

<b>Post title</b>	<b>Cover Supervisor</b>
<b>Post holder</b>	
<b>Purpose</b>	<p>To work under the guidance of teaching/senior staff, within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. You will also assist teaching staff in the management and preparation of resources.</p> <p>The post holder will supervise whole classes during the short-term absence of teachers. The primary focus will be to manage behaviour for learning and to keep pupils on task.</p> <p>Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.</p>
<b>Reporting to</b>	Assistant Vice Principal
<b>Liaising with</b>	Other Trust departmental staff and support staff, Curriculum Leaders, students, parents
<b>Contract type</b>	Permanent, Term-time Trust Contract (term time only plus 5 staff training days). Hours worked will be 35 hours per week from 8.30am.
<b>Salary</b>	Grade 5, SCP22 at GBP 21,074 FTE. This is the full time equivalent all year round salary and is subject to adjustment for term time only working. The term time salary will be GBP17,703 per annum. The weeks worked will be 38 weeks of term time plus 5 trainings days. Hours worked will be 35 hours per week from 8.30am to 4.10pm (with an unpaid 40 minute lunch break)

General Information	
<b>Equality of Opportunity</b>	<ul style="list-style-type: none"> <li>As a member school staff to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.</li> <li>Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors.</li> </ul>
<b>Confidentiality and Data Protection</b>	<ul style="list-style-type: none"> <li>To treat all information acquired through employment, both formally and informally, in strict confidence.</li> <li>To be aware of the school's responsibilities under Data Protection Act 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.</li> </ul>
<b>To contribute as an effective and collaborative member of the School team</b>	<ul style="list-style-type: none"> <li>Any other duties as reasonably required by any leader of the school.</li> <li>Participating in the ongoing development, implementation and monitoring of the Trust improvement plans.</li> <li>Attend regular meetings as required and make a positive contribution during meetings.</li> </ul>
<b>Child Protection</b>	<ul style="list-style-type: none"> <li>Being aware of and complying with policies and procedures relating to child protection reporting all concerns to an appropriate person.</li> </ul>
<b>Professional behaviour</b>	<ul style="list-style-type: none"> <li>To maintain high standards of professional behaviour towards colleagues, students and parents/carers</li> <li>To be a role model for students</li> <li>To develop a relationship with students which is professional and caring</li> </ul>

	<ul style="list-style-type: none"> <li>To maintain an appropriate and professional distance with students in more informal situations, or when dealing with Sixth Form students</li> </ul>
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MAIN DUTIES	
Support for pupils	<ul style="list-style-type: none"> <li>Supervise whole classes in the absence of timetabled teachers.</li> <li>Provide objective and accurate feedback plus reports, as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.</li> <li>Support pupils' access to learning using appropriate strategies and resources and specialist (curricular/learning) skills/training/experience.</li> <li>Establish productive working relationships with pupils, acting as a role model and setting high expectations.</li> <li>Support pupils consistently whilst recognising and responding to their individual needs.</li> <li>Promote the inclusion and acceptance of all pupils within the classroom.</li> <li>Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.</li> <li>Promote independence and employ strategies to recognise and reward achievement of self-reliance.</li> <li>Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.</li> <li>Challenge and motivate pupils, promote and re-inforce self-esteem.</li> </ul>
Support for Teachers	<ul style="list-style-type: none"> <li>Work with the teacher to establish an appropriate learning environment.</li> <li>Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.</li> <li>Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.</li> <li>Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.</li> <li>Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.</li> <li>Undertake marking of pupils' work and accurately record achievement/progress.</li> <li>Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.</li> <li>Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.</li> <li>Administer and assess routine tests and invigilate exams/tests.</li> <li>Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.</li> <li>Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.</li> <li>Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.</li> <li>Support the use of ICT in learning activities and develop pupils' competence</li> </ul>

