



COVER SUPERVISOR JOB DESCRIPTION

Line Managed by: Deputy Headteacher

Job Purpose:

Cover Supervisors play a crucial role in ensuring a high-quality learning experience for students in the absence of their usual teacher. At E-ACT Venturers' Academy, a specialist provision for children with autism and Education, Health, and Care Plans (EHCPs), Cover Supervisors must demonstrate an understanding of neurodiversity, inclusive practice, and positive behaviour support strategies.

The Cover Supervisor will supervise classes, ensuring students remain engaged in tasks set by the teacher or leadership team, maintain a calm and structured learning environment, and support students' individual needs.

Key Outcomes:

- Supervise whole classes during short-term teacher absences, ensuring a safe, structured, and purposeful learning environment.
- Support students to engage with set tasks and adapt strategies to meet individual needs.
- Implement academy-wide behaviour strategies, reinforcing expectations with a trauma-informed approach.
- Promote a culture of respect, inclusion, and self-regulation among students.
- Provide supervision at break times and lunchtimes, fostering positive interactions.
- Support students with communication difficulties by using visual aids, structured routines, and alternative communication methods.
- Offer cover for tutor sessions as required.

Key Responsibilities:

Supporting Learning and Wellbeing

- Provide structured supervision, ensuring students follow teacher-set work and are engaged in meaningful learning activities.
- Support students to regulate emotions and access their learning by implementing autism-specific strategies such as sensory breaks, structured transitions, and visual schedules.
- Work closely with Learning Support Assistants to ensure students' individual needs are met.

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- Foster an environment where students feel safe, valued, and understood, reinforcing social communication skills and independence.
- Provide positive reinforcement and encouragement to students, using strengths-based approaches to build confidence and resilience.

Behaviour, Safeguarding, and Student Development

- Implement the academy's behaviour and safeguarding policies, responding appropriately to any concerns in line with safeguarding procedures.
- Manage classroom dynamics effectively using a de-escalation approach that prioritises emotional regulation and respect.
- Promote positive behaviour and student wellbeing through the use of academy-wide reward and recognition strategies.
- Complete electronic registers for all lessons and support attendance monitoring procedures.
- Supervise students in structured settings such as sensory spaces or quiet zones when needed.
- Report any concerns regarding student welfare, engagement, or behaviour to the appropriate academy staff.

Additional Duties

- Support students during structured intervention sessions, either on a one-to-one basis or in small groups.
- Assist with the invigilation of exams and assessments.
- Provide administrative support when required, including resource preparation.
- Support the delivery of extracurricular activities or clubs where applicable.
- Undertake professional learning opportunities to develop understanding of autism and inclusive education practices.
- Actively contribute to the academy's ethos, working collaboratively to ensure the best possible outcomes for students with complex needs.

COVER SUPERVISOR PERSON SPECIFICATION

Qualifications

Essential:

- GCSE grade C or above (or equivalent) in English and Mathematics
- Evidence of commitment to ongoing professional learning

Desirable:

- Degree qualification or equivalent experience
- Training in autism-specific strategies (e.g. PECS, TEACCH, Attention Autism)

Experience

Essential:

- Experience working with children or young people in an educational setting
- Knowledge of safeguarding and child protection responsibilities

Desirable:

- Experience working with children with autism and/or EHCPs
- Experience of implementing positive behaviour support strategies
- Experience supporting students with sensory needs

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Knowledge & Understanding

Essential:

- Understanding of the needs of students with autism and EHCPs
- Ability to work flexibly and adapt strategies to meet individual student needs
- Familiarity with ICT to support learning and communication
- Strong classroom presence and ability to establish boundaries

Desirable:

- Knowledge of de-escalation strategies and trauma-informed approaches
- Awareness of autism-friendly teaching methods and assistive technology

Personal Attributes

- Calm, compassionate, and solution-focused approach
- Strong ability to build positive relationships with students and colleagues
- Resilient, adaptable, and able to work under pressure
- Commitment to inclusion, equity, and student well-being

This job description outlines key responsibilities and expectations but is subject to change in response to academy priorities. The post holder must remain flexible and responsive to evolving needs.

E-ACT Venturers' Academy is part of E-ACT and is committed to safeguarding and promoting the welfare of young people and vulnerable adults, and all appointments are subject to enhanced Disclosure & Barring Service (DBS) checks and satisfactory references.

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