

JOB DESCRIPTION

Post Title: COVER SUPERVISOR		Director/Service/Sector : Children's Services		Office Use	
Grade: Band 4		Workplace: Berwick upon Tweed Community High School		JE ref: S1444 HRMS ref:	
Responsible to: BUSINESS MANAGER/HEAD OF LEARNING SUPPORT/MEMBERS OF THE SCHOOL'S MANAGEMENT TEAM		Date:12/06/2018	Manager Level:		
Job Purpose: To work under the guidance of teaching/senior staff and within an agreed system of supervision, to supervise whole classes during the short term absence of the class teacher. The primary focus will be to maintain good order and to keep pupils on task. Staff involved in cover supervision will be expected to respond to pupils' questions and generally support pupils in learning activities in line with school's policies and procedures.					
Resources		Staff	None		
		Finance	Handling and Counting Money		
		Physical	School and Classroom Resources		
		Clients	Teachers, Groups of Children, Parents/Carers		
Duties and key result areas:					
General					
<ol style="list-style-type: none"> 1. To coordinate the cover procedure for absences and organise suitable cover arrangements (using SIMS Cover) including making sure cover work is in place when appropriate. 2. Within an agreed framework of supervision, during the short term absence of the classroom teacher, supervise and support pupils undertaking work and support work to establish an appropriate learning environment. 2. To undertake activities, as directed by the teacher, with whole classes, individuals or small groups of pupils. 3. Manage pupil behaviour and deal promptly with conflicts and incidents in line with school policy 4. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed, predetermined, learning objectives. 5. Provide the class teacher with accurate and objective feed back on pupil progress and other matters. 6. Undertake the maintenance of pupils' records and accurately record achievement. 7. Gather information from parents and carers as directed. 8. Establish constructive relationships with parents and carers and participate in feedback sessions as directed. 9. Administer routine tests and invigilate exams. 10. Undertake the routine marking of pupils' work e.g. routine spelling tests, routine maths tests etc. 11. When no cover supervision is required then to support the classroom teacher as directed by the SENCO or perform administrative and clerical tasks. 					
Support for Pupils					
<ol style="list-style-type: none"> 1. Use specialist skills, training, or experience to support pupils learning. 2. Establish good relationships with pupils, acting as a role model and responding to the needs of each individual child. 3. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children. 4. Encourage children to engage in, and participate in learning activities lead by the class teacher. 5. To have challenging expectations that encourages children to act independently and build self esteem. 6. Provide feedback to pupils in relation to progress and achievement 					

Support for the Curriculum

1. Implement agreed teaching programmes, adjusting activities according to pupil responses and needs.
2. Help pupils to understand instructions
3. Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
4. Support use of ICT in learning and develop pupils' competence and independence in its use.
5. Help pupils access learning activities through specialist support.
6. Determine the need for, prepare and maintain equipment and resources required to meet learning activities and assist pupils in their use.

Support for the School

1. Comply with all school policies relating to:
 - a. Health and Safety
 - b. Equal Opportunities
 - c. Child Protection
 - d. Confidentiality and data protection.
2. Work in such as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and members of the school's management.
5. Attend and participate in regular meetings
6. To undertake other duties and responsibilities as required commensurate with the grade of the post

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:

Working patterns: Work between 7am – 4.30pm

Working conditions:

None

Normal work patterns

Normally indoors

PERSON SPECIFICATION

Post Title: COVER SUPERVISOR	Director/Service/Sector: Children's Services	Ref:
Essential	Desirable	Assess by
Knowledge and Qualifications		
<p>Very good numeracy and literacy skills;</p> <p>NVQ 3 for teaching Assistants or equivalent qualifications</p> <p>Participated in training related to various national strategies e.g. literacy and numeracy</p>	<p>HSAW First Aid Qualification or equivalent</p>	<p>(a), (i),</p> <p>(t) .</p>
Experience		
<p>Working with children of the relevant age</p> <p>Implementation of relevant national strategies.</p> <p>Experience of using ICT in a classroom situation</p>	<p>Clerical duties</p> <p>Report Writing</p> <p>Working with children with additional needs</p>	<p>(a), (i).</p>
Skills and competencies		
<p>The effective use of ICT to support learning – computer, video, photocopier</p> <p>Ability to use other types of learning technology:</p> <ul style="list-style-type: none"> • Photocopying • Whiteboards • CD ROM • Video <p>Understanding of codes of practice and recent relevant education;</p> <p>Good understanding of the principles of child development and the learning process</p>	<p>NVQ 2 ICT Qualification or in-service training and 3 years experience of using ICT in a learning environment</p>	<p>(a), (r), (i).</p>

<p>Can actively self evaluate learning needs and seek out learning opportunities</p> <p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p> <p>Appropriate First Aid knowledge</p>		
Physical, mental and emotional demands		
Other		
<p>Willingness to participate in development and training opportunities</p>		<p>(a), (i).</p>

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits