

**JOB DESCRIPTION**

**POST TITLE:** Senior Cover Supervisor (Term Time Only)

**POST RESPONSIBLE TO:** Director of Pastoral and Additional Needs

**SALARY:**Grade 4, SCP 5-11 (£21575 to £24054 per annum, pro rata £18,891 to £21,062) (Term Time Only)

**START DATE: ASAP**

**JOB PURPOSE**

To provide cover supervision for whole classes when the teacher is absent at Key Stage 4 and Post 16. This role will include the supervision of personalised learning sessions at Key Stage 4 and other supporting learning activities when there is no staff absence, which will include running small group intervention and mentoring key students. To assist with break, lunchtime and after school break duties, as part of the rota. To offer after school enrichment activities. To assist as part of a team in invigilating examinations. To act as a co-tutor.

**DUTIES AND RESPONSIBILITIES**

**Support for Learners**

* Establish constructive relationships with learners and interact with them according to their individual needs;
* Promote the inclusion and acceptance of all learners; encourage them to interact and work cooperatively with others and engage all in activities;
* Encourage learners to interact with each other and engage in activities set by the teacher;   
  Set challenging and demanding expectations and promote self-esteem and independence;   
  Discharge a timetabled teaching commitment when not required to act as cover supervisor for both whole classes and small groups of students; and
* Act as a mentor to key students to improve with the eventual aim of improving their academic performance.

**Support for Teachers**

* Providing cover supervision when the teacher responsible is on short term absence which includes:
* Create and maintain purposeful, orderly and supportive environment, in accordance
* with lesson plans and assist with the display of learners’ work;
* Use strategies, in liaison with the teacher, to support learners to achieve their learning goals;
* Monitor learners’ responses to learning activities and accurately record achievement/progress as directed;
* Provide detailed and regular feedback to teachers on learners’ achievements/progress or
* barriers to learning;
* Promote good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour;
* Establish de-escalation routines in line with the behaviour policy of the academy;

**Support for the Curriculum**

* Support the use of ICT in learning activities and develop the learners’ competence and independence in its use;
* Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist learners in their use;
* Liaise with employer partners where necessary, sharing learner data in appropriate manner.

**Support for the Academy**

* To offer enrichment activities, under the direction of the Pastoral Lead responsible for enrichment;
* To assist, as part of a team, in invigilating examinations (either internal or external);
* To act as a co-tutor.
* Be aware of - and support – difference and ensure all learners have equal access to opportunities to learn and develop;
* Contribute to the overall ethos/work/aims of the academy, which includes:
  + Appreciating and supporting the role of other professionals;
  + Attending and participating in relevant meetings, as required;
  + Assisting with the supervision of learners out of lesson times;
  + Accompanying teaching staff and learners on visits and out of school activities, as required, and taking responsibility for a group under the supervision of the teacher;
  + Participating in training and other learning activities and performance development, as required;
  + Showing a duty of care, taking appropriate action to comply with Health & Safety requirements, safeguarding, security, confidentiality and data protection at all times reporting all concerns to an appropriate person;
  + Demonstrating and promoting a commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory;
  + Acting as a role model to learners and providing guidance and personal support when required.
* The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.



**Person Specification for Cover Supervisor**

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively

| **REQUIREMENTS**  The post holder must be able to demonstrate: | ESSENTIAL (E) or  DESIRABLE (D)  REQUIREMENTS |
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| **QUALIFICATIONS** | |
| Level 3 Qualification | E |
| GCSE or equivalent qualification in English and Maths at grade C or above | E |
| Degree or equivalent in relevant subject | D |
| **EXPERIENCE** | |
| Relevant worked based professional experience | D |
| Understanding of behaviour for learning | D |
| Experience, understanding and demonstration of barriers to learning and how to overcome this | D |
| Understanding of what outstanding teaching, learning and assessment strategies look like | D |
| **KNOWLEDGE AND SKILLS** | |
| Ability to create an ethos which enables all learners to achieve their potential | E |
| To be able to work effectively as a team | E |
| Excellent interpersonal skills and ability to work in partnership with a diverse range of stakeholders | E |
| Good literacy, numeracy and ICT skills | E |
| An ability to inspire learners in Y10 to Y13 | E |
| Ability to organise, plan and prioritise | E |
| Excellent communication skills | E |
| Knowledge and understanding of current curriculum developments | D |
| Ability to analyse and interpret learner performance data and set targets | D |
| Knowledge and understanding of health and safety and safeguarding | D |
| **PERSONAL ATTRIBUTES** | |
| A commitment to equal opportunities and a strong belief in inclusive education practices and that learning for all students is supported | E |
| To work under pressure and meet deadlines | E |
| To be able to be led by teaching staff but prepared to challenge practice in order to improve learning outcomes | E |
| Confidentiality and discretion | E |
| A commitment to safeguarding to learners within the academy | E |
| Enthusiasm, optimism and energy | E |
| Ability to organise, plan and prioritise | E |
| Flexibility and adaptability | E |

All offers are subject to clearance of references and enhanced DBS check