



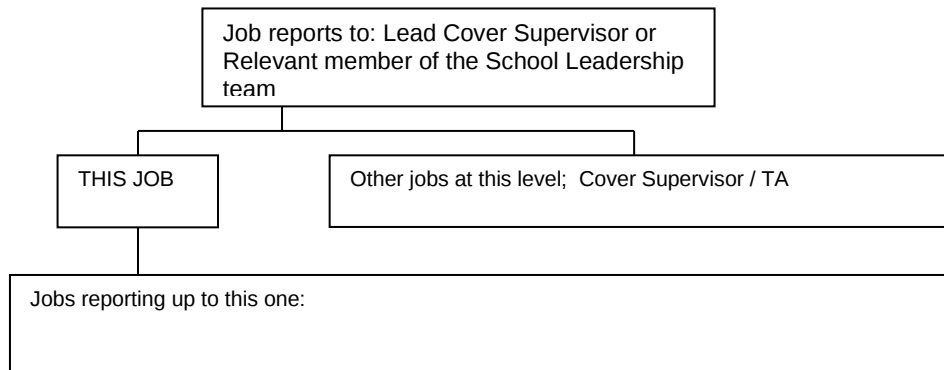
JOB DESCRIPTION		
DIRECTORATE: Learning, Culture and Children's Services		DEPARTMENT: Schools
JOB TITLE: Cover Supervisor		POST NUMBER: Fulford School
REPORTS TO (Job Title): Cover Manager		Current Grade Grade 5 Level 1-4
Job Description reviewed by:	Name and Job title:	Date: June 2011
1.	MAIN PURPOSE OF JOB The central focus of the Cover Supervisor's role is taking responsibility for the learning, behaviour and progress of classes during the absence of the designated teacher. At the heart of the role is creating the conditions for effective pupil learning, through positive classroom management, delivery, relationships with pupils and organisation, and through care for pupils including responsibility for their behaviour and safety. Ensuring that pupils can learn from activities planned by teachers for lessons.	
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:	
	i	Pro-active classroom management in accordance with school expectations and policy;
	ii	effective leadership and delivery including introducing material pro-actively, chunking the lesson as appropriate, and ensuring an appropriate plenary;
	iii	ensuring order, security, on-task-ness and learning; consistent, firm, positive pupil management in accordance with school expectations and policy, including following up any disciplinary issues and if necessary detaining pupils;
	iv	invigilating tests, assessment and exams, ensuring compliance with exam board regulations; attending staff meetings, participating in other briefings and meetings in designated time as required, attending relevant twilight training sessions as appropriate, and undergoing ongoing training, assessment and the monitoring of performance as required;
	v	maintaining a pack of basic materials and a stock of back-up activities for emergencies;

	vi	liaising with colleagues as appropriate before and after the lesson regarding lesson content and/or pupils whose learning or conduct give cause for concern; taking a leadership role in liaising with faculty and subject leaders to resolve issues relating to the successful delivery of lessons in the absence of the normal member of staff;
	vii	monitoring and responding to pupil learning and behaviour at all times by making adjustments to delivery, pupil management and/or learning activities; ensuring differentiated delivery and learning based on knowledge and understanding of pupils and their learning; undertaking with success the cover supervision of the most challenging classes in the school;
	viii	being available in emergencies to cover lessons when timetabled for other duties, and, during both cover and non-cover timetabled time, undertaking other duties and responsibilities as required commensurate with the grading of the post;
	ix	contribute to the overall ethos, work and aims of the school.
3.	SUPERVISION / MANAGEMENT OF PEOPLE No supervision of other staff although may need to work with other adults allocated to the class.	
4.	CREATIVITY & INNOVATION It is essential for the post holder to have flexibility and resourcefulness to ensure the successful delivery of a cover lesson. The post holder will monitor and respond to pupil learning and behaviour at all times by making adjustments to delivery, pupil management and/or learning activities. Communicates effectively with teachers and other professionals whenever the need arises. The post holder needs to be creative with the delivery of lessons and ensure this is based on the knowledge and understanding of pupils and their learning. May be asked to participate in the design of classroom activities.	
5.	CONTACTS & RELATIONSHIPS · Internal The postholder will work closely with Teaching and Support Staff within the school - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required. Contributes to the professional development of colleagues. Works in collaboration with other support staff - daily. · External May be required to provides information about pupils' progress, strategies and issues eg therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents and recommends strategies/courses of action as required	

6.	DECISIONS – discretion & consequences The post holder recognises when it is necessary to implement de-escalation strategies to minimise the risk of pupils’ behaviour becoming disruptive or dangerous. The post holder takes action to meet pupils’ needs and has the ability to make adjustments to planned learning activities as required. The post holder responds to incidents appropriately. The post holder needs to make decisions regarding the delivery of learning, poor decisions may lead to lower pupil learning, and/or to pupil misbehaviour, the consequences of which it then falls to other staff to rectify.				
7.	RESOURCES – financial & equipment <i>(Not budget, and not including desktop equipment.)</i> <table border="0"> <thead> <tr> <th data-bbox="240 658 957 703"><u>Description</u></th><th data-bbox="957 658 1428 703"><u>Value</u></th></tr> </thead> <tbody> <tr> <td data-bbox="240 703 957 770">None</td><td data-bbox="957 703 1428 770"></td></tr> </tbody> </table>	<u>Description</u>	<u>Value</u>	None	
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None					
8.	WORK ENVIRONMENT – work demands, physical demands, working conditions & work context Work Demands Need to implement in lessons activities as planned by the teacher. Work may be subject to changes and interruptions. Physical Demands Mainly classroom based, but may have sustained periods of physical activity involving bending, crouching, lifting, walking and running. Working Conditions Majority of work takes place in classroom environment. Working Context Risk of verbal abuse and physical harm from a minority of pupils who behave aggressively.				
9.	KNOWLEDGE & SKILLS Ability to manage whole class situations Knowledge of school systems and expectations Ability to manage positive relationships with pupils Excellent communication skill Excellent interpersonal skills Time management and organisational skills Literacy and numeracy skills Team player ICT capability – to produce appropriate resources Knowledge of normal child development and children’s personal development needs Knowledge of strategies which promote good behaviour and discipline Knowledge of developmental progression in the emotional curriculum Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures Experience of working in multi-disciplinary teams Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.				

10.

Position of Job in Organisation Structure



Job Description agreed by:	Name:	Signature:	Date:
Job Holder			
Manager			