

Job Description

Directorate:		Resources	
Service Area & Section:			
Unit Manager:			
Post Title:		Cover Supervisor	
Job Family & Role Profile:			
Post No:		Grade	Grade 6

Summary of Role	
Reporting to:	
Purpose of the Post:	<ol style="list-style-type: none"> 1. To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. 2. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources 3. The Cover Supervisor will supervise classes during the short-term absence of the assigned teacher ensuring pupils remain on task with the work set.
The post holder is responsible for the following:	<p>Support for pupils</p> <ol style="list-style-type: none"> 1. To facilitate learning by supervising the work set by the subject teacher using school policies to ensure pupils remain on task. Responding to any questions raised by pupils regarding the instructions given. 2. To assist students to achieve the learning outcomes of the lesson; adapting style and use of language to the individual needs of the pupil. 3. To undertake basic assessment of pupils' work where appropriate, including, recording and reporting on pupils' achievement, progress and development. 4. Manage the behaviour of students within class, dealing with an immediate problems or emergencies in accordance with school policies and procedures. 5. Establish productive working relationships with pupils, acting as a role model, set high expectations to ensure a positive constructive learning environment. 6. Undertake the electronic registration of pupils for each lesson and report any absences as per school guidance.

7. Provide feedback to pupils in relation to progress and achievement and undertake basic assessment of pupils work where appropriate.
8. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
9. Promote the inclusion and acceptance of all pupils within the classroom.
10. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
11. To cover registration for absent teachers, including taking the register, accompanying the form to assembly, undertaking collective worship.

Support for Teachers and School

12. Work with teacher to establish an appropriate learning environment.
13. To liaise closely with Teachers and Curriculum area leaders in receiving and returning work that has been set.
14. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
15. Assist with other Teaching Assistant duties when not required to cover. This could include learning support for individuals or groups of students such as helping students with special needs in some mainstream classes by reading texts to students or being a scribe; helping students plan work; helping the subject teacher to produce suitable material; removing students for more intensive explanations of subject matter or supporting practical subjects for students who have physical difficulties.
16. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
17. Invigilation of tests and examinations.
18. Administer and assess routine tests as part of existing schemes of work.
19. Production of lesson plans, worksheet, plans etc.
20. Assist departments and the school in administrative work.
21. Any other duties deemed appropriate by the Headteacher
22. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

Support for Curriculum

23. Implement local and national learning strategies e.g. literacy, numeracy, KS3 and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
24. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
25. Determine the need for, prepare and maintain general and specialist equipment and resources.
26. Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.

<p>Job Working Circumstances</p> <p>The post holder will be</p>	<ol style="list-style-type: none">1. undertake responsibility for maintaining a safe and healthy working environment.2. participate in training and professional development to ensure competence is maintained in role3. Demonstrate good time management by arriving at the class promptly, ensuring that work is set succinctly, and that pupils are released appropriately.4. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.5. Distribute correspondence to pupils when required.6. Contribute to the overall ethos/work/aims of the school
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Person Specification

Directorate:		Resources	
Service Area & Section:			
Unit Manager:			
Post Title:		Cover Supervisor	
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Post No:		Grade	Grade 6

Role Criteria No.1	Education, Qualifications & Training
Essential	NVQ level 4 or Equivalent qualification such as Higher Education Certificate
Desirable	HND or Degree
Evidence	All certificates to be provided at interview for validation.
Role Criteria No.2	Skills /Technical / Professional Competence
Essential	<ol style="list-style-type: none"> 1. Candidates must have a high level of technical competence in the areas specified in the Job Description. 2. Effective use of specialist ICT packages such as SIMS and Microsoft 3. Excellent communication skills- verbal and written 4. Ability to self-evaluate learning needs and actively seek learning opportunities. 6. Ability to plan and develop systems, ensuring effective actions for pupils at risk of underachieving. 7. Use of specialist equipment and resources. 8. Understand a range of subject specialisms taught throughout age range. 9. Excellent communication skills – verbal and writing.
Desirable	Willingness to support whole school initiatives and the wider life of our learning community. Understanding of school policy and procedures.
Evidence	Valid certification and/or registration/CPD Interview
Role Criteria No.3	Experience
Essential	<ol style="list-style-type: none"> 1. Experience of working with young people of relevant age. 2. Experience of managing behaviour successfully in a similar setting.
Evidence	At interview, then in post
Role Criteria No.4	Competencies & Abilities
Essential	<ol style="list-style-type: none"> 1. Ability to work independently, show initiative, flexibility and reliability. 2. Understanding school roles and responsibilities and your own position within these.
Desirable	
Evidence	At interview, then in post

