

## **COVER SUPERVISORS**

### **Meeting Thursday 06 October 2005**

### **at Bradley Stoke Community School**

#### **Good practice:**

Issues of good practice identified from the meeting

#### **Preparation**

- Role of cover supervisor understood by all staff
- Respect for the role encouraged
- Job description written!
- Systems for support and evaluation in place

#### **Induction**

- Planned induction, observing teaching staff doing cover lessons, opportunity to observe teachers with their own classes, meetings with line manager and mentor, Discussion of lessons observed. Two clear weeks with no cover. Four weeks induction. School policies clearly set out including behaviour expectations
- Attached to one faculty and year 7 therefore feeling supported by team
- Regular meetings with mentor, line manager, reviewed role with the head after agreed time.
- Advanced planning important - a week in advance. Emphasis on covering for planned absence only. Emergency cover only done by qualified teacher.
- Feedback on lessons and pupil behaviour important. Needs to be dialogue with teachers, Head of Year etc.
- Designated base to work from

#### **Support**

- Support from line manager, mentor, behaviour support TAs,
- Continued regular meetings with mentor and line manager
- Performance review
- Opportunities to talk to others about what has worked well
- Opportunities for professional development
- Opportunities for career development

#### **Delivery**

- Work is planned with clear instructions for delivery
- Time for reflection and preparation
- Work left is adequate - timings well thought out
- Advanced planning enables cover supervisor to discuss class and any particular needs of individual pupils
- Attached to faculty allows for some growing understanding of subject content
- Emergency bank of resources – every teacher provided 3 emergency skills based lessons for each year group taught

#### **Evaluation**

Have schools set up evaluation processes which would

- Evaluate based on statistical data which would match pupil achievement with use of cover and supply
- Consider comparative costs
- consider perceptions of success from teaching staff, cover staff, other support staff
- Identify and enable professional development of cover supervisor