

TITLE OF POST:	Cover Supervisor
GRADE:	NJC19
PURPOSE OF POST:	To provide class supervision when a teacher is absent ensuring that in doing so students learning and development is continued and maintained Monitor students and assessing, recording and reporting on student's achievement, progress and development as agreed with the teacher Plan, prepare and deliver learning activities for individuals/groups or short-term for whole classes Responsible for the supervision of Teaching Assistants deployed within the class providing cover Complete administrative tasks where appropriate
DATE OF APPOINTMENT:	January 2024
LINE MANAGER:	Head Teacher
HOURS:	36 Hours per week, term time only plus 5 Inset Days (39 weeks)

JOB DESCRIPTION

Core Job Functions: Personal Responsibility

- a) To adhere to and promote all school policies including those related to Race Equality, Equal Opportunities and Health and Safety, Child Protection Confidentiality and Data Protection reporting concerns to the appropriate person
- b) To attend training and meetings as necessary and cascade any relevant information to relevant staff as appropriate
- c) Be an excellent role model for all members of staff and for students in all aspects of school life. To be an exemplar of all school policies and practices to include risk assessments as appropriate. To play a full part in the life of the school community, support its ethos and encourage staff and students to follow this example
- d) To continue personal development as agreed

Core Job Functions: Teaching and Learning

- a) To complete a class register for each class supervised
- b) In the absence of a teacher, provide supervision of and be solely responsible for a class of students during lesson time
- c) Assess the needs of students and use detailed knowledge and specialist skills to support students Learning
- d) Establish productive working relationships with students, acting as a role model and setting high expectations
- e) Manage the behaviour of students to promote and maintain order and a calm working environment for students, including implementation of the school's behaviour for learning policy
- f) Report back, as appropriate, on the behaviour of students during lesson time and on any issues arising, using the schools agreed referral procedures
- g) To provide classroom management to classes in the absence of the teacher
- h) Promote the inclusion and acceptance of all students within the classroom
- i) Establish constructive relationships and communicate with other relevant professionals to support students' learning and progress
- j) Communicate the work set by the class teacher to the students and ensure that students are aware of the teacher's expectations during the course of the lesson with regard to the task completion
- k) Motivate students to complete tasks set by the class teacher and encourage students to interact and work co-operatively with others to ensure that students are engaged on the set tasks
- l) Respond to any questions from students about process and procedures
- m) Deal with any immediate problems or emergencies in accordance with the schools policies and procedures

- n) Promote independence and employ strategies to recognise and reward achievement of self-reliance
- o) Collect completed work after the lesson and return it to the class teacher as appropriate
- p) Leave the classroom in good order and secure at the end of the lesson

Core Job Functions: Support for Teachers

- a) Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lesson plans as appropriate
- b) Organise and manage appropriate learning environment and resources
- c) Monitor and evaluate student responses to learning activities through a range of assessments and monitoring activities against pre-determined learning objectives
- d) Provide objective and accurate feedback and report as required on student achievement, progress and other matters ensuring the availability of appropriate evidence
- e) Record progress and achievement in lessons systematically and provide evidence of range and level of progress and attainment
- f) Support the role of parents in students' learning and contribute to meetings with parents to provide constructive feedback on student progress/achievement etc

Core Job Functions: Operational /Strategic Planning

- a) To contribute to the whole school's planning activities
- b) To assist the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies
- c) To collate a bank of supervision work for subjects within KS3 and KS4 in liaison with the relevant Curriculum Leader

Core Job Functions: School

- a) Be aware of and support difference and ensure all students have access to opportunities to learn and develop
- b) Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- c) Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- d) Deliver out-of-school learning activities with guidelines established by the school
- e) Contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in class
- f) To regularly review methods of teaching and management of activities relating to the curriculum, organisation and pastoral functions of the school