Role Criteria No.5	Commitment to Equal Opportunities
Essential	Candidates will demonstrate that all activities are undertaken in accordance with the Equalities Act 2010 and Swansea Council's Equal Opportunities Policy and Procedures. All employees and managers must be aware of the Equality Act so that it is considered in their work, where relevant, to ensure compliance with legislation.
Desirable	
Evidence	At interview, then in post

Role Criteria No.6	Current Driving Licence
Essential	Use of own car: Should the post holder have a disability and/or be unable to drive, then they may seek alternative means of transport/assistance, which must be an effective and cost effective method of travelling
Desirable	
Evidence	Evidence the post holder is appropriately insured for business purposes to be provided annually

Role Criteria No. 7	Compulsory Requirements for Introducing Change and New Ways of Working
Essential	1. Demonstrate commitment to the Council's new ways of working, providing a positive and supportive environment that initiates and enables innovative and sustainable working practices that deliver high quality services for our citizens. 2. Embrace change through actively and flexibly participating in and adapting to new ways of working with our citizens, as agreed through formal consultation with Trades Unions and HR Policies and procedures
Desirable	
Evidence	At interview, then in post
Role Criteria No. 8	Other Requirement
Essential	
Desirable	
Evidence	

Health Surveillance and Monitoring:	This post will require the post holder to take part in health surveillance and monitoring procedures.
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Safeguarding:	The Authority in line with the Corporate Safeguarding Policy is committed to safeguarding and promoting the welfare of children, young people and adults and expects all staff and volunteers to share this commitment. The Authority expects all staff to undertake and keep up to date with mandatory safeguarding training for the both the protection of children and adults.
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Welsh Language
The Authority is committed to delivering an equally high quality service in Welsh and English and will support staff in providing this.
Assessment of Posts
All posts have to be assessed in respect of the Welsh Language requirements. The evidence of which has to be retained and available for (a) audit trail and (b) inclusion in annual report figures.

Requirements for this post (See attached Welsh Language Skills Assessment)			
Understanding	Level:	Speaking	Level:
Reading	Level:	Writing	Level:
Based on the above, requirement for this post is as follows:			
Essential		Desirable	
To be learned		Not required	

Disclosure and Barring Service (DBS):	This post requires the postholder to have the level of DBS disclosure as indicated below:		
	Standard DBS Disclosure Application	Enhanced DBS Disclosure Application	No DBS Disclosure Application
		X	

Review/ Right to vary:	This Person Specification is as currently applies and will be reviewed regularly according to the Employee Performance Management Review Policy and the Performance Development Review and Appraisal process. The Job and Person Specification may be subject to other Variance within the remit of the Role Profile.		
Sign off			
Line Manager:	K A Jones	Date:	11 th May 2023
Post Holder:		Date:	

