BRITISH SCHOOL
MUSCAT

Job Description
Primary Cover Teacher

This generic job description is for the role of a Cover Teacher who is expected to teach across the age range in the Primary school from the Early Years Foundation Stage through to Key Stage 2. It has been linked to the British School Teacher's Standards document.

Effective Date:	**2025-26 (Revised Annually)**
Line Leader:	**Deputy Head**
Supervisory Responsibility:	**Cover Teachers are responsible for mentoring and supervising the work of teaching assistants in the class on a day to day basis.**

Main Purpose of the Job

- To ensure that the School delivers the School Vision in relation to providing the highest standard of teaching and learning.
- Be responsible for the learning and achievement of all students in the class/es ensuring equality of opportunity for all when teaching the class.
- Be responsible and accountable for achieving the highest possible standards of work and conduct.
- Work collaboratively with members of your team to ensure consistency of practice in line with school policy and procedures.
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of students.
- Act in accordance with the professional duties and responsibilities outlined in the contract, staff handbook, job description and teachers standards.
- Take a shared responsibility for promoting and safeguarding the welfare of all students.
- Contribute to on-going school improvement through active participation in staff and team meetings.

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Duties and Responsibilities

Teaching

- Ensure that teaching impacts positively on students progress, meets individual needs, follows the British curriculum and is personalised to take account of children's interest.
- Promote opportunities within the curriculum for creativity and first-hand experience, supporting School trips or residential trips where appropriate.
- Deliver the curriculum as relevant to the age and ability groups/subjects/ that you teach.
- Be aware of students' capabilities, their prior knowledge and differentiate appropriately to build on these, demonstrating knowledge and understanding of how students learn after being forwarded this information from their class teacher.
- Be accountable for the attainment progress and outcomes of students you teach during the lesson taught.
- Motivate and stimulate children's learning abilities, often encouraging learning through experience.
- Devise and prepare an imaginative use of resources to promote learning and challenge across all areas of the curriculum if it is an unplanned absence.
- Collaborate with the class teacher, prior to cover where possible, to ensure you have a clear understanding of the needs of all students: including those with special educational needs, LfL, medical needs, pastoral concerns and disabilities, using distinctive, differentiated teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and literacy including the correct use of spoken English.
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics, following agreed school policy.
- Support the development of children's basic skills, including physical coordination, speech and language communications.
- To provide a purposeful learning environment which challenges children and encourages them to be independent.
- Create and maintain high quality conditions which ensure children's wellbeing and engagement is paramount.
- Inform / feedback to the Class Teacher concerning supporting the needs of students in your class i.e SENCO, LfL Co. during your cover
- Be aware of the practice and guidelines in the Primary School Policies and uphold these.
- Reflect on your practice and use materials provided i.e Learning Walk Criteria, to improve your practice.
- Provide specific feedback to students to celebrate learning and know what next steps they need to take. Encouraging children to set simple targets for improvement.
- Make accurate and productive use of formative assessment to secure students progress.

- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, reflect on progress, and to take a responsible and conscientious attitude to their own work and study.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Use the practice laid out in the Behaviour Policy to ensure a consistent approach across all year groups.
- Manage classes effectively, using approaches which are appropriate to students needs in order to inspire, motivate and challenge students.
- Build positive relationships with students in the year group, responding sensitively when dealing with children, ensuring any concerns are dealt with according to school policy.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out supervision duties as directed by the Head of Primary. E.g. playground, end of the day and red break.
- Be responsible for safeguarding the welfare of students, raising any concerns following school policy.

Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relates to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Within your cover lesson, direct additional adults in the room, providing support where necessary to continually improve standards of teaching and learning.
- Contribute to the professional development of other teachers and assistants.

Fulfil Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships.

- Uphold the Code of Professional Conduct, demonstrating integrity and confidentiality at all times when managing school matters.
- Direct support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to students' achievements and well-being using school systems/processes as appropriate.
- Make a positive contribution to the wider life and ethos of the school, contributing to newsletters, website, productions and community events, etc.
- Organise and lead an After School Activity for two terms each academic year.

Administration

- Register and monitor attendance on a daily basis liaising with Deputy Head of Primary.
- Supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks which may be reasonably expected and ensure smooth and effective running of a class e.g. collect reply slips, money, organise classroom routines etc.

Professional Development

- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be proactive in maintaining an understanding of current thinking, initiatives and developments in Primary education leading to best practice.

Note

This job description reflects the present requirements of the post. As duties and responsibilities change and develop, the job description will be reviewed and be subject to amendment in consultation with the post holder.

BSM is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Appointments are subject to satisfactory references and DBS/Police Safeguarding clearance

Signature of Post Holder: _____ Date: _____