

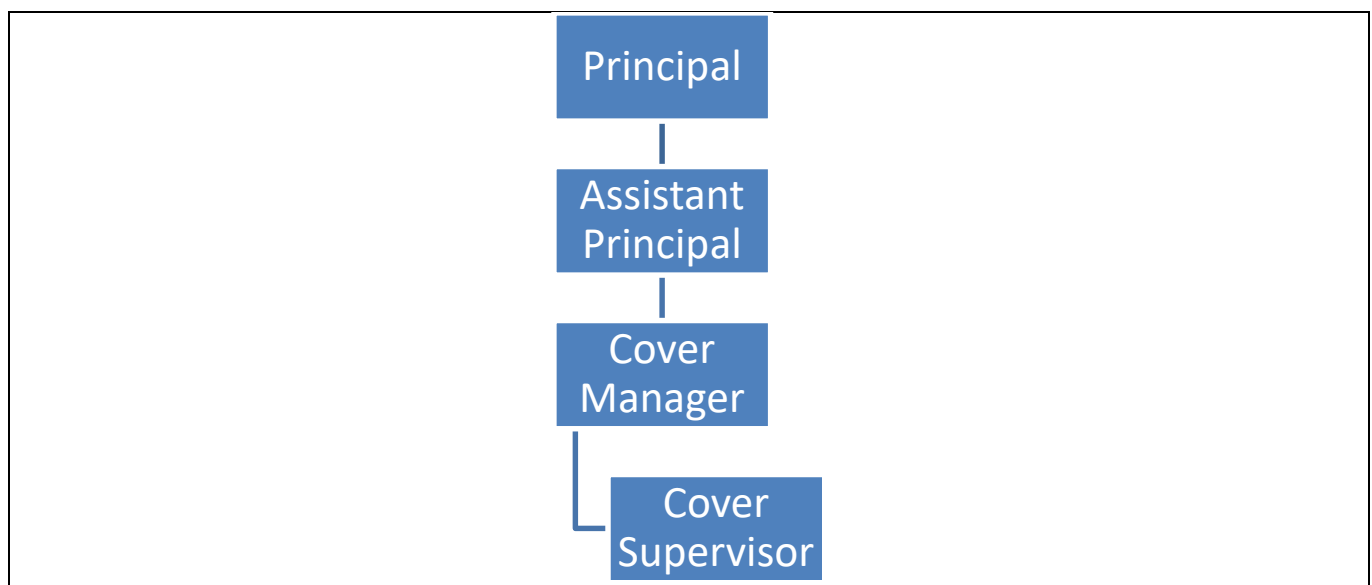


General Data Protection Regulations 2018 - This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

SECTION A

Role profile ref:	02008
Department / section:	Education - Schools
Role title:	Cover Supervisor
Reports to:	Cover Manager/Assistant Principal
Role purpose:	Under the professional direction of a teacher to supervise whole classes during the short term absence of a class teacher

SECTION B – ORGANISATION



SECTION C - ROLE REQUIREMENTS

ACCOUNTABILITIES	ACCOUNTABILITY STATEMENTS	% OF TIME
Support for students	<ul style="list-style-type: none"> • To supervise whole classes of students using material planned by a teacher to engage students in learning activities • Establish productive working relationships with students acting as a role model and setting high expectations of work and behaviour • Assisting the inclusion of all children to ensure optimum learning opportunities including dealing with behaviour issues in accordance with the college behaviour policy • Respond to students' general queries and keep students on task 	
Support for teachers	<ul style="list-style-type: none"> • Provide objective and accurate feedback to the teacher on the conduct of the lesson including keeping appropriate records as agreed with the teacher • Comply with instructions requested by the usual class teacher • Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour 	
Support for curriculum	<ul style="list-style-type: none"> • Make appropriate use of equipment and resources • Comply with lesson plans and instructions from class teacher 	
Support for the college	<ul style="list-style-type: none"> • Be aware of, and comply with, policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person • Undertake break or lunchtime supervision of students. • In line with the operational needs of the college, undertake other duties (e.g. supervising examinations) when needed • Participate in training and continuing professional development • Attend relevant college meetings as required 	
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> • Maintain an awareness of college, national and statutory policies and requirements and apply these in the workplace 	

SECTION D – The key decision making areas in the role

- A cover supervisor will deal with student behaviour and make judgements when to refer incidents to a senior member of staff/class teacher
- A cover supervisor will work without the close presence of a teacher
- A cover supervisor will be required to produce general feedback to the class teacher and keep records as appropriate – as such the post holder will decide on what feedback to give.

SECTION E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Size of school – 800-900 on roll (secondary)
- A cover supervisor undertakes whole class or grouped class supervision in the absence of a class teacher.
- There are no financial responsibilities attached to this post

SECTION F - The main contacts – external/internal customer contacts and purpose

- Internal (in college) – students, other colleagues, teachers, headteacher, members of governing board
- External (outside college) – (usually under the direction of the teacher) parents/carers

SECTION G - Working conditions – environment, and physical effort or strain

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility for maintaining calm
- Expected to maintain behaviour management standards of students, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Health and safety responsibility for self, students and area which is particularly demanding in a child centred environment

SECTION H - Context/additional information

- Due to the nature of the role, the post holder will need to adapt to different classes and groups of students and will, therefore, need to demonstrate flexibility
- It has a high confidentiality component and needs to hold the trust of both the students and colleagues. It may include acquiring information on child protection/family sensitive issues which must be treated carefully and appropriately
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school

SECTION I - Entry: Necessary role-related knowledge, skills and experience at selection

- Empathy with students and sympathetic to their needs
- Trained at least to NVQ3 standard
- Minimum of 2 year's relevant experience in a teaching/learning/child support working environment
- Good literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly

- Professionally discrete and able to respect confidentiality on particular issues
- Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
- Team worker

SECTION J – Initial induction/training required to become effective in the role

Estimated time to become operationally effective – up to 3 months

- knowledge of college and college systems/policies
- understanding of curriculum, particularly literacy and numeracy requirements
- approach towards student discipline and behaviour
- relationship between and respective responsibilities of teacher and Cover Supervisor
- professional relationships between staff and students
- support from “mentor”
- manual handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with whole classes of students

SECTION K – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards student discipline
- Good organisational ability
- Able to provide objective and accurate feedback to the teacher on the conduct of the lesson including keeping appropriate records
- Competent in working with groups of students without direct supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context
- Ability to motivate and encourage students appropriately
- Ability to work independently and with initiative
- Taking responsibility for whole class under the overall direction and during temporary absence of teacher
- Ability to establish and maintain good relationships and rapport with other colleagues in the college and external contacts (e.g. parents/carers, education psychologist, speech therapist)

SECTION L - Adding value: What characteristics will the advanced role holder demonstrate?

- Ability to work effectively and relatively independently without daily supervision
- Ability to adapt quickly and effectively to changing circumstances/situations
- Ability to undertake training for other Cover Supervisors