



JOB DESCRIPTION

COVER SUPERVISOR (LEVEL 1)

RESPONSIBLE TO:

Headteacher through Line Management
by Senior Admin Support Manager

MAIN CONTACTS:

JOB PURPOSE

To provide lesson cover during times when a classroom teacher is unavailable, supervising the whole class delivering pre-prepared activities ensuring tasks set are carried out in order to facilitate learning.

MAIN RESPONSIBILITIES

- Deliver activities that have been prepared by the classroom teacher and supervise self-directed learning to ensure that learning is not disrupted by the teacher's absence and the curriculum continues to be delivered successfully
- Set up the classroom appropriately, ensuring the correct resources are available to deliver the learning activities efficiently whilst giving consideration to health and safety
- Provide immediate, informal feedback to pupils to ensure that pupils continue to perform to a high standard
- Manage pupil behaviour dealing with any immediate problems ensuring that the learning activities run smoothly, and pupil safety is maintained
- Provide feedback and return any completed work to the classroom teacher so that any further action can be followed up by the teacher

OTHER DUTIES

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post, including, for example, break duties and supervision of children.

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

COMMITMENT & MOTIVATION (LEVEL 2)

- Displays energy and enthusiasm for work and is motivated to achieve, demonstrates flexibility
- Identifies own development needs and seeks learning opportunities understanding learning priorities that link with Academy's aims and objectives
- Engages in every learning opportunity and reflects on and develops own practice
- Liaises effectively with people demonstrating a willingness to share knowledge, learning and experience with others
- Uses initiative within clearly defined guidelines and displays sound judgement, based on factual information when making decisions
- Monitors own performance against high standards
- Actively seeks feedback, to inform self-development plans

PROBLEM SOLVING & DECISION MAKING (LEVEL 2)

- Shows openness to new ideas and makes timely, confident decisions on a day to day basis
- Takes ownership and makes decisions that are achievable based on the appropriate information
- Uses initiative to make decisions without formal guidelines
- Gathers all relevant information to make informed decisions
- Analyses statistical information based on issues / trends to support decision making
- Takes ownership of problems and trials new approaches to reach a successful resolution

PLANNING & ORGANISATION (LEVEL 1)

- Organises and manages own tasks and work time effectively
- Implements operational plans for own areas of responsibility under guidance
- Provides feedback to inform planning
- Prepares resources including where appropriate relevant ICT
- Prepares for a specific activity taking account of varying needs and abilities of stakeholders

IMPLEMENTING CHANGE (LEVEL 1)

- Contributes constructively to support change in own area of work with a view to improving performance
- Uses initiative and knowledge to implement given tasks or plans.
- Identifies and makes recommendations for improving performance in their own area of work
- Approaches change in a positive, flexible and enthusiastic manner

MANAGING OBJECTIVES (LEVEL 1)

- Has a good understanding of own role and carries out task effectively, within deadline, fulfilling short term goals of the team
- Provides agreed feedback of effectiveness and progress
- Recognises the values, learning styles, management styles and ethos of the Academy

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

RAISING STANDARDS (LEVEL 2)

- Recognise when results are not being achieved to the required level and take appropriate action
- Undertakes systematic observations to gather evidence or progress to support development and ongoing improvement of delivery
- Gathers and analyses data to inform planning
- Takes ownership of problems in their own area of responsibility
- Check own performance against outcomes, make improvement suggestions or take corrective action

CUSTOMER FOCUS (LEVEL 2)

- Develops positive relationships and contributes to the prevention and management of challenging behaviour / promotes positive behaviour.
- Effective at drawing out information and understanding varying needs
- Observes and reports on progress
- Delivers under direction
- Takes ownership of issues, focus on providing the right solution depending on needs and abilities, keeping pupils and stakeholders up to date with progress
- Ensure that levels of service are maintained – identifying risks or concerns in order to meet pupil & stakeholder requirements
- Responsible for the safeguarding and welfare of pupils
- Has a good understanding of H&S legislation. Produces risk assessments, ensuring a safe working / leaning environment

COMMUNICATION (LEVEL 2)

- Communicates confidently using a variety of methods at different levels of ability and understanding
- Structures discussion in a logical way
- Interprets and analyses information to construct basic written reports including recommendations as appropriate
- Selects the most appropriate communication method for the topic and audience including those with complex needs
- Creates and delivers effective presentations
- Uses appropriate questioning techniques
- Actively listens and encourages open discussion
- Explains this clearly and concisely giving clear instructions

IMPACT & INFLUENCE (LEVEL 2)

- Recognises behaviour patterns and implements agreed management strategies.
- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended impact
- Responds to questions in a clear and concise manner appropriate to the recipient and work-related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve Academy's aims and objectives.

PERFORMANCE STANDARDS FRAMEWORK COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

TEAM WORKING (LEVEL 1)

- Follows agreed instructions and takes personal responsibility and ownership for own actions, performance and delivery
- Shows willingness and ability to work cooperatively with a range of stakeholders
- Contributes to dialogue regarding aims and objectives
- Provides effective support to colleagues, responds well to guidance

QUALIFICATIONS & SKILLS (LEVEL 4)

- NVQ Level 3