**POST TITLE:**  Senior Cover Supervisor

**LOCATION/BASED: Gosforth Academy**

**GRADE:**  N6

**RESPONSIBLE TO:** Deputy Principal – Resourcing and Teacher Development

**CORE PURPOSE:** To support and assist teachers as part of a professional team. To contribute to raising standards of pupils’ achievement and to undertake a range of teaching and learning activities under the professional direction and supervision of a qualified teacher, in line with the school’s policies and procedures.

**MAIN DUTIES & KEY RESPONSIBILITIES**

**Main Duties:** The following is typical of the duties the post holder will be expected to carry out. It is not necessarily exhaustive and other duties of a similar nature and level may be required from time to time.

**Managing Cover**

1. To lead and manage the day to day operations of the cover department
2. To line manage, support and develop the Cover Supervisors, directing cover activity as required
3. To act as first point of contact for all short term and unplanned absence on behalf of the academy
4. To ensure all absences are reported to the respective head of department and entered onto SIMs in a timely manner
5. To ensure appropriate lesson cover is arranged and Cover Supervisors are deployed in a timely manner
6. To liaise with external agencies to commission temporary cover as required, ensuring supply approval processes are followed
7. To monitor and evaluate the quality of the cover department, providing feedback to teachers and SLT members on the quality of the cover work provided
8. To support the Deputy Principal, Resourcing and Teacher Development in leading the cover strategy across school, including the training and development of the cover supervisors
9. To keep accurate records of external / supply staff including verifications, costs, names of staff and justification for bookings.
10. Raising purchase orders for approval by the Deputy Principal.
11. To keep accurate records of daily, weekly and monthly costs. Including but not limited to weekly averages and cover cost for internal events.

**Teaching and Learning activities**

1. To help pupils make progress in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
2. To be aware of national frameworks, typical curricula and teaching methods and expectations in the relevant key stages of phases and make effective use of other learning activities to support the development of pupils’ skills.
3. In line with the school’s policy and procedures to use behaviour management strategies which contribute to a purposeful learning environment.
4. To organise and manage safely the physical teaching space and resources for which he/she is responsible.
5. To use ICT effectively to support learning activities and develop pupils’ competence and independence in its use.

**Planning, Monitoring and Assessment**

1. Within an agreed system of supervision, to plan challenging teaching/learning objectives and deliver learning activities to pupils, making adjustments according to pupil responses/needs, as appropriate.
2. To support teachers in evaluating pupils’ progress through a range of monitoring and assessment activities.
3. To maintain and analyse records of pupils’ progress.
4. To provide feedback to pupils and colleagues on pupils’ learning and behaviour.

**Support for Pupils**

1. To communicate effectively and sensitively with pupils to support their learning.
2. To develop and implement Individual Education Plans and assess the needs of pupils, using detailed knowledge and specialist skills to support pupils’ learning.
3. To respond to pupils’ individual needs and promote inclusion and acceptance of all pupils in the classroom.

**Other Duties**

1. Under the supervision of the Head Teacher or other designated teachers, to invigilate internal and external examination.
2. Following the school guidelines for absent teachers, provide cover for lessons under the agreed system of supervision.
3. To undertake planned supervision of pupils’ out of school hours learning activities and supervise pupils on visits and trips.
4. To administer, assess and mark tests.
5. To manage, develop and supervise other cover supervisor’s.
6. To comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
7. To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
8. To attend meetings and engage in development activities/training as required by the school.

**GENERAL RESPONSIBILITIES**

1. To promote and safeguard the welfare of children and young people you come into contact with.
2. Demonstrate the vision and values of the Trust in everyday work and practice.
3. Maintain a positive view of change and be prepared to adapt the role as the Trust grows, matures and evolves.
4. To develop and maintain effective relationships with staff, pupils, parents, Trustees, local Governors, local businesses, and stakeholders.
5. Attend out of hours events as reasonably required.
6. Take responsibility for your own continuing professional development.
7. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
8. Carry out duties in line with the Trust’s Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.

