

HESTON COMMUNITY SCHOOL
JOB DESCRIPTION: COVER SUPERVISOR

Post Title	Cover Supervisor
Overall responsibility:	To support students in and out of the classroom, including the supervision of whole classes during the short-term absence of teachers.
Reporting to:	Lead Learning Coordinator
Liaising with:	All Staff
Disclosure Level:	Enhanced
Salary/Grade:	Scale 6 [pt 16-20] £28,997 – 30,760

Key tasks and accountabilities will include the following:

- To register and record student attendance.
- To cover lessons for teacher absence
- To uphold the School rules and ethos
- To facilitate and encourage learning which helps all students achieve their potential
- To communicate the work set by the class teacher to the students
- To manage the classroom environment, maintaining good order and applying the school's Behaviour Policy
- To ensure that the resources specified for the lesson are available and oversee their use as necessary
- To assist students where possible and, if necessary, seek appropriate assistance or advice
- To return work, etc., to the class teacher and communicate student progress to the teacher
- To accompany staff on school visits and work under the direction of visit organiser
- To collate and distribute class work to supply staff and to monitor the return of materials
- To enable standard operating procedures including and orderly entrance and exit from classrooms.
- To invigilate internal and external examinations when required.
- To be aware of and comply with policies and procedures relating to inclusion, child protection, assertive discipline, health, safety and security, equal opportunities and SEN, confidentiality and data protection, reporting all concerns to an appropriate person.
- To assist with the supervision of students out of lesson time, including before, after school, and at break-times.
- To supervise students on visits, trips and out of school activities, as required.
- To provide clerical and administrative support, e.g. photocopying, typing, filing, and collecting money.

General

- To provide support for students' emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour policy and demonstrating high expectations of work and behaviour
- To manage own record keeping in respect of individual students' development, progress and attainment as appropriate
- To assist with the general pastoral care of the students, including helping students who are sick, distressed or injured
- To oversee cover processes within the school, ensuring that visiting cover staff have the required resources
- To undertake exam invigilation when required, maintaining the rules set out by external examination boards and in-house regulators
- To attend relevant meetings and participate in training opportunities and performance development as required
- To undertake any other duties as may be reasonably required.

Broader Responsibilities

- To work collaboratively as a member of the School Team.
- To play a full and active part in the life of the School Community.
- To support the safeguarding of students and staff.
- To support the School's distinctive mission and ethos.
- To lead by example and from the front.
- To encourage and ensure staff and students follow the example set and to challenge constructively when the standards set are not met.
- To promote actively the School's corporate identity and policies.
- To continue to be a lifelong learner and encourage others to be the same.
- To comply with the School's Dress Code, Health and Safety Policy and to undertake Risk Assessments, as appropriate.

Additional duties and tasks will be negotiated and agreed at the time of appointment and annual review at the direction of the Headteacher.

This Job Profile is current at the date shown but, in consultation with you, may be changed by your Line Manager, Academy Business Manager or Headteacher to reflect or anticipate changes in the job commensurate with the salary and job title.

Context:

All staff are part of a whole school Team. They are required to support the values and ethos of the School and school priorities as defined in the School Development Plan.

This will mean focusing on the needs of colleagues, parents/carers and students and being flexible in a busy and pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 [2] of the Rehabilitation of Offenders 1974 [Exemptions] [Amendments] Order 1986. Therefore, applicants are not entitled to withhold information about convictions, which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the School. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

PERSON SPECIFICATION

		Essential	Desirable	Evidence
Qualifications and Experience				
1	GCSEs grade C/4 or above, including Maths and English	✓		A
2	Level 3 or higher qualifications		✓	A
3	Evidence of recent and relevant training		✓	A
4	Understand the challenges associated with inclusion within an urban environment	✓		A, I
5	Working as part of a team	✓		R, I
6	Working effectively in an education environment or with young people		✓	R, I
8	Knowledge and understanding of Safeguarding practice		✓	A, R, I
Skills, Personal Attributes and Behaviours				
9	Listen to and reflect on feedback from others	✓		R, I
10	High level of verbal and non-verbal communication skills	✓		A, I
11	Strong level of ICT skills	✓		R, I
12	Able to build and maintain positive relationships with individuals	✓		R, I
13	Prioritise, plan and organise self	✓		R, I
14	Use of SIMS or equivalent		✓	A, R, I
15	An interest in educational issues	✓		A, R, I
16	A commitment to inclusion	✓		A, R, I
17	Positive attitude	✓		R, I
18	Genuine concern for the welfare of others Initiative and self-motivator	✓		A, R, I
19	Calm disposition	✓		R, I
20	Approachable with a good sense of humour	✓		R, I
Ability to Fulfil Wider Professional Responsibilities				
21	Willingness to make a positive contribution to the wider life and ethos of the School	✓		R, I
22	Ability to develop effective professional relationships with colleagues, students and parents	✓		R, I

Key to Evidence: A = Application

I = Interview

R = References