

CHESHIRE EAST COUNCIL JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	Cover Supervisor – Secondary Schools	JOB REF NO	AAAE5080
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BASIC JOB PURPOSE

Supervise whole classes of pupils and ensure that set work is completed in the absence of the teacher. Cover is provided for the short-term absence of teaching staff so that an effective and tailored school policy to cover is delivered.

	MAIN RESPONSIBILITIES
1	Supervise pupils who are undertaking work that has been set in accordance with the school policy so that teaching and learning continues.
2	Manage the behaviour of pupils whilst they are undertaking their work to ensure a constructive environment.
3	Respond to any questions from pupils about process and procedures so they can continue with their set work.
4	Deal with any immediate problems or emergencies in accordance with the school's policies and procedures to ensure that pupil/employee safety is assured.
5	Collect any completed work after lessons to ensure it is returned to the relevant member of the teaching staff.
6	Report back, using the school's agreed referral procedures, on the behaviour of pupils during class and any issues arising so that the relevant member of the teaching staff is fully aware of the situation.
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

Employees directly supervised by jobholder

Not applicable

Other Employees supervised by jobholder (not in a direct line relationship)

Not applicable

Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment*

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
Various placements of several weeks duration throughout the year	Student teachers (B.ED) as part of their practical training	Classroom teaching in accordance with the class teacher's lesson plan	Same classroom

What does the supervision of these employees involve?

As the Cover Supervisor in the absence of the class teacher, monitor the student teacher's lesson progression and class behaviour, and adjudge the requirement for any intervention as necessary in order to ensure the continuation of the lesson activity. Provide positive student support and encouragement, report any behavioural issues and/or make recommendations regarding student performance directly to the class teacher.

Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? **No**

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Not applicable

Does the jobholder develop policy or provide advice and information which impacts on financial resources?

No

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
School and pupil records	Access to confidential school and pupil records, e.g. statemented and SEN pupil reports, Individual Education and Behaviour Plans etc. Record and maintain pupil registration.	Daily
Learning materials and equipment	Issue learning materials, resources and subject specific tools, provide pupil instruction in correct usage and ensure that pupils return all equipment at the end of each lesson.	Daily
Pupil's possessions	Ensure the safe keeping of pupil's possessions, for example mobile phones, money, jewellery etc on educational visits, in school and particularly during P.E. activities	As required

Does the jobholder develop policy or provide advice and information which impacts on physical resources?

Not Applicable

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Lead and supervise whole classes of pupils in the absence of the class teacher. Ensure the completion of set work and deliver lesson activities, which have been planned and prepared in advance by the class teacher. Monitor pupils' engagement and responses throughout the lesson, respond to any questions arising from set work and adapt the class teacher's lesson plan and/or learning resources where appropriate to meet differentiated needs and learning abilities. Collect any completed work after lessons to ensure that it is returned to the relevant member of teaching staff. Report back, using the school's agreed referral procedures, on any issues arising so that the relevant member of the teaching staff is fully aware of the situation.	Pupils and the school	Maintain the continuity of teaching and learning in the absence of the class teacher.
Maintain and manage uniform and acceptable standards of pupil/class behaviour and pre-empt/ deal with situations arising in accordance with school policies and procedures. Record and notify teaching staff of the occurrence of serious behavioural issues. Ensure that pupil's health and safety is maintained in, around and for out of school educational visits including supervised use and forbidden usage of subject specific equipment and learning materials.		Ensure the safety and well being of pupils at all times in order to maintain a positive and constructive learning environment

Does the Jobholder develop policy or provide advice and information which impacts on people?
YES

If Yes, give details:-

Provide informal feedback to teaching staff on the clarity of expectation, level and sufficiency of set work, and make recommendations for own contribution to subject specific practical work. Shared contribution within the school team for providing input and making suggestions as part of the development of whole school practices and procedures which impact on the well being and supervision of pupils.