Core Job Functions: Pastoral System

- a) To supervise registration periods in the absence of the form tutor completing the required documentation/data entry
- b) To promote the personal and academic wellbeing of individual students and of the form tutor group as a whole
- c) To liaise with the relevant Key Stage Team to ensure the implementation of the school's Pastoral System
- d) To register students, accompany them to assemblies and encourage their full attendance at all lessons and their participation in other aspects of school life
- e) To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- f) To maintain a high standard of student's behaviour and discipline, within the framework of the school policy and supporting other staff as necessary to enable effective learning to take place
- g) To communicate and liaise effectively with parents and carers regarding the welfare of individual students after consultation with the appropriate staff and to ensure good relationships between school and home
- h) To attend parents evenings, OTFS and meetings with parents/carers and other professionals as required

Barnhill Community High is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Barnhill Community High Cover Supervisor

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PERSON SPECIFICATION

Qualifications and Experience

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| 1. Achieved a qualification in English/Literacy and Mathematics/Numeracy to at least Level 2 of the National Qualifications Framework. | E |
| 2. Experience of working with relevant age groups within a learning environment. | E |
| 3. Achieved HLTA qualification or working towards HLTA status | D |
| 4. Training in relevant learning strategies e.g. Literacy | D |
| 5. Specialist skills/training in curriculum or learning area e.g. bi-lingual, SEN, ICT | D |
| 6. Experience of working in a school or similar establishment | D |

Professional Values & Practice

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| 1. Understand and respect social, cultural, linguistic, religious and ethnic backgrounds. | E |
| 2. Able to build and maintain successful relationships with students, treating them equitably with respect and consideration. | EI |
| 3. Demonstrate a commitment and ability to raise educational achievement to all students and to promote positive values, attitudes and behaviour. | E |
| 4. Understand the roles of parents and carers in students' learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively. | E |
| 5. Demonstrate willingness and ability to improve own practices and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line manager. | E |

Knowledge and Understanding

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| 1. Understand the key factors that can affect student learning. | E |
| 2. Understand a range of strategies to establish a learning environment and to promote good behaviour. | E |
| 3. Demonstrate sufficient understanding of defined specialist area to support students' learning and an ability to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved. | D |
| 4. Demonstrate familiarity with the school curriculum, the age related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved. | D |
| 5. Able to understand and recognise desired outcomes of lesson plans. | D |
| 6. Aware of statutory frameworks relevant to the role. | D |

Planning and Expectations

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| 1. Understand the principles and importance of effective planning and preparation of lessons. | D |
| 2. Understand the principles and importance of feedback to students and colleagues on students' learning and behaviour. | D |
| 3. Knowledge of teaching resources to meet the diversity of student needs and interests. | D |
| 4. Awareness of learning in out-of-school contexts and related policies and procedures. | D |

Monitoring & Assessment

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| 1. Awareness and understanding of student assessment activities. | D |
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Teaching & Learning Activities

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| 1. Able to interest, motivate and advance learning of students using clearly structured teaching and learning activities. | E |
| 2. Able to communicate effectively and sensitively with students to support their learning. | E |
| 3. Appreciate the importance of inclusion and understand methodologies employed in promoting inclusion for a diverse range of learning activities. | E |
| 4. Understand the use of behaviour management strategies and procedures, which contribute to a purposeful learning environment. | E |
| 5. Understand issues relating to equal opportunities, bullying and harassment and be able to respond effectively to incidents and issues. | E |
| 6. Understand health and safety issues relating to teaching space and resources and be able to organise and manage learning activities in a safe environment. | E |
| 7. Understand and be able to use ICT for the advancement of students learning, using common ICT tools for their own students benefit. | E |

Personal Qualities:

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| 1. Initiative and ability to prioritise one's own work | E |
| 2. Able to follow direction and work in collaboration with line manager | E |
| 3. Able to work flexibly to meet deadlines and respond to unplanned situations | E |
| 4. Efficient and meticulous in organisation | E |
| 5. Desire to enhance and develop skills and knowledge through CPD | E |
| 6. Evidence of excellent attendance and punctuality record | E |
| 7. Commitment to the highest standards of child protection | E |
| 8. Recognition of the importance of personal responsibility for Health and Safety | E |
| 9. Commitment to the schools ethos, aims and its whole community. | E |

E - **ESSENTIAL**
D - **DESIRABLE**