



# Falkland Islands Government – Job Description

|                    |                                       |                  |        |
|--------------------|---------------------------------------|------------------|--------|
| <b>Job Title:</b>  | Cover Supervisor                      |                  |        |
| <b>Department:</b> | Education                             | <b>Section:</b>  | FICS   |
| <b>Reports to:</b> | Deputy Principal of Secondary         |                  |        |
| <b>Grade:</b>      | Falkland Islands Government Grade - F | <b>Job Code:</b> | 260CS1 |

## Job Purpose

To supervise whole classes during the short term absence of teachers. To supervise students engaged in learning activities and to provide objective and accurate feedback to the teacher on the conduct of the lesson. To give instructions for the lesson as provided in advance by a teacher and the primary focus of the role will be to maintain good order and to keep students on task.

## Main Accountabilities:

- ❖ To ensure that the work left by the absent teacher is conveyed to the class effectively;
- ❖ To assist students in performing the set tasks by providing practical advice and guidance;
- ❖ To ensure that school policy relating to classroom management and discipline, as outlined in the school handbook, is adhered to in the classroom;
- ❖ Manage the behaviour of students whilst they are undertaking this work to ensure a constructive environment;
- ❖ To set homework previously prepared by the teacher;
- ❖ To develop curricular knowledge as required by the school;
- ❖ Manage the behaviour of students whilst they are undertaking this work to ensure a constructive environment;
- ❖ Respond to any questions from students about process and procedures;
- ❖ Deal with any immediate problems or emergencies according to the school's policies and procedures;
- ❖ Report, as appropriate using the school's agreed referral procedures, on the behaviour of students during the class and on any problems arising;
- ❖ To supervise students engaged in learning activities to ensure that the learning objectives set by the teachers are achieved;
- ❖ To keep appropriate records, as agreed, to enable objective and accurate feedback to the teacher and students on the conduct of the lessons;
- ❖ To support the use of ICT and other equipment and materials to enable students to achieve the learning objectives set by the teacher;
- ❖ Where possible read the work for the day before lessons begin and ensure that you have the materials needed to supervise the classes;



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## Main Accountabilities: *(continued)*

- ❖ To work with teachers to clarify teaching objectives in lessons, understand the sequence of teaching and learning the subject, and communicate such information to students;
- ❖ Use information about students' achievement in previous classes and schools to secure good working relationships with learners to act consistently within departmental and school wide rewards and sanctions policies;
- ❖ To liaise with colleagues regarding individual learners' development and in rewarding positive behaviour;
- ❖ Ensure the effective and efficient management and organisation of learning during cover lessons;
- ❖ Collect completed work after the lesson and pass to the appropriate teacher;
- ❖ Ability to establish and enforce deadlines.

***The job description is not an exclusive or exhaustive definition of your duties. You shall undertake such additional or other duties as may reasonably be required by FIG commensurate with your role and grade.***

## Additional Information:

The Cover Supervisor 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).

## Criminal Record Checks: (This post is regarded as a sensitive post)

All applicants for Government posts will be asked to disclose convictions upon application. Criminal records will only be considered for recruitment purposes when the conviction record is relevant. Having an 'unspent' conviction will not necessarily bar a candidate from employment. This will depend on the circumstances and background to the offence(s).

Any information given will be completely treated as confidential and will be considered only in relation to the post to which the application refers. Failure by a candidate to reveal information that is directly relevant to the post applied for could lead to the withdrawal of an offer of employment.



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| <b>Person Specification:</b>  | Cover Supervisor |           |                   |
|---|------------------|-----------|-------------------|
| Criteria  | Essential        | Desirable | Assessment Method |
| <b>Education and Qualifications:</b>  |                  |           |                   |
| 'A' Level/NVQ 3 Level or equivalent, (including evidence of a good level of literacy and numeracy, i.e. GCSE Grade C or equivalent in English and Maths). | ✓                |           | A                 |
| Has demonstrated further professional development through qualifications or training.   | ✓                |           | A                 |
| GSCE grade C in ICT, ECDL or equivalent.  | ✓                |           | A                 |
| Be ICT literate.  | ✓                |           | A                 |
| Valid HABC Level 2 Emergency First Aid at Work certification.   |                  | ✓         | A                 |
| Valid Level 1 Safeguarding certification.   |                  | ✓         | A                 |
| <b>Experience/Skills</b>  |                  |           |                   |
| At least 2 years of experience working with and supervising children of the relevant age.   | ✓                |           | A/I               |
| A high level of computer literacy with the ability to use a range of software.  | ✓                |           | A/I               |
| Able to follow and deliver oral instructions clearly.   | ✓                |           | A/I               |
| Pro-active approach to work and problem solving, and the ability to spot and deal with issues as they occur.  | ✓                |           | A/I/R             |
| Ability to prioritise tasks and use initiative effectively.   | ✓                |           | A/I               |
| Good communication and interpersonal skills.  | ✓                |           | A/I/R             |
| Show good organisational skills and ability to work to deadlines and work as necessary to meet these.   | ✓                |           | A/I/R             |
| Ability to establish and enforce deadlines.   | ✓                |           | A/I               |
| Evidence of successfully working collaboratively within a team and working with the minimum of supervision.   | ✓                |           | A/I               |
| Experience of SIMS or similar management information system.  | ✓                |           | A/I               |
| The ability to manage and supervise the behaviour of a class of students.   | ✓                |           | A/I               |
| Ability to motivate students.   | ✓                |           | A/I               |



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| Criteria   | Essential        | Desirable | Assessment Method |
| <b>Education and Training:</b>   |                  |           |                   |
| Ability to support the processes and procedures for students learning.                                   | ✓                |           | A/I               |
| Knowledge and understanding of how a lesson is delivered.  | ✓                |           | A/I               |
| Knowledge of a range of strategies to promote good behaviour.  | ✓                |           | A/I               |
| Awareness of the statutory frameworks relevant to their role.  | ✓                |           | A/I               |
| Awareness of confidentiality issues linked to home / student / teacher / school work.                    | ✓                |           | A/I               |
| <b>Personal Attributes:</b>  |                  |           |                   |
| Be a role model for staff & students.  | ✓                |           | A/I               |
| Ability to maintain a high degree of confidentiality.  | ✓                |           | I/R               |
| Calm, friendly and approachable attitude.  | ✓                |           | I/R               |
| Co-operative and able to work well with involved professionals.  | ✓                |           | I/R               |
| Supportive of colleagues, and a role model to staff & students.  | ✓                |           | I/R               |
| Flexibility and adaptability in a team situation.  | ✓                |           | I/R               |
| Is committed, resilient, robust and resourceful and of a reflective focussed and determined disposition. | ✓                |           | I/R               |
| Ability to work constructively as a part of team.  | ✓                |           | I/R               |
| Committed to the safeguarding of children.   | ✓                |           | I                 |
| Ability to meet deadlines.   | ✓                |           | I/R               |
| Must be able to attend and contribute to team meetings.  | ✓                |           | I                 |
| Is reliable and has an excellent record of attendance and punctuality.                                   | ✓                |           | I/R               |

## Method of assessment:

A - Application Form

I - Selection Interview

P – Presentation

R - Reference