

PERSON SPECIFICATION – COVER SUPERVISOR

| MINIMUM ESSENTIAL REQUIREMENTS | | METHOD OF ASSESSMENT |
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| 1. | Skills, Competency and Knowledge | |
| 1.1 | Ability to work effectively within a team environment, understanding classroom roles and responsibilities | Application Form/Interview |
| 1.2 | Ability to build effective working relationships with all students and colleagues | Application Form/Interview |
| 1.3 | Ability to work within a team of staff, ensuring effective communication and deployment | Application Form/Interview |
| 1.4 | Ability to contribute to the Care, Guidance and Support through the House structure | Application Form/Interview |
| 1.5 | Ability to promote a positive ethos and role model positive attributes | Application Form/Interview |
| 1.6 | Ability to adapt own approach in accordance with student needs | Application Form/Interview |
| 1.7 | Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate | Application Form/Interview |
| 1.8 | Ability to continually develop and extend own working practices | Application Form/Interview |
| 1.9 | Understanding of safeguarding principles and safe working practices, and to be able to set in motion appropriate procedures according to the school setting/policies | Application Form/Interview |
| 1.10 | Demonstrate the potential to contribute to the departmental team | Interview |
| 1.11 | Excellent personal Literacy and Numeracy skills | Application Form/Interview |

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| 1.12 | Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc. | Application Form/Interview |
| 1.13 | Understanding of principles of child development, learning styles and independent learning | Application Form/Interview |
| 1.14 | Experience of working with children in an educational setting (within specified age range/subject area) | Application Form |
| 1.15 | Working knowledge of relevant policies/codes of practice/legislation | Application Form/Interview |
| 1.16 | Understanding of statutory frameworks relating to teaching and learning | Application Form/Interview |
| 1.17 | Understanding of inclusion, especially within a school setting | Application Form/Interview |
| 1.18 | Experience of resources preparation to support learning programmes | Application Form/Interview |
| 1.19 | Effective use of ICT to support learning | Application Form/Interview |
| 1.20 | Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage | Application Form/Interview |
| 1.21 | Caring for Customers - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users | Application Form/Interview |
| 1.22 | Developing Self and Others - Ability to question and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others | Interview |
| 1.23 | Health and Safety - The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk | Interview |

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| 1.24 | Confidentiality - To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information | Interview |
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| 2. Experience/Qualifications/Training etc. | | |
| 2.1 | At least a level 2 qualification in Maths and English (GCSE grade C or above or equivalent) | Application Form / Certificates |
| 2.2 | Teaching degree, degree, HLTA or required to work towards the HLTA qualification | Application Form / Certificates |

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| 3. Work Related Circumstances – Professional Values & Practices | | |
| 3.1 | High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | Application Form & Interview |
| 3.2 | Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | Application Form & Interview |
| 3.3 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work | Application Form & Interview |
| 3.4 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | Application Form & Interview |
| 3.5 | Able to liaise sensitively and effectively with parents and carers recognising their role in student learning | Application Form & Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues | Application Form & Interview |

STAGE 2 Will only be used in the event of a large number of applicants meeting the minimum essential requirements

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| 1.1 | Training in additional needs strategies is desirable | Application Form & Interview |
| Note to Applicants: Please try to show in your application form, how best you meet these requirements | | |

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| Date Person Specification prepared/updated | May 2026 |
| Person Specification prepared by | HR Lead |