a role based in a classroom or other learning environment.
- The primary purpose of the Cover Supervisor is to supervise and support pupils who are engaged in learning activities during the short-term or unforeseen absence of their usual class or subject teacher. Such work will have been set in accordance with the school policy.
- Cover supervisors will have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds.
- S/he will not be deployed routinely as one of the strategies schools choose to release teachers for guaranteed planning, preparation and assessment (PPA) time.
- They may however carry out work specified in the regulations made under section 133 of the Education Act 2002, under the direction and supervision of a qualified teacher.
- There is scope for progression to grade 7, subject to assessment, depending on the level of responsibility and experience.

#### **This post differs from that of the Senior Teaching Assistant and other Teaching Assistants in the following ways:**

- This postholder will be deployed on a daily or short term basis to cover the short term absence of a teacher or HLTA or Senior TA. Deployment may therefore change on a daily basis.
- The level of involvement and planning in the learning activities they are expected to deliver.
- The lesser extent to which they are required to contribute to planning.

#### Main responsibilities and duties

Cover supervision is likely to include the following core elements:

1. To take sole charge of a group or class of pupils in the short term or unforeseen absence of their usual teacher.
2. Registering attendance in accordance with school policy.
3. Responding to any questions from pupils about process and procedures and the work that they are engaged in. Supporting pupil use of associated resources.
4. Managing the behaviour of pupils whilst they are undertaking this work to ensure a constructive learning environment.
5. Dealing with any immediate problems or emergencies according to the school's policies or procedures.

6. Collecting completed work and resources after the lesson and returning it to an appropriate teacher with comments on any learning issues arising and progress made.
7. Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the lesson(s) and any issues arising.
8. Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
9. For progression to Grade 7 the Cover Supervisor will be required to apply a degree of originality and creativity to the delivery of learning activities. This would include supporting and carrying out straightforward assessments in the classroom, such as marking.

### **Knowledge & skills**

#### **Essential:**

- Know and be able to apply consistently a range of school policies, particularly those regarding health and safety, equal opportunities, behaviour management, child protection and special educational needs (SEN).
- Have the necessary skills to manage safely, the classroom activities, the physical learning space and the resources for which s/he is responsible.
- Understand and be able to use a range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs. This is a challenging requirement in some schools.

#### **Desirable:**

- Recent successful experience as a Teaching Assistant or similar position within an educational environment.
- Willingness to undertake further relevant study or training eg NVQ 3 for support staff- this qualification is in the process of being developed by TTA.
- Flexibility and initiative.

### **Supervision and management**

- To work to a designated member of teaching or support staff according to the school's normal policy and practice for covering absent teachers.
- To supervise pupils and their learning within the context of the learning environment, in accordance with the learning activity/work set.
- To supervise the work of other adults normally present in the learning environment.

### **Problem solving and creativity**

- Use of a variety of interpersonal skills and strategies to establish supportive and positive relationships with pupils.

- Know and use the school's referral system as appropriate in the event of problems with an individual pupil, or class or other adult.
- Flexibility in carrying out duties will be required.

### **Key contacts and relationships**

- Attempt to establish relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their progress during the period of supervision.
- Model and promote the positive values, attitudes and behaviour expected from the pupils with whom they work.
- Know when to seek help and advice.

### **Decision making**

- There will often be a need to make immediate decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils.
- Cover supervisors will be employed to take classes when the teacher is not present to supervise pupils engaged in work set by a teacher, to maintain discipline and Health & Safety.

### **Resources**

- Books, stationery, writing equipment.
- ICT and AVA equipment.

### **Working Environment**

- Normal school environment.
- Frequent use of ICT and AVA equipment.
- Lifting of books and equipment.
- Some school sites are extensive and postholders may be required to work throughout the site on more than one floor.
- In special schools meeting the needs of pupils may be more demanding both physically and emotionally.
- Size, phase and type of school will vary.
- Includes work with individual pupils as well as groups and whole classes.
- School environment with a variety of learning environments including classrooms and specialist areas.

- Occasional disruption to planned tasks and order of tasks by pupils and colleagues.
- Occasional requirement to work outside the normal school environment eg visits.
- Within a Special School environment staff may be required to deal with extremes of behaviour and/or a range of needs which may be physically and/or emotionally demanding.

<b>Progression in Post (if applicable)</b>
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To progress to the higher level Cover Supervisor post, postholders will need to be undertaking the following additional duties:

- Interpreting lesson plans that have been set in accordance with school policy.
- Delivering learning activities that have been planned in accordance with the school policy and responding to questions raised by students.
- Using specialist knowledge to deliver advanced subject programmes.

<b>Job description prepared by:</b>	Chris Matthews
<b>Designation:</b>	Pay and Reward Manager
<b>Date:</b>	December 2008