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist Knowledge	Classroom supervision and pupil behaviour management skills and techniques. Understand and interpret the teacher's lesson plans and requirements for set work. An awareness of requirements across a variety of subject areas	Supervise whole classes of pupils and ensure that set work is completed in the absence of the teacher. Implement and deliver lesson activities, which have been planned and produced by the class teacher, and provide	NVQ level 3 in Childcare or 3 years equivalent experience, in-service training and briefing.

	and educational key stage levels. An understanding of individual pupil requirements, differentiated learning, medical conditions, individual education/behaviour plans, statemented and SEN pupil reports.	support for continuity of learning across the range of school subjects and curriculum. Interpret and respond to the needs of pupils.	
School policies and procedures	An understanding of the practical application of school procedures which impact on pupil supervision and behaviour management.	Class management, reporting and referral procedures to teaching staff, and to maintain a positive and constructive learning environment	Experience briefing and in-house training
Legislation	An understanding of the requirements of health and safety and child protection legislation	Ensure that pupil's health and safety is maintained in accordance with school standards and legislative requirements	Experience briefing and induction
Organisational	Individual teaching staff and the location of prepared work and lesson plans	Access to cover work and supporting resources	Briefing and experience
IT Skills	The use of Word, Internet and PowerPoint	Set up equipment and assist pupils to complete set work	Experience and short courses

How long would it take for a jobholder to become fully operational?

NVQ level 3 in Childcare = 2 years + 1 year post qualification experience (or 3 years equivalent experience) + 1 year in post = 4 years in total

6 MENTAL SKILLS

- a) **What sort of situations/problems does the jobholder typically have to deal with? Give two examples of typical problems solved on a regular basis.**

Example: Manage pupil and class behavioural problems.

Supervise and manage the behaviour of pupils through consistent and uniform enforcement of school rules, policies and practices in order to maintain a positive and constructive learning environment. Assess and pre-empt the potential for classroom disruption, determine the appropriate moment for intervention, interception or redirection of unacceptable /disaffected behaviour. Remain calm, adopt the correct approach in keeping with knowledge of the individual pupil and/or behaviour plan and facilitate the offending pupils' understanding of the impact and consequences of their actions upon others. Apply the most appropriate sanctions or censure to the circumstances, e.g. ticking off in front of class, switch class seating positions, send outside etc. On all occasions, record each incident and report back to relevant members of teaching staff in accordance with the school's agreed referral procedures.

- b) **Give an example of the most difficult or demanding situation/problem the jobholder has to solve.**

Example: Inappropriate or insufficient work set for a lesson activity by the class teacher.

Understand and interpret the teacher's lesson plans and expectations of set work, check content and associated learning resources, identify and address any problem areas of the plan

and ensure that there is sufficient work for the full period. The jobholder may need to refer and consult with the departmental head. During delivery of the planned lesson activity, adopt a number of teaching strategies and implement on the spot changes to facilitate reinforcement and continuity of class and individual pupil learning, i.e.

- Evaluate pupils' responses and adapt the planned activity to accommodate the needs of mixed ability pupils,
- Rearrange resources or learning materials as necessary, and particularly when it is clear that the work has been covered previously,
- Extend the learning task or introduce an end of lesson plenary activity to ensure that pupils remain fully motivated and occupied throughout.

It is important to be aware of the group dynamic as well as individual pupils and ensure that whole class and individual health and safety is maintained at all times.

Finally, report back so that the class teacher is made aware of any issues arising from the planned activity.

c) Approximately how often would the example in (b) occur?

Couple of times per week

Mental Skill	Why Needed?
Interpretation	Understand and interpret teachers' lesson plans and expectations of set work across a wide variety of subject areas and Key Stages of the curriculum
Analytical	Identify and address any problem areas of the class teacher's lesson plan, modify and adapt as necessary to accommodate differentiated abilities and maintain pupils' interest and concentration.
Judgment and pupil handling	Assess and pre-empt the potential for behavioural disruption or classroom health and safety issues, respond in a manner which is appropriate to the circumstances and deal directly with a variety of issues arising in classroom situations.

