**Job Description**

**Job Title:** Cover Supervisor – with Independent Living Skills Timetable

**Main Purpose**

* To cover some timetabled classes throughout the week in addition to covering general absence etc.
* Deliver high quality lessons and occasionally deal with challenging behaviour in

the classroom

* Making sure all students are focused and on track to meeting the lesson

objectives

* Plan and lead on small curriculum area-Independent living skills-with support
* Prepare the classroom for lessons
* Help any students who are struggling with the work set for their cover lessons
* Undertake such duties as are delegated by SLT

**Main Tasks**

The specific nature and balance of these responsibilities will vary according to the

needs of the school and may be shared.

**Cover Supervisor responsibilities**

* To be responsible for teaching in a SEMH setting.
* To collate cover work and provide high quality learning opportunities
* To be responsible for Independent Living Skills lessons (Small timetable-with support)

**The internal organisation, management and control of the school:**

To contribute to:

* Maintaining and developing the ethos, values and overall purposes of

the school

* implementing the Local Authorities and Governing Body’s policies on

equal opportunity issues for all staff and pupils in relation to sex,

gender, race, disability and special needs

* the efficient organisation, management and supervision of school

routines

To be responsible for:

* Supporting the cultivation of an environment that promotes and secures good teaching, effective learning, high standards of achievement and good behaviour;
* Identify good quality teaching & learning resources;
* Support the delivery of a stimulating, innovative and responsive curriculum which will further develop the knowledge and cultural capital they need to succeed in life in British Society

**Pupil Care**

To Contribute to:

* The development, organisation and implementation of the school’s policy for the personal and social development of pupils including pastoral care and guidance
* The effective induction of pupils – baseline assessments
* The promotion among pupils of standards of conduct/discipline and

proper regard for authority and the encouragement of good behaviour

* The development of culture of independent learning

**Relationships**

* To be responsible for fostering positive relationships across the school community
* To help in maintaining and developing effective communications and links with

parents and to provide positive responses to concerns and problems regarding

their children’s educations and wellbeing