



## INFORMATION PACK

## COVER SUPERVISOR

### Our Cover Team

Come and join our team!

We are looking for an enthusiastic and resourceful Cover Supervisor, a candidate who likes to work collaboratively, share ideas and who wants to join us on our mission to be the best that we can be.

The successful applicant will be joining a team which has a reputation in the College for a commitment to the effective delivery of lessons in the absence of the usual teacher. We pride ourselves on our good communication skills, our flexibility and, most importantly, we enjoy working with young people. We are a genuinely supportive and collaborative team with well-established systems and procedures in place to support post-holders.

Working as a Cover Supervisor can be extremely rewarding but also very demanding. There is a high level of responsibility but we are well supported by our teaching colleagues. We have a track record of developing Cover Supervisors who go on to success in the world of education.

You will be used to cover short-term absences of a teacher. These may be planned (for example, where a teacher is undergoing professional development) or unplanned (for example, absence due to illness).

A typical day in the life of a Cover Supervisor includes:

- Delivering work that has been set by the class teacher;
- Working with students to assist with learning and teaching;
- Ensuring that students remain focussed on their work;
- Covering tutor time activities.

We have a rewards system here at Latimer and take pleasure in awarding points to students, focussing on their effort, the quality of their learning and their positive behaviour.

We are proud of the work we do at The Latimer Arts College and we genuinely look forward to meeting someone likeminded. If you share our passion and enthusiasm, we would love you to apply for this post!

## Job Description — Cover Supervisor

Role:	Cover Supervisor
Line Manager:	Lead Cover Teacher
Direct Reports:	None
Scale:	NJC Grade G, Point 8-12 <i>Matched to Job Ref 740</i>

### General Responsibilities

- Under the guidance of teaching staff, to supervise whole classes during the short-term absence of the class teacher, assisting students in their learning.

### Specific Responsibilities

- To understand and be fully committed to the duties and responsibilities in relation to child protection and safeguarding young people;
- Under the agreed system of supervision, during the short-term absence of the classroom teacher, to supervise students undertaking work which has been set by the classroom teacher.
- This will require you to:
  - Check the cover list to see when you are required to cover lessons;
  - Collect the work set for students to complete during the lesson;
  - Instruct the students about the work left by their subject teacher;
  - Issue students with the resources for their learning (provided by the teacher).
- To support students by responding to their individual needs and promote the inclusion of all students in the classroom;
- To provide feedback to students in relation to progress and achievement;
- To manage student behaviour and deal promptly with negative behaviour incidents in line with the school's Behaviour for Learning Policy;
- To return the work completed by students to the appropriate teacher and feedback on progress made in the lesson;
- To monitor and evaluate students' responses to learning activities through observation and recording of progress and provide feedback/reports to the relevant member of staff as required;
- To support teachers in selecting and preparing teaching resources that meet students' needs and interests;
- To attend and participate in regular meetings and participate in training and other learning activities as required;
- To cover for Teaching Assistants when required;
- Student mentoring to maximise outcomes;
- To undertake any administrative duties, as directed, when cover is not required;
- To undertake any additional duties as deemed reasonable by the Principal.

## Person Specification—Cover Supervisor

SELECTION CRITERIA (no priority order)			
Qualifications	Essential	Desirable	Method of Assessment
A good standard of education to GCSE Level, including English and Maths	X		Application form/Verified at interview
Educated to degree level		X	Application form/Verified at interview
Relevant professional qualification		X	Application form/Verified at interview
Working with Children and Young People	Essential	Desirable	Method of Assessment
Motivated to work with children and young people to ensure they are successful	X		Application form/Reference/Interview
Commitment to, and belief in, the equal value of all students	X		Application form/Interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		Reference/Interview
Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	X		Reference/Interview
Ability to raise self-esteem and expectations of young people	X		Application form/Interview
Knowledge and Experience	Essential	Desirable	Method of Assessment
Prior knowledge and experience of working within a secondary school classroom	X		Application form/Interview
Knowledge and experience of relevant highly effective behaviour management strategies for children and young people and the ability to use them effectively	X		Application form/Interview
Skills	Essential	Desirable	Method of Assessment
Highly skilled in a range of assertive discipline strategies	X		Application form/Interview
Competent ICT skills	X		Interview
Personal Qualities	Essential	Desirable	Method of Assessment
Authoritative, consistent and fair: a commanding presence	X		Application form/Interview
Ability to communicate effectively and relate well to all stakeholders	X		Interview
Ability to work as part of that team	X		Application form/Interview
Evidence of resilience when working effectively under pressure	X		Interview
Good sense of humour	X		Application form/Interview
Additional Requirements	Essential	Desirable	Method of Assessment
Willingness to contribute to the wider aspects of school life	X		Interview
Evidence of commitment to professional development	X		Application form/Interview
Desire to enter the teaching profession		X	Application form/Interview
An interest in / commitment to the Performing Arts		X	Interview