



ST MARY'S COLLEGE
JOB DESCRIPTION & PERSON SPECIFICATION

GRADE: 6

JOB TITLE: Cover Supervisor

DATE PREPARED: May 2008

JOB HOLDER:

**REPORTING TO:
Assistant Headteacher**

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all students and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the School's Equal Opportunities in Employment Policy.

To supervise whole classes during the short-term absence of teachers. Cover Supervisors will give instructions for the lesson as provided by a teacher and the primary focus of the role will be to maintain good order and to keep pupils on task. Cover Supervisors will respond to general questions and provide general feedback to teachers but will not be required to undertake 'specified work' (planning, preparation, delivery, assessment, recording and reporting of achievement, progress and development). Cover Supervisors will not therefore be subject to a 'system of supervision' other than the general supervision applicable to all staff and will act under the professional direction of teachers.

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

Support for Pupils:

1. To promote and safeguard the welfare of children and young people.
2. Supervise pupils engaged in learning activities.
3. Act as a role model and set high expectations of conduct and behaviour.
4. Promote the inclusion and acceptance of all pupils within the classroom.
5. Keep pupils on task and respond to general queries.

Support for the Teacher:

6. Provide objective and accurate feedback to the teacher on the conduct of the lesson.
7. Keep appropriate records as agreed with the teacher.

8.	<u>Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.</u>
	Support for the Curriculum:
9.	<u>Support the use of ICT where appropriate.</u>
10.	<u>Make appropriate use of equipment and resources.</u>
	Support for the School:
11.	<u>Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</u>
12.	<u>Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.</u>
13.	To undertake administration tasks as required.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on St Mary's College, as your employer and you as an employee of the school. In addition to the School's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the School's H&S policy

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School.

DIMENSIONS:

All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:

None

2. Responsibility for Customers/Clients:

Responsible for supporting the learning and welfare of students under their supervision.
Responsible for ensuring good order in groups of students under their supervision.
Responsible for keeping appropriate stakeholders informed about progress.

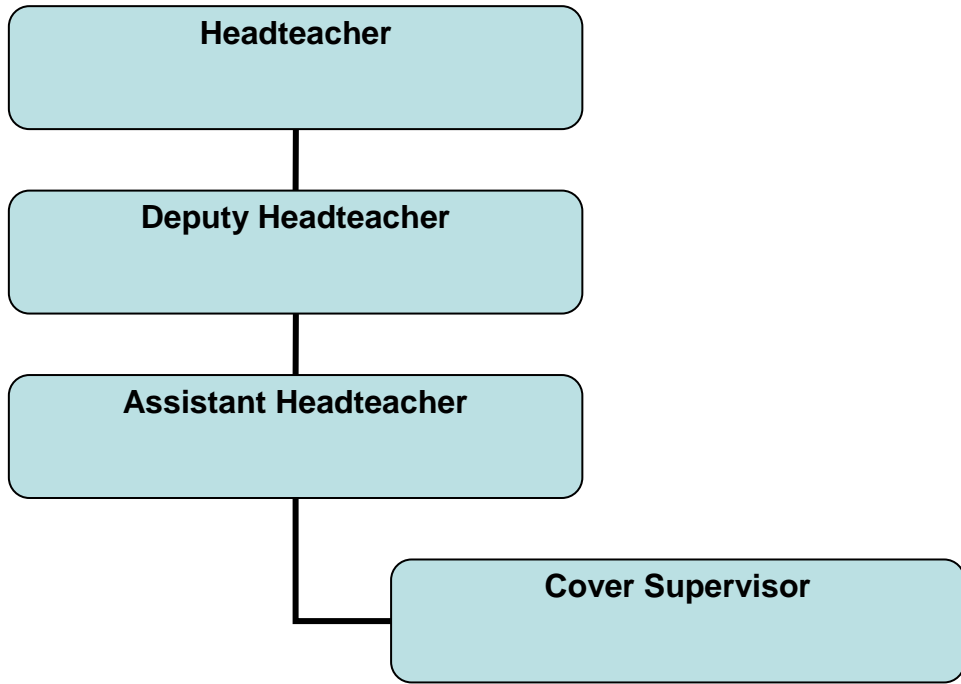
3. Responsibility for Budgets:

None

4. Responsibility for Physical Resources:

None

ORGANISATION CHART:



Tick relevant level for each

	category						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√				N/A	
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√				N/A	
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.		√					

PERSON SPECIFICATION		Tick relevant column		List code/s*
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</p>		Essential	Desirable	How identified
		1.	Qualifications:	
	Good level of education including GCSE A* - C English and Maths or equivalent	√		CQ
	Degree		√	CQ
	Good level of ICT understanding to support learning		√	CQ
2.	Relevant Experience:			
	Experience working with families and young people		√	AF
	Experience working in an educational environment		√	AF / I
	Experience working with multi-agencies		√	AF / I
	Experience of motivating people	√		I
	Experience of working with young people who have multiple disadvantages		√	AF / I
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people	√		I / R
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√		I / R
	Ability to work as part of a team	√		I / R
	Ability to consult and negotiate effectively with a range of stakeholders	√		I / R
	Ability to work under own initiative	√		I / R
	Ability to work well under pressure and deal with difficult / challenging situations	√		I / R
	Ability to relate to young people	√		I / R
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		I
	Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies		√	I
	A knowledge of the principles of child development and learning processes		√	I
	A knowledge of homework / coursework requirements and school curriculum		√	I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	√		I / R
	Ability to gain the confidence of, work with support and motivate children in the relevant year groups as part of structured learning	√		I / R
	Diplomacy and the ability to communicate at all levels	√		I / R
	Written Skills			

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	Exchange complicated or sensitive information to a range of audiences and write detailed reports which will support day to day decisions.	√		AF / I / R
6.	Verbal			
	Influencing, caring, advocacy, negotiating, training skills are required.	√		AF / I / R
<p>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</p>				
7.	Competencies:			
	The competencies listed below are all essential requirements for working at school in any post; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process. They are not required to be addressed in the candidate's application form.			
	Creates, communicates and contributes to the delivery of the vision for the future of St Mary's College	√	N/A	
	Strives for excellence; continually looking for ways to improve your own performance and that of the school	√	N/A	
	Gathering and analysing information to ensure that decisions are robust and based on thorough analysis.		N/A	
	Planning and managing workloads; prioritising activities and ensuring the resources are in place to achieve a successful outcome.	√	N/A	
	Communicating openly and honestly; taking time to listen to the needs of others and shaping your message to best convey your position.	√	N/A	
	Building and maintaining strong working relationships to help the school deliver a better service to its students	√	N/A	
	Are committed to developing your own skills, knowledge and competencies and supporting others in doing the same	√	N/A	
8.	Additional Requirements:			
	None		N/A	
9.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced Disclosure from the Criminal Records Bureau (if ticked as an essential requirement).	√	N/A	CRB Disclosure
	If the postholder requires a CRB disclosure the candidate is required to declare full details of everything on their criminal record.	√	N/A	AF (after short listing)

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	If the postholder does not require a CRB disclosure the candidate is required to declare unspent convictions only.		N/A	AF (after short listing)