



**PERSON SPECIFICATION**

Job Title: Cover Supervisor

**Criteria**

**Essential Criteria**

**Job Related  
Education,  
Qualifications &  
Knowledge**

Evidence of having undertaken:-

- TA induction training – specifically on: ‘Strategies and approaches for positive behaviour management’; Effective Practice in Action’.
- Support staff introductory training – specifically modules on: ‘Behaviour Management’; ‘Inclusion, SEN & Disabilities’ and ‘Risk & Reflection’.

*The above are considered to be the minimum requirements in line with Remodelling guidelines*

- NVQ Level 3 \* for Teaching Assistants or equivalent qualification or experience

\* Modules considered particularly relevant: National Occupational Standards: 3-1 ‘Contribute to the management of pupil behaviour’; 3-10 ‘Support the maintenance of pupil safety’; and 3-5 ‘Assist in preparing the learning environment’.

- Familiar with the full range of school policies and procedures, particularly those regarding health, safety and security, equal opportunities issues, child protection, confidentiality, data protection and special educational needs (SEN)
- Understands the range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs
- Understands classroom roles and responsibilities and own position within those roles

**Experience**

- Minimum of 2 years experience of working in a school and / or with young people. This may include experience of, for example, working in youth groups or social care organisations or

supervising/managing staff in commerce or industry.

**Skills & Abilities**

- Ability to safely manage classroom activities, the physical learning space and resources for which they are responsible
- Demonstrates a firm but friendly approach – able to command the classroom
- Demonstrates positive, confident and sensitive management of students (including those who display challenging behaviour)
- Displays good written and oral communication skills
- Relates well to children and adults
- Good observational skills with the ability to feedback information clearly and concisely
- Patience and resilience
- Good numeracy / literacy skills
- Can use ICT effectively to support learning

**Equalities**

- To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the School's Equalities Policy.

**Organisation Chart (n/a)**

**Hardest Part of the Job**

Being adaptable and responsive to the needs of the students on a session by session basis whilst endeavouring to ensure they complete the learning tasks set.

**Dimensions (n/a)**

**Scope for Impact**

Cover supervision occurs when there is no active teaching taking place. Students would continue their learning by carrying out a pre-prepared exercise under supervision. Cover supervision can become a fundamental part of an effective cover strategy, increasing the options available to Head Teachers and allowing them to deal with teacher absence in a way which is compatible with the standards agenda and the efficient use of resources. In addition, permanently appointed staff providing cover supervision will be known to students, will be familiar with the school's policies and procedures, and can provide continuity when the class' usual teacher returns.

Cover supervision should only be used for short-term absences. These may be known in advance, (e.g. where a teacher has a medical appointment or is undergoing professional development) or could be unexpected (e.g. absence due to illness). Longer term absence, e.g. due to long-term sick or maternity leave should be covered by a teacher.

**Job Context**

The term ‘cover’ refers to any occasion where the teacher normally responsible for teaching a particular class is absent from the classroom during the time they have been timetabled to teach. Cover Supervisors can reduce significantly the amount of cover for absent colleagues which teachers at a school are required to carry out as this is not an effective use of their time.

The class teacher will talk through lesson plans with jobholders to ensure they are well prepared to cover lessons.

Jobholders have to be sensitive to the impact of their own words and behaviour on students and be aware of child protection issues and policies on the use of restraint.

We confirm that the job description, person specification and additional information provided above conveys a full and accurate description of the job at this time.

Postholder: .....

Line Manager: .....

Date prepared: .....

Headteacher : .....

**Blatchington Mill School is committed to safeguarding our students and we expect all staff and volunteers to support this commitment.**