



Cover Supervisor

JOB DESCRIPTION

The purpose of the Cover Supervisor is to supervise and support students 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. This is a job based in the classroom or other learning environment.

Working hours: Term Time Based Hours: 37 hours per week, 39 weeks per year (FTE 0.8563)
Working Days Monday to Friday– 08:15 – 16:00

Annual Leave: The full-time rate of holiday entitlement incorporated in the formula is 25 days per year rising to 30 days per year for employees with 5 or more years of continuous employment with the Trust. The formula also provides for a pro rata entitlement to the bank and public holidays normally observed in England and Wales

Salary: Salary Grade E (Points 7-11) **Full Time Equivalent** (£22,369 to £24,054) **Actual Salary** (£19,155-£20,598)

Terms and conditions of employment:

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

Job purpose:

- Carry forward the Aspirations Academies Trust vision;
- Drive the continuous and consistent Aspirations Academies Trust-wide focus on raising achievement and improving student outcomes;
- Ensure the Aspirations framework is embodied in every aspect of the Academy;
- Supervise whole classes during the absence of teachers as part of an effective cover strategy, covering both planned and/or unplanned absence
- Work with whole classes or smaller groups
- Give instructions for the lesson as provided by a teacher
- Maintain good order and keep students on task

Duties and responsibilities:

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the line manager.

Key duties :

- Establish relationships with students, treat them consistently with respect and consideration, and be concerned for their progress during the period of supervision
- Undertake activities with whole classes or small groups ensuring their safety; and facilitating their physical, emotional and educational development.

- 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.
- Register attendance in accordance with academy policy.
- Inform students of the work set and ensure that the work is being completed.
- Supervise students engaged in learning activities that have been pre-prepared in accordance with academy policy.
- Act as a role model and set high standards and expectations of conduct and behaviour.
- Manage the behaviour of students whilst they are undertaking learning activities in order to ensure a constructive environment.
- Promote the inclusion and acceptance of all students in the classroom.
- Keep students on task and respond to general queries.
- Maintain a positive and calm learning environment.
- Liaise with appropriate Subject Leaders or other departmental colleagues about work set.
- Provide objective and accurate feedback to the teacher concerning the conduct of the session and the behaviour of students.
- Keep appropriate records as agreed with the teacher.
- Promote positive values and good behaviour; deal promptly with incidents in accordance with academy policy.
- Collect any completed work and return it to the teacher.
- Comply with all policies and procedures relating to child protection, equal opportunities, Health and Safety, security, confidentiality and data protection.
- Ensure all students have equal access to opportunities to learn and develop.
- Provide continuity for students until the usual class teacher returns.
- Attend relevant academy meetings as required.
- Participate in relevant training and development opportunities as required.
- Support the academy's fire and emergency procedures by being familiar with the instructions for staff and students, located in all of the teaching areas, and take appropriate action should the need arise.
- Retain the confidentiality of all aspects of academy life.
- Comply with all decisions, policies and standing orders of the academy and Aspirations Academies Trust; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- Have a commitment to safeguarding and promoting the welfare of children and young people in accordance with the academy's agreed procedure.
- Undertake such other duties as may be reasonably required appropriate for the level of the post.

Student Support Duties:

- To support the overall progress and development of students
- To ensure the Behaviour Management system is implemented in classes

General:

- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Person Specification:

Assessed by application (A) Assessed by the recruitment process (R)

| Criteria | Essential | Desirable |
|--|-----------|-----------|
| Qualifications / Education | | |
| GCSE grade 4 or higher in English and Mathematics | A | |
| HLTA qualification advantageous | | A |
| Experience | | |
| Experience of working with classes or large groups of pupils | | A |
| Experience of working in a secondary school | | A |
| Skills and Abilities | | |
| Ability to apply good behaviour management strategies in the classroom | R | |
| High level of literacy and numeracy to teach pupils in these areas | R | |
| Communication/presentation skills to communicate lesson plans to pupils and explain complex issues in an easily understandable way | R | |
| Ability to keep accurate records. | R | |
| Caring and ability to manage the emotional, cultural and social needs of students in class. | R | |
| Ability to maintain a positive and calm learning environment. | R | |
| Ability to work as part of a team to provide seamless cover for absent teachers | R | |
| Ability to be flexible and use initiative | R | |
| Patience and resilience | R | |
| Willingness to learn and help the learning of others by sharing training and experience | R | |
| Commitment to inclusive education | R | |
| Knowledge | | |

| Criteria | Essential | Desirable |
|--|-----------|-----------|
| Be familiar with the full range of school policies, particularly those regarding health and safety, equal opportunity issues and special educational needs (SEN) | R | |
| Have the necessary skills to manage safely classroom activities, the physical learning space and resources for which they are responsible. | R | |
| Understand and be able to use a range of strategies to deal with classroom behavioral as whole and also individual behavioural needs. | R | |
| Awareness of child protection and safeguarding | R | |