

Job details	
Job title	Cover Supervisor
School	
Section	
Location	
GR Number	GR9006
Grade	Scale E
Responsible to	Responsible to a Senior Teacher or a Head of Department and works under the general direction of a class teacher when supervising lessons.
Responsible for	
Effective date	

Role and context
<p>Job purpose</p> <ul style="list-style-type: none"> To supervise whole classes to cover short term absence of teachers and to allow teachers to carry out professional duties and training. Cover supervisors will give instructions for the lesson, as provided by the teacher, and keep pupils on task while maintaining good order. Cover supervisors can respond to general questions and provide general feedback to the teacher. The cover supervision role will normally include other activities, or be part of a wider role in the school, e.g. teaching assistant, technician or administrative roles.
<p>Context</p> <ul style="list-style-type: none"> Job Family: Classroom and Pastoral Cover supervisors may work within particular departments on a long term basis so as to improve the continuity of education during teacher absence and increased understanding and familiarity with the curriculum and the pupils working within that department.
<p>Other Job Information (e.g. any special factors or constraints)</p> <p>1. For use in all schools and units as appropriate</p> <p>APPROPRIATE USE OF COVER SUPERVISORS</p> <p>1. Cover supervision should only be used for short-term absences. These might be known in advance (for example, where a teacher has a medical appointment or is undergoing professional development) or unexpected (for example, absence due to illness). Longer term absence – e.g. due to long-term sick or maternity leave should be covered by a teacher.</p>

Role and context (Continued)

2. Headteachers will exercise their professional judgment in determining what should be regarded as a “short-term” absence for these purposes. There will be a number of considerations which the Headteacher will need to take into account when deciding whether the use of cover supervision is appropriate or not.
The key factors are: -
 - a) the extent to which continuity of learning can be maintained;
 - b) the length of time a particular group of pupils would be working without a teacher;
 - c) the proportion of the total curriculum time affected in a specific subject over the course of the term.
3. For example, in a setting where a class is predominantly led by one teacher for the majority of the day, it is likely that cover supervision will very quickly become “specified work” and active teaching would be required. This would therefore fall under the Education (Specified Work and Registration) (England) Regulations. In any case, it would clearly be inappropriate in such settings for a class to be ‘supervised’ for more than three consecutive days.
4. On the other hand, where pupils are only timetabled for occasional lessons which are affected by teacher absence, the use of cover supervision over a longer period of time may be appropriate.

Principal Accountabilities

Accountability	Order of importance (1 = most important etc)
Support for pupils	
Supervise pupils while they are engaged in learning activities and deal with immediate problems and emergencies.	1
Manage pupils’ behaviour within the ethos and behavioural policies of the school.	2
Set high expectations of conduct whilst acting as a role model.	3
Respond to pupil queries on procedures while keeping pupils on task.	4
Promote the inclusion and acceptance of all pupils within the classroom within the school’s policies and procedures of equal opportunities.	5
Support for teachers	
Provide objective and accurate feedback to the teacher on the conduct of the lesson and the behaviour of pupils.	6
Collect and pass on any completed work.	7
Maintain and pass on any appropriate records as agreed beforehand with the teacher.	8

Principal Accountabilities (Continued)	
Accountability	Order of importance
Provide support and assistance to teaching staff in large examinations or test groups.	9
Support for the curriculum	
Support the use of ICT within the lesson as appropriate.	10
Understand and ensure appropriate organisation/use of the classroom, equipment and resources.	11
Support for the school	
Accompany groups of pupils on school trips ensuring their health and safety (to be at discretion of lead teacher).	12
Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.	13
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.	14
Participate in training and other learning activities as required.	15
Undertakes other similar duties and activities that fall within the grade and role of the post as decided by the Headteacher/Senior Teacher.	16

Person specification	
Essential	Desirable
Qualifications	
<ul style="list-style-type: none"> 5 x GCSE A-C grades including Maths and English 	<ul style="list-style-type: none"> Good Literacy and Numeracy skills and to NVQ 2 level is highly desirable; Good general level of education and to NVQ 3 level is highly desirable.
Experience	
<ul style="list-style-type: none"> Experience of working in a support capacity in a school with pupils of relevant age or in an appropriate learning environment. 	

Person specification (Continued)

Skills/knowledge

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| <ul style="list-style-type: none"> • Basic knowledge of first aid; • Understanding of relevant policies and procedures; • Ability to apply behaviour management policies and strategies so as to contribute to purposeful learning environment; • Ability to encourage pupils to learn using pre-set material; • Ability to undertake varied duties; • Ability to demonstrate limits of responsibility; • Ability to work under direction of different people and as part of a team; • Good communication skills with people at all levels; • Ability to gain respect of pupils through manner of confidence and authority; • Able to organise own workload in the context of varied tasks; • Able to work calmly under pressure; • Ability to critically evaluate own performance and make any necessary changes to be more effective. | <ul style="list-style-type: none"> • Working knowledge and skills of ICT to support learning (highly desirable); |
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General information

- The job descriptions details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job
- All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.