



Cover Supervisor Person Specification

<p>Qualifications & Experience</p> <ul style="list-style-type: none"> • Educated to Degree Standard. • Appropriate level of general education (GCSE/A Level qualifications including C grade/grade 5 in English and Mathematics GCSE). • A high level of literacy and numeracy as well as a good working knowledge of ICT systems including SIMs, Word, Excel and PowerPoint. • Willingness to undertake appropriate professional development training. • Successful recent experience of working in a school with children and assisting their learning. • Successful recent experience of effective implementation of a school's behaviour policy and strategies that contribute to a purposeful learning environment.
<p>Communication</p> <ul style="list-style-type: none"> • Ability to write detailed reports and teacher feedback. • Ability to use clear language to communicate information unambiguously. • Ability to listen effectively. • Ability to negotiate effectively with adults and children.
<p>Working with students</p> <ul style="list-style-type: none"> • Demonstrate experience of dealing sympathetically and constructively with students. • Confident in dealing with students in a calm, friendly, but firm manner Demonstrate an understanding of the role of the Cover Supervisor and their role in relation to teachers and other support staff. • Demonstrate ability to use knowledge and understanding to support students and to activate and assess their progress in a range of subjects. • Detailed understanding of the school curriculum. • Good working knowledge of specialist curriculum area(s). • Demonstrate an awareness of how students learn and the factors that affect their progress. • Understand and support the importance of physical and emotional wellbeing. • Demonstrate an understanding of the different approaches needed to support the learning of various groups of students, including bilingual English learners, students with special educational needs and More Able students. • Demonstrate an understanding of the place of the school in educating students and in promoting the spiritual, moral, social and cultural development of students. • The Equal Opportunities practice throughout the school including the Local Authority's policy of inclusive education.
<p>Working with others</p> <ul style="list-style-type: none"> • Ability to make a proactive contribution to the work of the team supporting children, their families and carers and contribute to team planning. • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults. • Ability to work effectively with a range of adults. • Contribute to the development and implementation of effective systems to share information
<p>Responsibilities</p> <ul style="list-style-type: none"> • Good organisational skills • Ability to remain calm under pressure • To be flexible • Follow instructions accurately

- Ability to manage own time effectively
- Ability to adapt quickly and effectively to changing circumstances/situations
- Able to use own initiative to deal with situations as they arise, acting in line with school policies.
- Demonstrate creativity and an ability to resolve problems independently.

General

- Awareness of and promotion of equality.
- Good understanding of Health & Safety.
- Good understanding and effective implementation of child protection procedures.
- Understand procedures and legislation relating to confidentiality and data protection.
- Demonstrate a clear commitment to develop and learn in the role.
- Ability to critically evaluate own performance.