



## Jersey College for Girls

### Cover Arrangements Policy

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#### Principles

Staff absence is inevitable, due to illness, the need to accompany trips and expeditions or carry out professional development but we aim to ensure that the learning experience of students is not disrupted or disadvantaged when teaching staff are absent.

#### Aims

- To provide a system that enables lessons to be covered when teaching staff are absent from lessons for either planned or unplanned absences.
- To create a cover system that enables staff to be absent to attend expeditions, trips, further their own professional development or through illness.
- Ensure that the system is fair, equitable and transparent.

#### Objectives

- To ensure that lessons for years 7 to 11 are covered to allow productive work to continue for students.
- Staff to have a one lesson allowance to cover for absent colleagues.
- To have a fair system.
- Inform staff of cover requirements as soon as possible and where possible cover will be posted in the staffroom and on e-portal by 8am.

#### Procedures

- Staff are given a lesson allowance per week that can be used to cover for absent colleagues. (pro rata for part time staff)

- The Teacher's Task gives teachers an entitlement of 10% non-teaching time per week. If cover is such that this is not possible in a given week, the extra time will be allowed in the following week, also agreed in Teachers Terms and Conditions.
- Staff that are not timetabled to their full allocation may be used for additional cover throughout the week. All attempts will be made to use these staff before others.

### **Individual members of staff have responsibility for:**

#### Planned absence

- Contacting the Assistant Head teacher Staffing to request absence.
- If planning a trip, considering the staffing needed and trying to minimise the impact on cover if possible.
- Setting appropriate cover work for classes being missed, ensuring that your line manager has a copy.
- Ensuring that the cover work set can be delivered by a cover teacher. This should not involve large amounts of delivery by the cover teacher or use electronic resources that may cause additional problems. The cover work set must still enable the cover teacher to use the classroom computer.
- Informing the class, where appropriate, so they are aware of expectations. Where appropriate the work should be explained to the students prior to the absence to enable them to begin work immediately.
- Ensuring that the cover work is of a quality that allows students to make progress in the teachers absence.
- For sixth form classes they should sign in at the office and go to the classroom to collect the work.

#### Unplanned absence

- Contacting the Assistant Head teacher Staffing before 7.50am to inform them of the absence and the reason. (the earlier the better)
- If possible indicating the likely length of absence.
- If possible setting cover work for classes that are being missed and emailing a copy of the work set to your direct line manager.
- If unable to set work for classes, emailing your direct line manager who will organise cover for you.
- Ensuring that the cover work set can be delivered by a cover teacher. This should not involve large amounts of delivery by the cover teacher and should enable them to still access the classroom computer.
- Ensuring that you gain a medical certificate for any absence longer than three days. This should be given to the Principal's PA on your return.
- For sixth form classes they should sign in at the office and go to the classroom to collect the work.

#### When covering lessons:

- Checking the staffroom or e-portal every morning to see if you are allocated cover.
- Arriving punctually to cover lessons.
- Ensuring that the students complete the cover work that has been set by the absent member of staff.

Personal/Exceptional circumstances:

- Any requests for special leave of absence should be sent to the Principal and the Assistant Head teaching Staffing.

**Line Managers have responsibility for:**

- Setting appropriate cover work for absent colleagues if they are unable to do so.
- Considering the impact of trips on cover when choosing staffing for the trips.
- Overseeing overall absence in the department/faculty with regard to planning trips and Professional Learning.
- Checking that the cover teacher has arrived, or providing a system for checking, and informing the Assistant Head teacher Staffing (or the office who will inform SLT) where this is not the case.
- Ensuring that the cover teacher has all that is needed for the lesson to continue.

**Assistant Head teacher Staffing has responsibility for:**

- Allocating staff to cover for a colleague's absence.
- Ensuring that the cover allocation is fair, equitable and transparent.
- Ensuring that classes are covered and, where possible, finding the covering staff member if they have not arrived.
- Organising supply cover where appropriate. This is usually when an individual's absence is in excess of three consecutive days.
- Ensuring that cover is posted on e-portal and in the staffroom before 8am every day.
- Notifying staff concerned if the cover changes throughout the day.

**The Principal has responsibility for:**

- Granting permission for exceptional circumstance absences where appropriate.
- Ensuring that the College follows the Education department Special Leave policy.

**Appendices**

*Appendix 1 Teachers Standards*

## APPENDIX I

### Teachers' Standards



#### TEACHERS' STANDARDS

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### **A teacher must:**

##### **1. Set high expectations which inspire, motivate and challenge pupils**

- a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### **2. Promote good progress and outcomes by pupils**

- a) be accountable for pupils' attainment, progress and outcomes
- b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- c) guide pupils to reflect on the progress they have made and their emerging needs
- d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- e) encourage pupils to take a responsible and conscientious attitude to their own work and study.

##### **3. Demonstrate good subject and curriculum knowledge**

- a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well-structured lessons**

- a) impart knowledge and develop understanding through effective use of lesson time
- b) promote a love of learning and children's intellectual curiosity
- c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- d) reflect systematically on the effectiveness of lessons and approaches to teaching
- e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b) make use of formative and summative assessment to secure pupils' progress

- c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- b) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- c) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8. Fulfil wider professional responsibilities**

- a) make a positive contribution to the wider life and ethos of the school
- b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c) deploy support staff effectively
- d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e) communicate effectively with parents with regard to pupils' achievements and well-being.