



DE LA SALLE SCHOOL
JOB DESCRIPTION: COVER SUPERVISOR PLUS

Job Title	Cover Supervisor Plus
Line Manager(s)	Deputy Headteacher (Cover)
Responsible for	Students, Resources
Salary Scale	SCP12-17 (£22,571- £24,920 pro rata)
Hours	32.5 hours per week, term time plus one week

Purpose:

1. Supervision of whole classes during the short-term absence of teachers with agreed learning activities in place
2. Assist the Assistant Headteacher leading Attendance to promote good attendance of students at school
3. Complement the professional work of pastoral teams by undertaking specific tasks delegated to support the wellbeing and development of students within the school
4. Assist the Deputy Headteacher leading Examinations in providing an effective and compliant examinations process relating to public and internal examinations
5. Assist the Administration Team by undertaking specific tasks to support the smooth running of the function

Classroom-Based Duties

- Provide classroom supervision in the short term absence of a teacher
- Communicate the work set by the teacher to the students
- Communicate feedback from the covered lesson to the teacher
- Establish and maintain an appropriate learning environment in line with school policies and procedures
- Keep and update records in line with school policies and procedures
- Provide feedback to students in relation to progress and achievement
- Use specialist (curricular/learning) skills/training/experience to support students
- Support the delivery of agreed learning activities/learning programmes, adjusting activities accordingly to pupil learning styles and individual needs
- Support the delivery of literacy/numeracy programmes on a 1:1 or small group basis, effectively utilising all alternative learning opportunities to support extended development
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Administer and assess routine tests and accurately record achievement/progress

Attendance

Support the Assistant Headteacher leading Attendance, year teams and Education Welfare Service by:

- Liaising with relevant staff and agencies in relation to individual students' non-attendance at school
- Assisting in the promotion of good attendance for a designated cohort
- Attending attendance improvement meetings
- Visiting students' homes to ascertain the reasons for non-attendance at school
- Contacting parents/carers to ascertain reasons for non-attendance at school

- Encouraging regular attendance in all discussion with students and parents/carers
- Maintaining records of contact with students and their families in an agreed format
- Being aware of the legislative framework that affects non-attendance at school
- Being aware of 'at risk' and vulnerable groups of students eg looked after children

Pastoral Support

Support the year team by assisting in:

- Duties before school, at lunchtime and at the end of school
- Ensuring student records are kept effectively
- Organising Parents' Evenings and other events
- Contacting parents as required
- Recording and reporting in relation to behaviour management plans
- Consistently applying praise and sanctions in line with agreed policies and procedures
- Reintegrating students from internal exclusion
- Form time and assembly routines
- Transition processes for new students
- Undertaking observations of students for assessment of needs and behaviours
- Providing 1:1 support for students in either a care or special needs capacity as and when required
- Entering data into the school's designated Management Information System

Examinations

Support the Assistant Headteacher leading Examinations by assisting in:

- Planning and timetabling of internal and external examinations
- Ensuring papers and resources are delivered in a timely manner to the correct venues
- Ensuring arrangements for special considerations are adequately planned for and in place on the day of the examination
- Inputting examination entries and data
- Booking of examination invigilators
- Invigilating examinations, maintaining the rules set by the external examination boards and in-house regulators

Intervention

Support the Intervention teams by assisting in:

- Supervision of pupils in the Lasallian Achievement and Progress centre and Pupil Support Unit
- Supervision of pupils in Thrive
- General administration and clerical tasks to supplement the work of the Intervention teams

General Duties

- Establish good working relationships with students, acting as a role model and setting high expectations in line with the school values
- Provide consistent support to all students, responding appropriately to individual student needs
- Promote inclusion and acceptance of all students
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy
- Encourage students to interact with others and engage in activities
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedures

- Accompany students on school visits, taking responsibility for small groups
- Accompany teaching staff and students on visits, trips and out of school activities as required
- Assist with the display of students' work
- Be aware of and comply with school policies and procedures relating to child protection, pupil behaviour and discipline, health and safety and security, confidentiality and data protection
- Report all concerns to the appropriate person (as named in the policy concerned)
- Be aware of and support different and ensure all students have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plan
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- Attend and participate in regular meetings as appropriate
- Participate in training and other learning activities as required
- Establish and improve own practice through observation, evaluation and discussion and use to support others
- Assist in the supervision, training and development of classroom support staff
- Assist with the planning of opportunities for students to learn in out-of-school contexts, according to school policies and procedures within working hours
- Assist in the planning, delivery and evaluation of training, advice, guidance and support to colleagues in other schools
- Assist in the organisation, monitoring and delivery of training to students and other adults on placement

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to a satisfactory Disclosure and Barring Service (DBS) Enhanced Disclosure Certificate.

The details contained within this job description reflect the contents of the job at the date it was prepared. However, it is inevitable that, over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the school will expect to revise this job description from time to time and will consult the postholder/s at the appropriate time.



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PERSON SPECIFICATION: COVER SUPERVISOR PLUS

Person Specification

	Attributes	Essential / Desirable	Stage Identified
Qualifications & Training	<ul style="list-style-type: none"> NVQ III or equivalent relevant qualification Willingness to participate in relevant training and development opportunities 	D E	A A/I
Experience and Skills	<ul style="list-style-type: none"> Experience of working with children Ability to work effectively within a team environment, understanding classroom roles and responsibilities Ability to build effective working relationships with pupils and colleagues Ability to promote a positive ethos and model positive attributes Ability to adapt own approach in accordance with pupil needs Good numeracy and literacy skills Good ICT Skills Experience of resources preparation to support learning programmes 	E E E E E E E D	A/R A/I A/I A/I A/I A/I A/I A
Professional Knowledge	<p>Good knowledge and understanding of:</p> <ul style="list-style-type: none"> the principles of child development, learning styles and independent living the national curriculum and other learning programmes how to use pupil data to monitor and improve performance Effective use of ICT to support learning 	E D D E	A/I A/I A/I A/I
Professional Values and Practice	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> Inspire, develop and motivate pupils through high expectations of behaviour and application to learning Use clear and effective communication with colleagues, outside agencies, parents and pupils Demonstrate a genuine respect for all pupils Manage young people effectively Show a commitment to work flexibly beyond the normal working hours if required 	E E E E E	A/I A/I I A/I A
Other	<ul style="list-style-type: none"> Supportive of the Catholic ethos of our school Able to fulfil all spoken aspects of the role with confidence through the medium of English 	E E	A/I I

A = Application Stage I = Interview Stage R = References