

## Job Description

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**Job title:** Cover Supervisor  
**Reports to:** Principal  
**Location:** Bearsted Primary Academy

### Job purpose

- To deliver the curriculum to classes through working collaboratively with teachers and teaching assistants in the whole planning cycle and the management/preparation of resources.
- To ensure progress for all pupils by utilising advanced levels of knowledge and skills when planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, whilst providing support for pupils with medical, personal care and behavioural needs.

### Key Responsibilities

- Plan and prepare lessons, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans in conjunction with the class teacher
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupils' needs
- Contribute to the planning of and lead opportunities for pupils to learn in out-of-school contexts in line with school's policies and procedures
- Provide detailed verbal feedback (conferencing) on learning content, pupil responses to learning activities and pupil behaviour, to teachers and pupils
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities
- Support the teaching of the full curriculum. Be familiar with lesson plans, Provision Plan targets and required learning
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Use behaviour support strategies, in line with the academy policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work cooperatively with others
- Organise and safely manage the appropriate learning environment and resources
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times

### Monitoring and Assessment:

- Evaluate pupils' progress through a range of assessment activities
- Assess pupils' responses to learning tasks and, where appropriate, modify methods to meet individual and/or group needs
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement

- Assist in maintaining and analysing records of pupils' progress
- Report pupils' progress and achievements at parents meetings, which are usually held outside school hours, if required
- Take an active role in Pupil Progress meetings

### **Mentoring, Supervision and Development:**

- Manage, support and guide teaching assistants when leading a class and undertake induction, appraisal, training and mentoring of teaching assistants
- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and participating in staff meetings and training days/events

### **Behavioural and Pastoral:**

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and supporting individual/s involved to understand it is unacceptable in a way that is appropriate to them
- Understand and implement academy child protection and safeguarding procedures and comply with legal responsibilities
- Provide support and assistance for children's pastoral needs, for example, dressing, caring for pupils with medical needs, and children who may be exhibiting behaviours that challenge
- Provide physical support and maintain personal equipment used by the children at the academy
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance and learning, and supporting home to school and community links
- Lead supervision of pupils in the playground and plan and organise play time activities
- Collaborate with professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists

### **Other Responsibilities:**

- Any other duties required by the class teacher, SENCO or SLT which is within the scope of this post
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- To promote the safeguarding of children
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To undertake other duties appropriate to the post that may reasonably be required from time to time

## **General**

### **Professional Development**

- To take responsibility for personal professional development
- To take part, as appropriate, in the academy's professional development programme
- To engage actively in the Performance Management Review process
- To evaluate own personal performance through self-evaluation and learn from the effective practice of others and from evidence

## Professional Values and Practice

- To support the academy's responsibility to provide and monitor opportunities for the personal and academic growth of student
- To provide a role model through their personal and professional conduct
- To work as a member of designated teams and contribute positively to effective working relations within the academy
- To be proficient in the application of English, Maths and ICT
- To safeguard the health and safety of all students both on the academy premises and when engaged in authorised school activities elsewhere
- To contribute to the effective running of the academy

## Person Specification

	Essential Criteria	Desirable Criteria
<b>Qualifications</b>	<p>The Cover Supervisor should:</p> <ul style="list-style-type: none"> <li>● Be able to demonstrate levels of English and Maths to GCSE [A-C]</li> <li>● Other relevant Level 3 qualification (e.g. A Levels, NVQ, Diploma)</li> </ul>	<p>In addition, the Cover Supervisor might have:</p> <ul style="list-style-type: none"> <li>● HLTA status or a Degree</li> </ul>
<b>Experience</b>	<p>The Cover Supervisor should have experience of:</p> <ul style="list-style-type: none"> <li>● Working with pupils in school for a minimum of 2-3 years</li> <li>● Working with children who have special educational needs</li> <li>● Teaching individuals, groups and whole classes</li> </ul>	<p>In addition, the Cover Supervisor ideally will have experience of:</p> <ul style="list-style-type: none"> <li>● Leading teaching assistants during whole class lessons</li> <li>● Training or expertise in a relevant curriculum or other learning area (e.g. ICT, English or Maths)</li> </ul>
<b>Knowledge and Understanding</b>	<p>The Cover Supervisor should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>● Relevant policies, codes of practice and legislation including safeguarding</li> <li>● the National Curriculum English and Maths programmes of study</li> </ul>	<p>In addition, the Cover Supervisor might have experience of:</p> <ul style="list-style-type: none"> <li>● Multi agency working</li> </ul>
<b>Skills</b>	<p>The Cover Supervisor will:</p> <ul style="list-style-type: none"> <li>● Have highly effective oral and written communication skills</li> <li>● Form highly effective professional and respectful relationships including team working</li> <li>● Have good organisational and time management skills</li> <li>● Have sound ICT skills</li> <li>● Develop their knowledge through the evaluation of their own learning needs</li> <li>● Be able to work independently</li> </ul>	<p>The Cover Supervisor might also be able to:</p> <ul style="list-style-type: none"> <li>● Use coaching and mentoring skills with adults and pupils</li> <li>● Demonstrate leadership and line management skills</li> </ul>

	<ul style="list-style-type: none"> <li>● Remain calm under pressure and be able to adapt to change quickly</li> </ul>	
<b>Other</b>	<p>The Cover Supervisor will be able to:</p> <ul style="list-style-type: none"> <li>● Attend school training sessions</li> <li>● Remain resilient and make considered decisions when supporting pupils through challenging situations</li> <li>● Support the development of a positive environment when leading classes and teaching assistant teams</li> <li>● Be flexible and be able to work across the whole academy</li> <li>● Be willing to learn about the specific areas of the curriculum and pupil support required for classes being worked in</li> </ul>	<p>The Cover Supervisor might also be:</p> <ul style="list-style-type: none"> <li>● Interested in career progression and following a pathway to gain Qualified Teacher Status</li> </ul>

### Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document \(Department of Education\)](#).

### Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.