



Job Description

Cover Supervisor

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Reporting Relationship: Head of Upper School

Key Purpose

The key function of the role is to cover lessons for teaching staff in their absence. However, we do not expect the Cover Supervisor to cover long periods of absence. When not covering lessons the Cover Supervisor will be expected to engage in activities as detailed below.

Key Tasks

To take responsibility for groups or classes of students in the short-term absence of their usual teacher. In this context, the Cover Supervisor will be responsible for:

- supervising work that has been set in accordance with school policy;
- liaising with teaching staff with regard to work set for a class;
- managing the behaviour of students to ensure a constructive environment whilst undertaking work;
- responding to any questions from students about process and procedure;
- dealing with any immediate problems or emergencies in accordance with the school's policies and procedures;
- collecting any completed work and resources after the lesson and returning them to the appropriate teacher or subject leader;
- reporting back, as appropriate, using the school's agreed referral procedures, on the behaviour of students during the class, and any other issues arising;
- Student registration of a class;
- In a controlled environment, to supervise students who have been isolated from their peers as a behaviour sanction.

Support for the School

- Be aware of and comply with policies and procedures relating to inclusion, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

- Establish purposeful relationships and communicate with other agencies/professionals, in liaison with the line manager, to support achievement and progress for learners.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of other support staff as appropriate.

No.	Area	Essential	Desirable
1	Qualifications and Training		
1.1	5 GCSEs including, English and mathematics, A*- C or NVQ 3 in a relevant discipline	✓	
1.2	Trained to Level 1 in Safeguarding and a willingness to be trained to up to Level 3		✓
1.3	Evidence of commitment to ongoing professional development	✓	
2	Experience		
2.1	An ability to communicate effectively, both orally and in writing	✓	
2.2	Experience and Excellent track record in the field of health and safety in a support role	✓	
2.3	Experience of building purposeful and positive relationships with parents/carers	✓	
2.4	Good knowledge and skills in the use of ICT/Technology	✓	
2.5	Experience of liaising with wider agencies to support families with specific needs	✓	
2.6	Proven experience of record keeping and the principles of confidentiality under the General Data Protection Regulations	✓	
2.7	Proven experience of safeguarding procedures and relevant processes	✓	
2.8	Ability to remain calm in difficult situations and to be creative in finding solutions to issues as they arise	✓	
4	Developing self and working with others		
4.1	A reflective practitioner	✓	
4.2	A clear sense of own professional goals, a lifelong learner.	✓	
5	Personal Qualities		
5.1	Highly resilient with a positive outlook	✓	
5.2	Ability to work flexibly, showing a creative flair and passion for all that you do.	✓	