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Leadership and motivation	Supervise whole classes of pupils, maintain a constructive learning environment through deployment of appropriate behaviour management techniques, praise good work and achievement, keep pupils on task and ensure that set work is completed.	Pupils
Presentation	Deliver a wide variety of lesson activities which have been prepared and produced by class teachers	Pupils
Persuasion and	Clarify pupil task expectations and output of	Pupils

influencing	work and encourage the adoption of appropriate standards of behaviour for pupils to achieve their potential through learning opportunities.	
Written	Provide concise reports and summaries of incidents arising including written behavioural evidence for children at threat of exclusion	Head of Year, departmental heads, teaching staff etc

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Hand-eye co-ordination and manual dexterity	Use of the PC to assist pupils in the completion of work	

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder? Cover work is allocated on a daily basis by the jobholder's line manager for known and planned teaching staff absence; unplanned staff absence is allocated on an ad hoc basis by departmental heads. The jobholder may be given or need to locate prepared work and lesson plans of the absent teacher, which must be quickly assimilated for delivery of set work and pupil learning activities often at short notice. Also, as the jobholder will be working mainly alone in a classroom situation, referral to others for assistance in making immediate decisions will not always be readily available.

b) What is a typical cycle for allocating work to the jobholder eg hourly, daily, weekly? Daily and weekly for planned class activities and ad hoc work allocation.

Scope for initiative

c) How much freedom/discretion does the jobholder have:

to change the way work is done?

(e.g. recommending changes in policy, procedures, resources)

Provide informal feedback to teaching staff on the clarity of expectation, level and sufficiency of set work, and make recommendations for own contribution to subject specific practical work.

to allocate their time to duties?

Within the context of the class teacher's planned lesson activity, the jobholder will be required to implement any necessary modifications to accommodate the needs of mixed ability pupils and ensure that the class remains fully engaged throughout the learning exercise.

d) What is the level of guidance/instruction available?

School policies and procedures, health and safety, the class teacher's lesson plan, occasional discussions with the teacher prior to undertaking cover supervision, briefing and guidance from line manager and various heads of department.

e) What sort of direction, management or supervision is given to the jobholder?

Daily meetings with own line manager, regular staff meetings and briefings.

f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
Inappropriate cover work prepared by teaching staff	Experience and the ability to adapt a lesson activity accordingly	Couple of times per week
Individual pupil or class behaviour management issues	School policies and procedures	Daily
Unexpected problem	Nature of available guidance	Typical Frequency
Provide last minute cover supervision without a set plan	Experience, subject and pupil knowledge. The jobholder may also refer to the Head of Department for guidance.	Few times per year

g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
Extreme pupil or class misbehaviour	Line manager, class teacher or Head of Department	Once or twice per term
Pupil truancy	Line manager, class teacher and/or Head of Department	Few times per year

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Lifting and carrying learning materials and resources, e.g. textbooks, overhead projectors, TV's and videos etc	Short bursts	Several times per day	Awkward movement of large bulky items
Leaning, bending, standing and walking whilst checking work and keeping pupils on task	Short bursts	Throughout the working day	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
<ul style="list-style-type: none"> Lead and supervise whole classes of pupils, maintain and manage uniform and acceptable standards of class behaviour and pre-empt/deal with classroom situations arising. Understand and interpret the teacher's lesson plans, deliver lesson activities and adapt the class teacher's lesson plan and/or learning resources where appropriate. Monitor pupils' engagement and responses throughout the lesson, interpret and respond to pupil's questions and needs arising from set work and ensure its completion in the absence of the class teacher Report and provide feedback on any issues arising so that the relevant member of teaching staff is fully aware of the situation. 	Concentration and attention to detail	One hour	Few times per day
		One hour	Few times per day
		One hour	Few times per day
		Several minutes	Few times per day

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions - an inherent part of the job.	Individual requests from pupils, teaching staff, line manager and departmental heads.	Few minutes	Throughout the working day
Deadlines	Ensure that lesson activities and pupil work is completed in accordance with set plans.		
Conflicting demands	Match set work to the needs of mixed ability pupils.		

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
Deal with mainstream and special needs pupils including attention deficit hyperactivity disorder, EBD, autism and inappropriate pupil behaviour. The jobholder is required to interpret student behaviour and address their individual needs.	Children with special needs do not follow normal behaviour traits and development. They can suffer from physical disabilities, learning, emotional and behavioural difficulties etc.	Daily

13 WORKING CONDITIONS

- a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
School based. Educational visits.	99% 1%

- b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

- c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Redirect and defuse pupils' anger and behavioural issues - these skills are an integral part of the job in the deployment of classroom behavioural management techniques.	Few minutes	Several times per week

- d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Not applicable