



	<b>Cover Supervisor - CRITERIA</b>	<b>Essential / Desirable</b>
<b>Work related circumstances – professional values and practices of the Bishop Fraser Trust</b>	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	E
	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	E
	Commitment to the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work	E
	Safeguarding - Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E
	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	E
	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	E
	Able to improve their own practice through observations, evaluations and discussion with colleagues.	E
	Flexible with an ability to be able to embrace and generate change	E
<b>Personal Qualities</b>	Strongly self-motivated and personally resilient	E
	High levels of personal integrity, discretion, honesty, reliability and self-awareness	E
	Presence, good sense of humour and approachability	E
	Conscientious and diligent work ethic	E
	High standard of professional personal presentation with an excellent attendance and time-keeping record	E
	Patience, kindness and understanding	E
<b>Role Specific Professional Dispositions</b>	Evidence that the candidate perceives that the role of the cover supervisor is to provide effectively for <b>all</b> of their learners through identifying individual needs and providing appropriate direction	E
	The ability to work in collaboration with other members of staff	E
	The ability to direct the work of non-teaching staff allocated to support the learning of students in the classroom	E
	Evidence of learning beyond the workplace	D
<b>Qualifications</b>	5 A*-C GCSEs including English & Maths	E
	A Level standard of education or equivalent	E
	NVQ III or equivalent in teaching assistance	D
	Training in literacy and /or numeracy strategies	D
	First Aid at work	D
<b>Experience</b>	Experience of successfully teaching cover lessons across the whole age and ability range	D
	Experience of working with students with challenging behaviour	E
<b>Knowledge</b>	Understanding of inclusion, especially within a school setting	E
	Experience of resources preparation to support learning programmes	E
	Ability to swiftly adapt to and utilise new systems and software	E

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<b>General Skills</b>	Ability to plan, organise and prioritise effectively	E
	Ability to use technology and appropriate software to enhance learning	E
	Good levels of personal numeracy and literacy skills	E
	Good classroom management skills with the ability to adjust planned activities and think on feet to meet individual student needs	E
	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	E
	Ability to use Management Information Systems (e.g. SIMs)	E
<b>Communication skills</b>	Confident communicator, communicating effectively and concisely both in written and verbal form to a variety of audiences	E
	Ability to identify, assess and diffuse potentially confrontational situations	E

October 2019