

CITY OF ROCHESTER SCHOOL
JOB DESCRIPTION - COVER SUPERVISOR

Job Title	Cover Supervisor	Team	Teaching
Job Band	UQ1-UQ2 (£21,731 - £24,224)	Version/Date	September 2025
Hours	Monday – Thursday 08:30 – 16.30 Friday 8.30 – 3.30 Term-time plus Parents’ Evenings, Inset days, Twilights & last 2 working days of August		

Job Title:
Cover Supervisor

Purpose:

To provide high-quality classroom supervision during the absence of a teacher, ensuring that pupils with autism and associated learning needs are supported in accessing learning, routines, and positive behaviour in line with the school’s ethos. To maintain a safe, structured, and nurturing environment that promotes independence, engagement, and wellbeing.

Key responsibilities:

- Supervise classes where work has been set, ensuring continuity of learning and consistency of approach.
- Use knowledge of autism and associated needs (e.g. sensory processing, communication difficulties, anxiety) to support pupils effectively.
- Implement behaviour support plans and use de-escalation strategies in line with school policy.
- Adapt communication to pupils’ needs, using visual supports, clear language, or assistive communication tools where appropriate.
- Provide reassurance, structure, and routine to help pupils manage change and transitions.
- Support pupils with social interaction and emotional regulation, fostering a positive and inclusive classroom environment.
- Liaise with teaching assistants and other support staff to ensure continuity of care and learning.
- Collect and return completed work and provide feedback on pupil engagement, behaviour, and progress.
- Supervise pupils during less structured times (e.g. break, lunch, arrival/departure) to ensure safety and consistency.
- Contribute to the wider life of the school, including training, meetings, and promoting the school’s ethos of respect, inclusion, and personalised learning.

Training:

- Commitment to attendance at, and completion of, all training required by City of Rochester School
- To apply learning and skills gained through training to all areas of the role
- To become a specialist in the identified role undertaking training and development that specifically supports the function

General:

- Follow safeguarding, child protection, and health and safety policies at all times.
- Uphold the dignity, wellbeing, and rights of children with autism and additional needs.
- Support the use of specialist strategies (e.g. PECS, TEACCH, social stories, sensory regulation tools).
- Undertake training in autism awareness, positive behaviour support, and relevant interventions.
- Carry out any other reasonable duties as directed by senior leaders.

PERSON SPECIFICATION	ESSENTIAL	DESIRABLE	EVIDENCE
EDUCATION LEVEL AND QUALIFICATIONS			
Good levels of competency in literacy & numeracy, GCSE Grade 4/or C or above, or an equivalent qualification.	X		A
Learning Support Qualification/Teaching Qualification or a willingness to undertake	X		I
First Aid at work qualification or willingness to undertake	X		I
SPECIFIC KNOWLEDGE, EXPERIENCE AND SKILLS			
Be willing to drive school vehicles transporting pupils to placements	X		A, I
Experience of planning and delivering lessons and interventions	X		A, I
Knowledge and demonstrable experience of working with pupils with autism/SEN	X		A,I
Experience of managing behaviours that challenge	X		A,I,R
Good appreciation of, and a basic knowledge of, health and safety, data protection principles and equal opportunities	X		I
Proven ability to solve problems quickly and remain calm in escalated situations	X		A,I,R
Basic level of IT literacy in using Microsoft software e.g. Outlook, Word, Excel	X		I
Knowledge of the EHCP Process and the ability to contribute towards pupil review meetings	X		A, I
Knowledge of the process of target setting and individual learning plans and the ability to design and develop learning programmes to meet the needs of pupils	X		A, I
Excellent communication skills both written and verbal (in English)	X		I
PERSONAL ATTRIBUTES			
Willingness to learn and commit to the principle of positive behaviour support	X		A,I
To take an interest in the area of specialism appointed to and be prepared to support the delivery and development of such programmes	X		I
Willing to lone work as and when required	X		I

Able to develop and maintain positive relationships with pupils and other relevant stakeholders	X		I,R
Able to work using own initiative and also effectively as part of a team	X		A,I
Punctual and reliable	X		R,I
Ability to establish and develop supportive relationships with young people with special needs including ASD	X		A,I
Good appreciation of health and safety in the workplace, data protection principles and equal opportunities	X		A,I
City of Rochester School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment	X		I
Full, clean driving licence		X	A
To be physically fit, have a willingness to support and participate in community-based activities and school life.	X		A, I

Key: A = Application
 I = Interview
 R = References

I confirm that I have read and understood my job description

Signed:

Dated: