



Part A - Grade & Structure Information

Job Family Code	7CLES	Role Title	Cover Manager
Grade	S7	Reports to (role title)	Assistant Principal
JE Band	228-268	School	The Howard Partnership Trust
			July 2022

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis.

<p>Role Purpose including key outputs</p>	<p>Responsible for the cover throughout the whole school</p> <ul style="list-style-type: none"> • Organise cover for both planned and unplanned absences on a daily and long-term basis. Updating the absence planner if required and informing HR of all absences (dates, times reasons) • Liaise with supply agencies when required to ensure that there is always sufficient staffing to cover planned and unplanned absences • Ensure all staff (both internal and external) who are covering a lesson are fully informed about when, where and what has to be covered. • Manage a team of Cover Supervisors, ensuring that they are performing effectively and that they are used fairly and efficiently. • Monitor the quality of provision both in terms of staff and work set and inform line manager of any concerns • Cover lessons personally where necessary <p>Perform additional administrative tasks as directed by line manager or other SLT members, and as part of the broader Student Services Team. These may include, but are not limited to:</p> <ul style="list-style-type: none"> • Attendance • Data and Assessment • Reporting • Medical Room Support • Reprographics • Refreshments • Administration of detentions • Timetabling and SIMS maintenance tasks
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THPT Work Context and Generic Responsibilities	<ul style="list-style-type: none"> • Maintain confidentiality in and outside of the workplace • Be pro-active in matters relating to health and safety and report accidents as required • Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance
Line management responsibility if applicable	<ul style="list-style-type: none"> • Be responsible for the line management, including performance management of a team of Cover Supervisor's • Conduct performance management reviews bi-annually • Induct and provide necessary CPD opportunities for Cover Supervisor's • Address performance concerns of Cover Supervisors as and when they arise in consultation with SLT Line manager • Assist with the recruitment of Cover Supervisor's as necessary
Budget responsibility if applicable	<p>Monitor the cover budget in line with expectations with the provision of regular updates and any concerns to line management.</p>
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Support delivery</p> <ul style="list-style-type: none"> • Assist with the delivery of relevant schemes of work, delivery and assessment. • Deliver a range of operational support for existing systems or processes to agreed standards, to maximise quality of teaching & learning. • Support more senior staff in classroom management and behaviour techniques. • May carry out personal care routines as appropriate. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. <p>Policy and Compliance</p> <ul style="list-style-type: none"> • Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained. <p>Work with others</p> <ul style="list-style-type: none"> • Respond to and resolve enquiries and problems, judging when to pass on complex issues or involve others, to provide an effective support and clear advice to colleagues and customers. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • Guide and/or supervise staff in their duties to facilitate their development and ensure standards are maintained. • Communicate and liaise with service users and/or external contacts, representing the team/service as required. <p>Resources</p> <ul style="list-style-type: none"> • May assist in the management of a small budget or recovery of income.

	<p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Collate data, prepare reports/statistics to meet statutory/management information requirements. • Recommend improvements and support implementation to systems, processes and procedures, ensuring best practice is shared across the team. • Support, coordinate and undertake research into a variety of projects in the defined area of activity to support achievement of team’s objectives. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others. The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. Contribute to and influence children’s learning and personal development. To have regard to and comply with safeguarding policy and procedures.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Educated to A level, HNC or equivalent, or able to evidence ability at an equivalent level. • Knowledge of relevant technical area including, where appropriate, relevant practical skills & relevant qualifications at Level 3 or 4 • Understanding of relevant regulations, processes and procedures and issues relating to the service user group. • Competent in a range of IT tools. • Good written and oral communication skills with the ability to build sound relationships with customers. • Ability to apply specialist skills/judgement to undertake a programme of works. • High level analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • A methodical approach to tasks, recording and reporting. • Typically previous work experience in a relevant environment. • Experience of staff supervision where appropriate.
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<p><u>Values and Behaviours</u></p> <p>We are a values-based organisation and seek to recruit individuals who can demonstrate our values.</p> <p>Our values will be assessed through the selection process, so we ask all applicants when providing their supporting statement to also incorporate not only how they meet the essential criteria for the role but to also demonstrate our values.</p> <p>Our values are:</p> <p>Integrity - displaying honesty and having strong moral principles</p>

	<p>Partnership - working together and taking collective ownership to achieve the same goals</p> <p>Advocacy - working hard on behalf of others to maximise their success</p> <p>Resilience - finding success again after something difficult or negative has happened</p> <p>Compassion - displaying empathy towards and a desire to help others</p> <p>Aspiration - aiming high to achieve success</p> <p><u>SAFEGUARDING AND FURTHER INFORMATION</u></p> <p>The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).</p> <p>The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</p> <p>Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.</p>
<p>Role Summary</p>	<p>Roles at this level typically provide specialist support. Many will possess technical rather than professional expertise in the main disciplines. There will be minimal day-to-day supervision, but clear guidance will be available. The roles will plan for the weeks ahead and prioritise to accommodate non-standard work. They often require understanding of complex procedures and support systems, and the ability to allocate workload and react to changing priorities. Although most work will follow established patterns, initiative is needed to handle processes and resolve problems and behaviour based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team, or programme delivery which may require more specialist knowledge or experience. Responsibility may include management of resources and/or area of work.</p>