



SIR JOHN NELTHORPE SCHOOL

RESPECT - RESILIENCE - INTEGRITY



JOB DESCRIPTION AND EMPLOYEE SPECIFICATION

Job title: Cover Supervisor	Service Area:
Post number:	Division:
Grade: Grade 5	Section/team:

Overall purpose of job:

To work under the guidance of teaching staff and within an agreed system of supervision, to implement work programmes with individuals/groups in or out of the classroom including the supervision of whole classes during short term absence of teachers.

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

Main responsibilities:

1. To undertake classroom supervision including an active role in the delivery of the lesson planned by the absent teaching staff
2. To assist in preparing the learning environment and the materials used therein
3. To collate a bank of supervision of work for curriculum areas in liaison with Curriculum Leaders / Class Teachers.
4. To deliver pre-set work programmes to students.
5. To lead tutorial sessions including registration, delivery of messages, escorting classes to assemblies etc.
6. To undertake examination and test invigilation (both internal and external) maintaining rules set by the external examination boards and in-house regulators.
7. To use judgement to determine when to provide appropriate interventions to facilitate students learning. To report back as appropriate using referral procedures on the behaviour of pupils during the class and any other issues arising
8. To assist with personal and pastoral support for pupils
9. To undertake appropriate interventions to ensure the application of the school behaviour management policies within the classroom.
10. To support agency supply staff in classrooms by identifying any potential behaviour issues and taking appropriate action.
11. To effectively deploy support staff in lessons being covered.
12. To undertake break and lunchtime duties



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Knowledge, skills and experience:

- Knowledge and experience of School policies.
- Working knowledge of the school curriculum
- Knowledge and experience of the way teachers interact and work with pupils in classroom situations.
- Knowledge and understanding of working with pupils.
- Knowledge of strategies, which help and promote good behaviour and discipline.
- Knowledge of pupil development.
- Experience of working with pupils in small groups.
- Ability to use and set up visual aids for use with pupils
- Good communication skills both verbal and written;
- Basic counselling/mediation skills;
- Tact and persuasive skills;
- Problem solving skills
- Time management and organisation skills.
- Good ICT skills
- Knowledge of SEN and the implications of appropriate interaction techniques
- 5 GCSE's (4-9) including Maths & English at grade 4 or above
- Experience of working in a school

Creativity and innovation:

- Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities.
- Monitors and is responsive to pupil's personal needs and communication.
- Communicates effectively with teachers and other professionals whenever the need arises and recognises the need to communicate.
- Collate and maintain appropriate learning materials for use in the absence of predetermined work being set.
- Makes changes to the delivery of set work as appropriate and differentiates work when necessary
Needs to use own initiative / resources when there is no work set.
- Plan, monitor and evaluate.

Contacts and relationships:

Teachers

In daily contact with subject teachers. Reports back after lessons any problems / behaviour issues / work set & achieved.



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Pupils

In daily contact with pupils in normal lessons. Responsible for the delivery of lessons to full classes (max 32 pupils).

Other Staff/Supply Teachers

In daily contact with support staff who are involved in lesson support work, deploying these staff as appropriate.

Parents

Shares information about student progress. Reports and discusses any behaviour issues and detentions.

Decision making:

- The post holder will be expected to assist pupils in their studies by providing short term tuition when learning difficulties are experienced.
- Determines when additional resources are required to facilitate the learning of students in the classroom.
- Discusses with academic staff strategies for supporting the learning activities of pupils.
- Implements agreed de-escalation strategies to minimise risks of student behaviour becoming disruptive.
- Takes action to meet student needs to avoid unacceptable behaviours arising.
- Determines the most appropriate action when dealing with on the spot incidents requiring immediate attention/decisions on/off the school premises without direct contact with a senior member of staff.
- Identify and make changes to whole class planned activities in order to enable teaching and learning to take place should the prescribed activity be unsuitable/ unsuccessful.
- Works within the School's set behaviour policy, and determines when it is necessary to implement the warning systems.
- Determines when it is necessary to seek additional help / support from senior staff.

Responsibility for resources:

Financial resources:

None

Physical resources:

Responsible for resources that teachers have left out in their classroom



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WORK ENVIRONMENT

Work demands:

Ensuring cover is provided punctually for timetabled lessons.
Disruptions will be caused by the absence of teachers.
Will be asked to cover classes at short notice.
There will be occasions when there is no work set.

Physical demands:

The post holder will have significant periods of physical activity including standing, bending, crouching, lifting, turning.

Work context:

At risk when dealing with behavioural and confrontation issues with pupils.
May be at risk from verbal abuse / emotional harm.

Position in organisation:

Indicate how many staff the post is directly accountable for: **None**

Are posts in more than one location? **No**

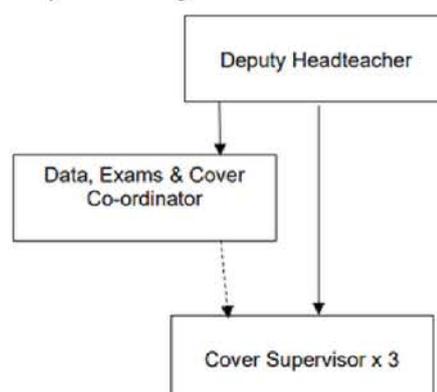
Is this at the same site? **Yes**

Are the posts managed highly mobile? **N/A**

Is the supervision/management shared with another post in the structure? **No**

Please indicate which post(s) **N/A**

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.





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ESSENTIAL CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
<ul style="list-style-type: none">• Good communication skills both verbal and written;• Tact and persuasive skills• Problem solving skills• Time management and organisation skills.• Good ICT knowledge• Experience of working with young people ideally within the 11-16 age range	
Knowledge, Skills and Experience	Interview
<ul style="list-style-type: none">• Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities.• Monitors and is responsive to pupil's personal needs and communication.• Communicates effectively with teachers and other professionals whenever the need arises and recognises the need to communicate.• Excellent understanding of safeguarding in schools	
Education, Training and Qualifications	Original Documents
<ul style="list-style-type: none">• 5 GCSE's (4-9) including Maths & English at grade 4 or above	
DESIRABLE CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
<ul style="list-style-type: none">• Working knowledge of the school curriculum.• Knowledge and experience of the way teachers interact and work with pupils in classroom situations.• Knowledge and understanding of working with pupils.• Knowledge of strategies, which help and promote good behaviour and discipline.• Knowledge of pupil development.• Basic counselling/mediation skills;	



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DESIRABLE CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
<ul style="list-style-type: none">• Experience of working with pupils in small groups.• Ability to use and set up visual aids for use with pupils.• Knowledge of SEN and the implications of appropriate interaction techniques.• Experience of working in a school.	
Knowledge, Skills and Experience	Interview
<ul style="list-style-type: none">• Knowledge and experience of School policies.	
Education, Training and Qualifications	Original Documents
<ul style="list-style-type: none">• A-Level or equivalent qualifications.• Degree or equivalent qualification.	
Working Arrangements	Interview
<ul style="list-style-type: none">• Ensuring cover is provided punctually for timetabled lessons.• Disruptions will be caused by the absence of teachers.• Will be asked to cover classes at short notice.	



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THIS POST IS SUBJECT TO:

Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974

Yes/No

Political restriction

Yes/No

The ability to speak fluent English under the Immigration Act 2016

Yes/No