Welsh Language Skills Framework

Level 0			
No Welsh language requirement identified for the post – but all recruits should be aware of the corporate requirements of the Welsh language standards and completion of the Welsh language awareness course is advised.			
Understanding	Speaking	Reading	Writing
➤ No Welsh language requirement identified	➤ No Welsh language requirement identified	➤ No Welsh language requirement identified	➤ No Welsh language requirement identified
Level 1			
Can understand basic everyday phrases if the speaker talks slowly and clearly and is willing to help. Can introduce yourself and others and can ask and answer questions regarding basic information, e.g. Where someone lives; what they like doing. Can pass on a simple message or make a straightforward request, e.g. via e-mail.			
Understanding	Speaking	Reading	Writing
➤ Can understand simple personal information details; e.g. where someone lives, his/her name, who the person wishes to see	<ul style="list-style-type: none"> ➤ Can pronounce place names and personal names correctly. ➤ Can greet individuals face to face or over the telephone ➤ Can open and close a conversation or open and close a meeting. 	➤ Can read short sentence, e.g. basic signs, simple instructions, agenda items, simple information on forms	<ul style="list-style-type: none"> ➤ Can open and close an e-mail or letter ➤ Can write personal names, place names, job titles ➤ Can write a simple message to a colleague on paper or e-mail, e.g. such and such has called.
Level 2			
Can understand sentences when people talk about everyday situations, e.g. simple personal and family information. Can hold a basic conversation with someone to obtain or exchange straightforward information, e.g. discuss how a person is feeling; something which has happened; simple plan for the future. Can write and read messages in letters or e-mails describing familiar issues and written in short sentences.			
Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> ➤ Can understand when people speak slowly about everyday situations, e.g. providing personal information, talking about what they have been doing, what they would like to do, how they feel in general ➤ Can understand when people ask you do something 	<ul style="list-style-type: none"> ➤ Can communicate simple information or ask common questions, e.g. to acquire information from an individual ➤ Can use Welsh to get to and emphasise with the individual but not able to conduct the entire conversation or session in Welsh ➤ Can hold a short conversation with an individual or exchange 	➤ Can read short message and certain letters or e-mails, e.g. Those which make a request or ask you to pass on a message	<ul style="list-style-type: none"> ➤ Can write a short message to a colleague asking a question, thanking her/him, explaining something, e.g. time and place of a meeting ➤ Can write a short letter or e-mail to arrange an appointment

	<p>relatively straightforward information</p> <ul style="list-style-type: none"> ➤ Can contribute to a meeting, but need to revert to English for specialist terms. 		
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Level 3

Can understand the main points when an individual or colleague is talking about familiar subjects, e.g. during a conversation or small group meeting. Can hold extended conversations with fluent speakers about familiar subjects involving everyday work. Can describe experiences and events and provide concise explanations and reasons for opinions and plans. Can read articles, letters or e-mails about general subjects. Can write letters or e-mails about most subjects, e.g. requesting something; providing information; inviting somebody or organising an event.

Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> ➤ Can understand individuals and colleagues when exchanging information or discussing plans, if the subject is familiar. ➤ Can understand a discussion at a meeting if the subject is familiar. ➤ Can understand individuals and colleagues in a familiar situation or in everyday conversation. 	<ul style="list-style-type: none"> ➤ Can take part in most conversations with colleagues about work and plans if the vocabulary is not too technical. ➤ Can hold a conversation with an individual or exchanging relatively straightforward information. ➤ Can contribute to a meeting but need to revert to English for specialist terms. ➤ Can adapt the style of language to suit the audience. 	<ul style="list-style-type: none"> ➤ Can understand most e-mail messages or letters concerning day to day work. ➤ Can guess the meaning of a word based on context if the subject is familiar. ➤ Can read a simple, straightforward article in a newspaper or magazine types of written material. 	<ul style="list-style-type: none"> ➤ Can write a letter or e-mail to an individual, or colleague about most topics in order to request something; provide an explanation; describe an experience or situation; invite people or organise an event. ➤ Can write relatively accurately when drafting a short information leaflet or information Welsh as required.

Level 4

Can usually follow most conversations or discussions, even on unfamiliar topics, unless the speaker has a strong or unfamiliar accent. Can talk confidently with fluent speakers about familiar subjects relating to work, and can express an opinion, take part in discussion, and talk extensively about general topics, e.g. In meetings or one-to-one situations with individuals. Can understand most correspondence, newspaper articles and reports intended for fluent speakers with the aid of a dictionary and can scan long texts to find details. Can complete forms and write reports relating to work and respond accurately.

Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> ➤ Can follow most conversations and discussions with individuals or colleagues even if the subject matter is unfamiliar. 	<ul style="list-style-type: none"> ➤ Can contribute effectively to internal and external meetings in a work context. 	<ul style="list-style-type: none"> ➤ Can read most correspondence and scan long texts to find details. 	<ul style="list-style-type: none"> ➤ Can produce correspondence of all types, short reports, documents and literature with support of an editor or electronic aid.

