THE
EDUCATION
ALLIANCE

JOB DESCRIPTION

Job Description: Cover Supervisor **Reporting To: Assistant Head**

Job Purpose: To supervise classes during the absence of subject teachers and provide support to department teams

Key Responsibilities

General:

- To instruct students in relation to the work left by the subject teacher.
- To ensure students are provided with the necessary resources to facilitate learning. On occasions this may include locating missing or any additional resources as required.
- To register and record student attendance in lessons, including lateness and absence and further ensuring the dissemination of important messages from other areas of the school.
- To answer students' queries in relation to the instructions left by the subject 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 students
    - monitoring student 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 schools behavioural policy.
- To supervise groups of students and assist with revision by:-
    - encouraging students to utilise all the revision material provided
    - offering guidance on revision techniques
    - ensuring classroom has an environment conducive to revision.
- To ensure classes enter and leave classrooms in an orderly manner
    - Ensuring safe passage though corridors and stairways
    - Meeting and greeting students on arrival
    - Observing standards of uniforms
    - Seeing the students 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 students to take responsibility for their learning areas
    - Ensuring that all students 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 deal with, record and report incidents of inappropriate behaviour, in accordance with the school's behaviour policy and 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 area's
    - Covering for absent staff managing Learning Centres and the Unit
    - Supporting the staff of the library
    - Providing a supportive presence for ITT's and NQT's.
    - Providing additional staffing for educational trips and visits.
    - Administrative departmental support

Specific:

The post holder will be expected to work within the trust and schools' policies and procedures and uphold the organisation's vision. Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates 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 at the request of the Director of HR and Governance and the CEO, appropriate to the remit.*

- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post holder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *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.*
- *To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018*
- *To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)*

Ethical Leadership Qualities: Competencies and Behaviours

Competency	We do this by	Behaviours
Trust – leaders are trustworthy and reliable	• Earning trust by being reliable, consistent, credible, honest, humble, courageous and kind. • Prioritising our long-term purpose first, above short-term goals. • Managing emotions and helping others to manage their emotions. • Keeping promises. • Having a genuine interest in others, seeking to understand the whole person. • Using a range of communication skills in a range of circumstances with a range of people, developing rapport, trust and a deeper level of understanding.	• Live our values every day. • Take every opportunity to communicate and apply our values, showing how they guide and inform decisions. • Do what is right, rather than what is popular. • Be accountable to your colleagues, students and the community, acting in service to other. • Influence the behaviour of those around you. • Take time to develop high trust relationships. • Act selflessly to protect and enable the trust to achieve its purpose.
Wisdom – leaders use experience, knowledge and insight	• Developing knowledge and expertise, then sharing knowledge to enable collaborative convergence. • Seeking learning opportunities, learning from mistakes and failures, and sharing the learning with others. • Having, and encouraging in others, a growth mind-set. Believing in the potential of others and creating a safe learning environment, with systems that enable sharing of knowledge, collaboration and innovation. • Recruiting knowledgeable, skilled experts and learning from them, helping them to flourish productively.	• Share knowledge and expertise with others, developing a learning culture where people are encouraged to research, share and develop ideas collaboratively. • Anticipate the future and help people prepare for change. • Be open to opportunities and commit to learning every day. • Recruit people who may be more expert than you, learn from them and develop next generation ethical leaders.
Kindness – leaders demonstrate respect, generosity of spirit, understanding and good temper	• Demonstrating respect, generosity of spirit, understanding and good temper. • Being kind to others, seeking opportunities to serve others for the greater good • Leading with compassion and care, listening and engaging with the person, not the job role. • Using high levels of emotional intelligence, developing a sense of belonging and contribution. Building trust and rapport with others, by acknowledging, empowering and elevating others.	• Be humble • Bring your authentic self to work. • Have the courage to be genuine. • Lead with compassion, empathy and kindness. • Show people you care about them. • Search out opportunities for acts of kindness, a selfless act intended to bring help, happiness or joy to another person.
Justice – leaders are fair and work for the good of all children	• 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. • Seeing and acknowledging other people's strengths, knowledge and skills. Encouraging people to share and build on their strengths and successes across and beyond the trust.	• Be accountable to others and serve our purpose. • Be morally brave and stand up and be counted for what you believe in. • Do the right thing, which might not be the easiest or most popular option.
Service – leaders are conscientious and dutiful	• Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to achieve their goals, for the benefit of young people, maximising strengths and helping others to see possibilities and seize opportunities. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. • Leaving our egos at the door and putting ourselves in the service of others. Standing aside and championing others and their ideas and contributions.	• Walk the talk and behave in an honest, open and fair way. • Channel ambition into our schools, not ourselves, developing successors. • Have intense professional will and personal humility. • Have a systematic approach to manage the execution and delegation of tasks and be reliable. • Create new habits, through the accumulation of different choices.
Courage – leaders work courageously in the best interests of children and young people	• Striving for honesty, sharing the full story wherever possible and as early as possible. • Looking in the mirror when something goes wrong. • Sacrificing personal or short-term goals for the achievement of longer-term, sustainable, shared goals. • Relishing challenge and finding strength in each other, building organisational resilience. • 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. • Have skilfully led difficult conversations. • Aim to exceed expectations and achieve things you thought you couldn't.
Optimism – leaders are positive and encouraging	• Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. • Being respectful, kind and sensitive to others and responding well to ambiguity, making positive use of the opportunities it presents.	• Believe the best in others, help people progress and unlock their potential. • Remain calm, professional, reliable and consistent. • Manage your emotions well and help others do the same. • Have and encourage a growth mind-set, believing abilities and talents can be cultivated. • Set yourself challenging goals & work hard to achieve them.
Vision	• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • 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. • Translating complex data and information into understandable messages for a variety of audiences. Sharing compelling stories that others can understand believe in and work towards.	• Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Think creatively; formulate strategies, plans and projects, aligned to our vision and values. • Actively share a compelling vision, encourage people to get involved, maximise their strengths, develop colleagues and see opportunities to elevate them. • Translate complex information with the intended audience in mind and communicate positively.