

BROOMHILL BANK SCHOOL

PERSONAL SPECIFICATION –COVER SUPERVISOR

| CRITERIA | | ESSENTIAL | DESIRABLE | EVIDENCE BASE / MODE OF ASSESSMENT |
|--|---|-----------|-----------|------------------------------------|
| SECTION 1: PERSONAL ATTRIBUTES | | | | |
| 1.1 | Personable and able to create harmonious relationships with others in the workplace | ✓ | | |
| 1.2 | A strong commitment to self-improvement and learning | ✓ | | |
| 1.3 | Holder of a valid Full UK driving licence | | ✓ | |
| 1.4 | Able to take initiative and accept guidance to improve | ✓ | | |
| SECTION 2: EDUCATION AND QUALIFICATIONS | | | | |
| 2.1 | A sound educational background with good levels of achievement - NVQ Level 2 or GCSE Grade C in Maths and English | ✓ | | |
| 2.2 | Good ICT skills and willingness to utilise ICT equipment to deliver lessons | ✓ | | |
| SECTION 3: EXPERIENCE | | | | |
| 3.1 | Experience of working with students of the relevant age | ✓ | | |
| 3.2 | Ability to manage whole groups of students within a classroom setting | ✓ | | |
| 3.3 | Ability to respond appropriately to questions raised by students | ✓ | | |
| 3.4 | Ability to work with a minimum of supervision and within a team | ✓ | | |
| 3.6 | Competence in the use of ICT to support teaching and learning | ✓ | | |
| 3.7 | Ability to plan, with support, effective action for pupils at risk of underachieving | ✓ | | |

| SECTION 4: SKILLS AND ABILITIES | | | | |
|--|--|---|--|--|
| 4.1 | Must have good organisational ability | ✓ | | |
| 4.2 | Must have the ability to work calmly under pressure and have the ability to adapt quickly and effectively to changing circumstances/situations | ✓ | | |
| 4.3 | Ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment | | | |
| 4.4 | An ability to use own initiative, work independently, motivate and inspire with a creative approach to problem solving | ✓ | | |
| 4.5 | Good interpersonal skills with children and adults | ✓ | | |
| 4.6 | The ability to critically evaluate own performance | ✓ | | |
| 4.7 | Ability to smile when things don't quite go according to plan | ✓ | | |
| SECTION 5: KNOWLEDGE | | | | |
| 5.1 | Knowledge of procedures for supervising pre-prepared learning activities, providing feedback | ✓ | | |
| 5.2 | Understanding of principles of child development and learning processes and in particular, barriers to learning | ✓ | | |
| 5.3 | Awareness of the need for Child Protection, Confidentiality, Data Protection, Health & Safety legislation and other key policies in schools | ✓ | | |
| 5.4 | Knowledge for implementing a range of administrative procedures, including use of relevant ICT packages and systems | ✓ | | |
| 5.5 | Knowledge of the GDPR, Data Protection Act and the School's Record Retention Policy and freedom of information protocols | ✓ | | |
| SECTION 6: EQUAL OPPORTUNITIES | | | | |
| 6.1 | Commitment towards adherence to the principles set out within the School's Equality Plan | ✓ | | |
| 6.2 | A commitment to promote the concept of equal opportunities in the daily work situation | ✓ | | |
| 6.3 | Understanding of and sensitivity to the discrimination that may be experienced by members of minority groups | ✓ | | |

Broomhill Bank School is committed to safeguarding and promoting the welfare of children and young people. Posts are subject to Enhanced Disclosure applications to the Disclosure and Barring Service (DBS), verification of candidates' right to work in the UK and other pre-employment checks as outlined in Keeping Children Safe in Education (2023). Shortlisted candidates will be subject to online searches as part of our recruitment process. We value diversity and promote equality for all.