	<p>and independence in its use.</p> <ul style="list-style-type: none"> <li>• Determine the need for, prepare and maintain general and specialist equipment and resources.</li> <li>• Be aware of, support differences and ensure all pupils have equal access to opportunities to learn and develop.</li> </ul>
<b>Support for the Curriculum</b>	<ul style="list-style-type: none"> <li>• Provide support in all areas of the curriculum.</li> <li>• Assist in the whole planning cycle, including the contribution to the development of lesson/work plans and managing and preparing resources</li> <li>• Implement structured and agreed learning activities/teaching programmes, including those linked to local and national learning strategies. Adjusting activities according to pupil responses and recording achievement and progress and providing feedback to the teacher.</li> <li>• Support the use of ICT in learning activities and develop pupils' competence and independence in its use.</li> </ul>
<b>Support for the School</b>	<ul style="list-style-type: none"> <li>• Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.</li> <li>• Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies.</li> <li>• Assist in maintaining high standards of health and safety at all times</li> <li>• Maintain good relationships with colleagues and work together as a team.</li> <li>• Assist in the supervision of classroom and outdoor activities.</li> <li>• Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.</li> <li>• Contribute to the overall ethos/work/aims of the Trust to ensure a "Fantastic Future For All".</li> <li>• Attend relevant meetings.</li> <li>• Participate in training, including relevant learning strategies and other learning activities and performance management where required.</li> <li>• Undertake planned supervision of pupils' out of school hours learning activities.</li> <li>• Supervise pupils on visits, trips and out of school activities as required.</li> <li>• Supervise pupils on educational visits and out of school activities.</li> <li>• Recognise own strengths and areas of expertise and use of these to advise and support others.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• All elements of Specified Teaching Work undertaken by the post holder will be within the framework of the Trust's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. The Principal will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'.</li> <li>• A cover supervisor will be called upon to provide cover supervision for a group or for a whole class for a session/lesson, this may involve the cover supervisor contributing to the planning, preparation, assessment and reporting.</li> <li>• The cover supervisor must carry out his or her duties with full regard and commitment to the Altius Trust Directors Board and Altius Trust Policies.</li> <li>• Where the postholder is disabled, every effort will be made to supply all</li> </ul>

	necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.
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**In order to succeed in this role, a candidate will need:**

## **Training / Qualifications / Experience**

- GCSE Maths and English or numeracy/literacy skills at an equivalent level
- Recent participation in relevant CPD activities
- Proven experience in the 11-16 phase
- Ability to work as part of a team
- Understanding of national/foundation stage curriculum and other basic learning programmes/strategies

## **Professional Knowledge & Understanding**

- To be a committed educational professional, with experience to support the Trust in its next stage of development
- A good understanding of current, relevant issues & developments within education
- An understanding of the role of support staff and other professionals who are working to help students reach their potential
- To be a caring and committed professional who has the highest expectations of all students
- An understanding of barriers to learning, including behaviour management strategies
- Understanding the principles of child development and learning processes
- Ability to plan effective actions for pupils at risk of underachieving
- Knowledge and understanding of the range of support services/providers

## **Abilities / Skills / Qualities**

- To be able to articulate a clear vision for high quality education
- To be forward thinking with a 'can do' attitude
- Good problem-solving skills
- Ability to work as part of a team
- The ability to monitor student progress, evaluate and challenge using a range of evidence
- To be able to plan, prioritise and manage a varied workload, making best use of available resources
- Excellent communication skills with the ability to relate to all sectors of the Academy community and external stakeholders
- The ability to enthuse, inspire, support and motivate others
- To be able to work with the hardest to reach students and at times their families
- To be able to produce good quality written documentation that effectively communicates key progress information to different audiences
- Ability to self-evaluate learning needs and actively seek positive learning opportunities
- The flexibility to adapt to changing workload demands and new Academy challenges

### **Other Requirements**

- To be able to successfully collaborate with colleagues across the Trust
- Energy, tenacity and the ability to work under pressure
- Self-motivation and personal drive to complete tasks to the required timescales and quality standards.
- Personal commitment to continuous self-development.
- Personal Commitment to continuous Trust improvement.

### **Review and Amendment:**

This job description is normally subject to annual review. It may be amended at the request of the Altius Trust or the CEO of the Altius Trust but only after full consultation between the parties concerned. It will be signed if agreement is reached.

You are expected to carry out your duties with due regard to current and future Trust policies, procedures and relevant legislation. These will be drawn to your attention during the recruitment process, induction, staff handbook, ongoing performance development and through Trust communications.