

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.

Attendance:

Every member of staff contributes to excellent attendance and safeguarding. As key adults supporting pupils daily, Cover Supervisors are expected to:

- **Champion good attendance** – set the expectation of 100 % attendance and do not accept persistent or unexplained absence as routine.
- **Welcome pupils positively** each day, greeting them with a smile and ensuring they feel noticed and valued.
- **Record reasons for absence accurately on CPOMS** when receiving calls from parents or carers and **inform the Attendance Officer and/or Attendance Champion**—not just by entering information on CPOMS.
- **Show professional curiosity** about absences and ask questions where needed, recognising that unexplained absence can indicate a safeguarding concern.
- **Help create a safe, happy environment** that makes school a place where pupils want to attend and engage.
- **Build positive, constructive relationships with parents and carers** to encourage regular attendance and open communication.
- **Document relevant actions and discussions** in school attendance improvement plans to support targeted interventions.
- **Ensure daily logs are completed**—noting both intent and impact—when pupils are on an integration plan or part-time timetable.
- **Monitor attendance patterns** closely, spotting trends or concerns in individual pupils' overall attendance and raising these promptly with the Attendance Officer or Attendance Champion.

For statutory guidance and best practice, see [Working Together to Improve School Attendance](#) (DfE)

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

Ability to establish and develop supportive relationships with young people with special needs including ASD	E
Good appreciation of health and safety in the workplace, data protection principles and equal opportunities	E
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	E
Full, clean driving licence	
To be physically fit, have a willingness to support and participate in community-based activities and school life.	E

Key: E-ESSENTIAL
 D=DESIREABLE

I confirm that I have read and understood my job description

Signed:

Dated: