



Job Description and Person Specification



Post Title:	Cover Supervisor
Responsible to:	Deployed by Academic Administration and Logistics Manager, Line Managed for Quality and Learning and Teaching by the Assistant Headteacher
Responsible for:	Delivering a high quality cover service
Grade:	Band E+, 32.5 hours per week, 192 days Actual Salary £16,266 to £18,319 (FTE Salary £21,269 to £23,953)

Main Purpose of Job

To provide cover supervision of pupils to ensure continued learning and access to learning resources in the absence of teaching staff. You will be assigned cross school cover by the Academic Administration and Logistics Manager in line with school priorities and needs.

When not in assigned cover roles, you will be deployed into advanced support by the SENDCO and Additional Intervention Manager.

All employees are required to work at their designated level to support the implementation of all school and Trust policies and procedures to achieve the key targets of the Trust and/or School. These targets are reviewed annually and adapted to meet the needs of our pupils.

Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities)

A=Accountability (which means being responsible for something to somebody)

L= Leadership (guide, direct and influence the outcomes of)

O=Operational (day-to-day management and control of these activities)

Specific Duties and Responsibilities

1	Support for the Curriculum	A	L	O
1.1	To provide day to day cover supervision for the whole school, to ensure pupils can continue to learn and access learning resources in the absence of teaching staff.	✓		
1.2	To work under the direction of the SENDCO and Additional Intervention Manager to provide other support for the learning and teaching processes when not in a cover supervision session. This work will include; in class support, intervention, bespoke support for individuals/small groups of pupils with additional needs, other supervision of pupils (lunch and break duties), organisational support for teaching and learning activities and collaboration as directed by the line management.			✓
1.3	Use ICT effectively to support cover activities, learning resources and develop pupils' competence and independence in its use.	✓		
1.4	Use the resources necessary to lead cover activities, taking account of pupils' interests, language and cultural backgrounds.	✓		

2	Support for Pupils	A	L	O
2.1	Use established systems for delivery of cover work set.			✓
2.2	Establish productive working relationships with pupils, acting as a role model and setting high expectations.			✓
2.3	Implement the school behaviour and rewards systems.			✓
2.4	Promote the inclusion and acceptance of all pupils within the classroom. Encourage pupils to interact and work cooperatively with others.			✓
2.5	Support pupils consistently whilst recognising and responding to individual needs.			✓
2.6	Promote independence and employ strategies to recognise and reward achievement.			✓
2.7	Provide instruction and information to pupils to retain focus and keep pupils on task.			✓
2.8	Provide objective and accurate feedback and reports (under agreed MRE procedures), as required, to the Teacher and Assistant Headteacher, on pupils, ensuring the availability of appropriate evidence.			✓
2.9	Monitor and evaluate pupils' behaviour and use the agreed reporting processes (Sanctions and Rewards) as appropriate.			✓
2.10	Work within the established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.			✓

Generic Duties and Responsibilities

3.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
3.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
3.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
3.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
3.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
3.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
3.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
3.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
3.9	Organise and support Academy and Trust events as requested.
3.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
3.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder you will support, mentor and act as a role model for all staff.

Person Specification Post: Cover Supervisor

Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment.

Personal Skills and Characteristics		Essential	Method of Assessment
1	Qualifications / Training / Experience		
1.1	GCSE A*-C in Mathematics, English and Science or equivalent.	✓	AF/CQ
1.2	Educated to degree level in a relevant subject.	Desirable	AF/CQ
1.3	ICT skills including Microsoft packages at a level appropriate to the post and that would suggest appropriate administrative capabilities.	✓	AF/CQ
1.4	Evidence of experience and suitability to work in classroom settings, manage pupils and support the learning process	✓	AF//R
2	Skills and Aptitudes		
2.1	Understanding of classroom roles and responsibilities and your own position within these.	✓	AF//R
2.2	Ability to relate well to children and adults and an understanding of learning and development.	✓	AF//R
2.3	The ability to work within recognised procedures and then respond to unexpected problems and situations.	✓	AF//R
2.4	Excellent Organisational, interpersonal and communication Skills and must be highly literate and have excellent administrative skills	✓	AF, CQ, R, I
2.5	Ability to work with pupils, parents, staff and trust members at all levels in an appropriate manner.	✓	AF, CQ, R, I
2.6	Ability to deal with confidential and sensitive information with tact and discretion applying data protection and data sensitivity principles at all times.	✓	AF, CQ, R, I
2.7	Working knowledge of relevant policies/codes of practice/legislation.	✓	I/AF
2.8	Be able to evidence administrative skills to a high standard.	✓	
3	Mandatory Requirements		
3.1	A DBS check at an enhanced level must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
3.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF/R
3.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R
4	Physical Requirements		
4.1	Health and physical capacity for the role.	✓	I, R
4.2	A good attendance record in current employment, (not including absences resulting from disability)	✓	I, R

Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

5	Effective Behaviours	Method of Assessment
5.1	<p>Seeing the Big Picture Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.</p>	A/I/R
5.2	<p>Changing and Improving Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.</p>	A/I/R
5.3	<p>Making Effective Decisions Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively.</p>	A/I/R
5.4	<p>Leadership Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.</p>	A/I/R
5.5	<p>Communicating and Influencing Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.</p>	A/I/R
5.6	<p>Working Together Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.</p>	A/I/R
5.7	<p>Developing Staff and Others Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.</p>	A/I/R

5.8	Managing a Quality Service Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.	A/I/R
5.9	Delivering at Pace Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.	A/I/R

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Key to abbreviations:

AF Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check.