<ul style="list-style-type: none"> ➤ Can understand differences in register and dialect. 	<ul style="list-style-type: none"> ➤ Can converse comfortably with individuals and exchange information as required. ➤ Can argue for and against a specific case. ➤ Can chair meetings and answer questions from the chair confidently. 	<ul style="list-style-type: none"> ➤ Can understand most newspaper articles and reports with the aid of a dictionary. ➤ Can understand novels and other texts, unless written in a very formal or colloquial form. 	
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Level 5

Can understand everything that is being said. Can talk extensively about complex issues, presenting difficult information and can facilitate and summarise extended or complex discussions. Can summarise information from different sources (orally and in writing) and present it in a coherent way. Can express themselves spontaneously, fluently and in details, adapting the language to suit the audience.

Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> ➤ Can follow all conversations and discussions with individuals or colleagues. ➤ Can understand the ambiguity and nuance of language. 	<ul style="list-style-type: none"> ➤ Can express yourself fully in detail, even when discussing complex issues. ➤ Can adapt the style and register of your language to suit the audience. 	<ul style="list-style-type: none"> ➤ Can read and understand almost all written texts without difficulty, referring to a dictionary occasionally. ➤ Can read long texts to find relevant details and can understand most types of written material. 	<ul style="list-style-type: none"> ➤ Can write reports in a clear style appropriate to the reader with the support of electronic language aids. ➤ Can write formal or informal Welsh as required. ➤ Can write a range of documents accurately and with confidence.

Disclosure and Barring Service (DBS) Disclosure Checks

The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

The DBS enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involve children or vulnerable adults.

The DBS can issue 5 levels of Disclosure Certificates, depending on the position applied for, namely Standard, Enhanced, Enhanced with ISA check (children), Enhanced with ISA check (adults) and Enhanced with ISA check (children and adults)

Prospective applicants should be aware that before any offer of appointment is confirmed the successful candidate will be required to complete an online application form for the appropriate level of disclosure. Proof of the successful candidate's identity will also be required in the form of the following: Passport, Driving Licence, Birth Certificate and Utility Bills.

The Authority actively promotes equality of opportunity for all existing employees and prospective applicants. Candidates are selected on the basis of skill, qualifications and experience, and their match against the Person Specification. A criminal record will not necessarily bar applicants from working with the Authority. It will depend on the nature of the position and the circumstances and background of the offence.

The Authority has a written Policy on the Recruitment of Ex-offenders, which complies with the DBS Code of Practice, and undertakes to treat all applicants fairly.

The following information is available from the Employee Services Helpdesk, Room 323, The Guildhall, SWANSEA SA1 4PE; Telephone 01792 636098, email employee.serviceshelpdesk@swansea.gov.uk.

- DBS's Code of Practice;
- Authority's Policy on the Security of Confidential Disclosure information;
- Information on the Rehabilitation of Offenders Act 1974

Further information about the Disclosure Scheme is available at www.homeoffice.gov.uk/agencies-public-bodies/dbs/.



Corporate Plan 2018 - 2022

Delivering a successful and sustainable Swansea

Our ambitions and commitments to residents – our well-being objectives

We have prioritised six well-being objectives. These are:

- **Safeguarding** people from harm – so that our citizens are free from harm and exploitation.
- Improving **Education & Skills** – so that everyone in Swansea gains the skills and qualifications they need to succeed in life.
- Transforming our **Economy & Infrastructure** – so that Swansea has a thriving mixed use City Centre and a local economy that will support the prosperity of our citizens.
- **Tackling Poverty** – so that every person in Swansea can achieve his or her potential.
- Maintaining and enhancing Swansea's **Natural Resources and Biodiversity** – so that we maintain and enhance biodiversity, reduce our carbon footprint, improve our knowledge and understanding of our natural environment and benefit health and well-being.
- **Transformation & Future Council** development – so that we and the services that we provide are sustainable and fit for the future.

Our Values

Our plans will be built on three clear values which will guide the way that we work, how we develop as an organisation and our decision making through the years ahead.

- **People Focus**
We will focus on community needs and outcomes and on improving the lives of the people who live and work in Swansea. We will also respect, value and support our employees and demonstrate the highest standards of integrity.
- **Working Together**
We will promote a whole partnership approach, working across services to maximise resources and knowledge and joining forces with others outside the Council to ensure we prioritise our resources and get the best for our communities.
- **Innovation**
We will promote and support a culture of innovation. We will think and work differently to improve our ability to deliver and to meet the financial, demographic and societal challenges we face. We will share learning across the Council, as part of our Innovation Programme