**OTHER**

The above duties are not exhaustive and you may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to you by the Trust.

It’s important that this document is kept up to date, so that everyone knows exactly what is expected of them and misunderstandings are avoided. This job description will be kept under review and may be amended via consultation with the individual and Trust as required.

**PERSON SPECIFICATION**

**POST TITLE: Senior Cover Supervisor**

|  |  |  |
| --- | --- | --- |
| **SKILLS, KNOWLEDGE AND APTITUDES** | **ESSENTIAL** | **DESIRABLE** |
| Understanding of classroom roles and responsibilities. | ✓ |  |
| Excellent ICT skills and the proven ability to use them effectively to support learning. | ✓ |  |
| Able to relate well to children and adults and in particular able to establish positive relationships with pupils. | ✓ |  |
| Able to respond positively and effectively to unexpected problems and situations. | ✓ |  |
| Able to work with minimal supervision. | ✓ |  |
| Able to organise, lead and motivate a team and to work constructively as part of a team. | ✓ |  |
| Working knowledge of national or foundation stage curriculum and other relevant learning programmes/strategies. | ✓ |  |
| Working knowledge of school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning and other integrated working processes | ✓ |  |
| Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:   * + - motivation to work with children and young people     - ability to form and maintain appropriate relationships and personal boundaries with children and young people     - emotional resilience in working with challenging behaviours     - attitude to use of authority and maintaining discipline.   able to work in partnership with other agencies | ✓ |  |
| Awareness of relevant legislation relating to child protection. |  | ✓ |
| Understanding of principles of child development and learning processes. |  | ✓ |
| **QUALIFICATIONS AND TRAINING** | **ESSENTIAL** | **DESIRABLE** |
| Working towards Level 2 Basic Skills (Literacy and Numeracy) or equivalent competency | ✓ |  |
| NVQ 2 or 3 for Teaching Assistants or equivalent qualification or experience. | ✓ |  |
| Training in relevant learning strategies and specialist knowledge in a particular curriculum area. | ✓ |  |
| Appropriate first aid training. |  | ✓ |
| **EXPERIENCE** | **ESSENTIAL** | **DESIRABLE** |
| Experience of managing, motivating and developing a team | ✓ |  |
| Experience of advancing progress of pupils of relevant age within a learning environment. | ✓ |  |
| Experience of managing pupil behaviour and supervising pupils under an agreed system of supervision and processes for integrated working. | ✓ |  |
| Experience of administering, assessing and marking tests. | ✓ |  |
| Experience of integrated working |  | ✓ |
| Supervision of classroom support staff. |  | ✓ |
| **PERSONAL QUALITIES** | **ESSENTIAL** | **DESIRABLE** |
| No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. | ✓ |  |
| Honest, demonstrates integrity, confidence and self-motivation | ✓ |  |
| Creative and innovative thinker | ✓ |  |
| Passionate belief in the trust’s vision and values | ✓ |  |
| Commitment to support Gosforth Group’s agenda for safeguarding and equality and diversity | ✓ |  |
| Sympathetic to and supportive of the Multi-Academy Trust model and ethos of the Gosforth Group | ✓ |  |
| A commitment to child protection and safeguarding. | ✓ |  |
| **SPECIAL REQUIREMENTS** | **ESSENTIAL** | **DESIRABLE** |
| Willing and able to travel to academies across the Trust and to flex working hours to attend and support meetings and events that are appropriate to the role. | ✓ |  |
| Willingness to undertake further training (if necessary) | ✓ |  |
| Satisfactory Enhanced DBS clearance with a Childrens Barred List check. | ✓ |  |
| Medical clearance. | ✓ |  |
| Minimum of 2 references which are satisfactory to the Trust. | ✓ |  |
| Evidence of qualification certificates. | ✓ |  |
| Evidence of Right to work in the UK. | ✓ |  |
| Full UK driving license and access to a car during working hours. |  | ✓ |

***The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed.  The Trust is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.***