**COVER SUPERVISOR**

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| **POST** | **COVER SUPERVISOR** |
| **SCALE** | **3A** |

**Line Management**

Responsibility is to the Cover Co-ordinator

**Core Purpose**

The postholder’s key accountability will be

* to supervise classes to cover short-term absence of their regular teacher
* to provide in-class support
* to invigilate for examinations

**Responsibilities specific to the post**

* To cover lessons as necessary ensuring that
* students work purposefully on work set either by the regular teacher or by the Lead Professional
* a register is taken
* good order is maintained and behaviour managed constructively
* there is an orderly start and end to the lesson
* students are kept on task
* questions raised by students are responded to appropriately
* any completed work is collected and returned to the appropriate teacher
* immediate problems and emergencies are dealt with in accordance with the school’s policies and procedures and any issues are reported back to the Assistant Headteacher – Student behaviour, welfare and development
* To liaise with members of the Leadership Group, subject areas and Achievement Co-ordinators as appropriate
* To support the school in meeting the safeguarding requirements in respect of the safety of students
* To participate in the school’s arrangements for performance management and CPD
* To carry out other duties as may be commensurate with the grade and nature of the post
* To assist as part of a team in invigilating either internal or external examinations
* To provide in-class support at the direction of the Director of Intervention and Inclusion; this may include support for individual pupils or a group of pupils, as directed by the class teacher

**I have read the above job description and agree to its contents.**

Name......................................................

Date....................................

**It is a requirement of all employees of the Trust to demonstrate their suitability to work with children which includes motivation, the ability to maintain appropriate relationships with children, display emotional resilience to challenging behaviour and demonstrates appropriate attitudes to the use of authority and maintenance of discipline.**