

JOB TITLE: COVER SUPERVISOR

Links to: Cover Supervisor Coordinator

WHO ARE WE?

Nexus is an empowering, learning-focused community. We strive to create an honest, open and innovative community with our learners, parents and peers. We believe that we have something unique and special here, we are proud to be different in the way we work; and how we teach and learn.

WHO ARE WE LOOKING FOR?

At Nexus, we do things differently. Each member of staff is valued and recognised as a unique individual collaborating as part of a supportive community, to elevate one another with innovative ideas. Our strategies emerge from the collective positive mindsets of our colleagues. You will experience high levels of ownership and empowerment in your role.

JOB DESCRIPTION

The position is a temporary role to provide cover for whole classes during the short-term absence of a teacher. The teacher may be absent on sick leave, participating in professional development, or out of class to attend a meeting or taking time for planning, preparation or assessment. Cover Supervisors provide supervision of learning activities that have been set by the regular teacher in a manner consistent with the overall vision and culture of the school. The role does not include active planning, assessment or reporting. Cover supervisors are expected to cover any phase or subject, including those in which the supervisor has no previous experience.

ROLE AND RESPONSIBILITIES

- Take the register at the start of each session.
- Supervise work that has been set by a teacher.
- Manage the engagement of learners whilst they are undertaking this work to ensure a constructive environment.
- Be aware of and support each individual and ensure that all learners have equality of access to opportunities to learn and develop.
- Respond to any questions from learners about process and procedures.
- Collect completed work after the lesson and pass to the appropriate teacher.
- Occasional snack and lunch time supervision may be required.
- Ensure the health and safety of learners at all times by providing an organised, positive and supportive learning environment.
- Deal with any immediate problems or emergencies according to the school's policies and procedures.
- Report, as appropriate using the school's agreed referral procedures, on the behaviour of learners during the class and on any problems arising.

- Provide leadership to learners during emergency evacuations or lockdowns if required.
- Involvement in whole school events and activities as required.
- To perform any other duties as assigned by the management, stakeholders and reporting manager

A TYPICAL DAY

I start my day at 8am. Once I have signed in, I visit the IT Desk to collect my digital device for the day. In the morning, I am supervising lessons in Phase 3 (Years 3 and 4) and in the afternoon I will be working in the Visual Arts department. When I reach the Phase 2 Learning Hub I touch base with the Phase Leader to go through the plans for the morning. The learners start to enter the learning space at 8.15am. The day begins with a 'soft start', welcoming all the children and encouraging them to explore different activities. As a cover supervisor, I make sure I complete the register and set out my expectations of the learners for the morning ahead.

Bringing the children to the carpet, we start the day with a classroom circle to share what our day looks like. This inclusive approach, allows me to make connections with the learners. Through the morning I follow the plans of the teacher. This includes finding out about their current Unit of Inquiry. The teacher has left a presentation and video to share and discuss with the learners. After this we focus on Maths and Language Arts; during these sessions the teacher has asked that I work with small focus groups and note down the responses of the children. At snacktime I am covering a teacher's duty in the cafeteria. I spend time talking with the learners and, if needed reminding them of the behaviours expected in the space.

I leave some feedback for the teacher and then after having some lunch, I go to the Visual Arts Hub. The teacher has set some work and clear instructions of the equipment and resources needed. I set these up prior to the learners arriving. These learners are in Year 8. After registering the learners, we begin by going through the learning intention and success criteria. The children are currently creating their own artworks based on the concept of identity. At the end of the session I ask the learners to share their learning.

The teaching day finishes at 3.20pm. I finish tidying the space and then leave some feedback for the Visual Arts teacher and sign out as I leave.

QUALIFICATIONS AND SKILLS

- A tertiary qualification
- A teaching qualification
- Experience in an international school environment (preferred)
- Practical understanding of effective teaching and learning strategies and effective class management techniques
- An inclusive approach and experience with working with children with diverse needs, especially BML (bilingual, multilingual learners)
- Good literacy and numeracy skills
- Competence in the use of IT

- A demonstrated and genuine liking and appreciation of children
- Resilient, flexible and adaptable
- High standards and expectations
- Patient, calm and professional

Nexus International School (Singapore) is committed to the safety and wellbeing of our children and families. Nexus endorses the Convention on the Rights of the Child, which Singapore ratified on 11 December 2008, and establishes a clear policy and guidelines to protect our learners from maltreatment by any person or persons who come in contact with them in any environment.

Nexus International School (Singapore) is an equal opportunity employer. We respect and seek to empower each individual and value the diverse cultures, perspectives, skills and experiences within our school.

Whilst every effort has been made to explain the main duties and responsibilities, the role may be revised from time to time.