

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR COVERING LESSONS WHEN A TEACHER IS ABSENT



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Review of Policy

This policy will be reviewed in consultation with the staff and Governors on a biennial basis and in the light of updated legislation.

This policy was adopted by:

Signed Date

Chair of Governors Headteacher

Portfield School Mission Statement

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

POLICY FOR COVERING LESSONS WHEN A TEACHER IS ABSENT

The Policy in Portfield School is in accordance with the National Agreement “Raising Standards and Tackling Workload” 2003. From 1st September 2009 schools must have a robust system which delivers pupils contractual entitlement but would ensure that teachers rarely cover classes registered by other teachers.

- The strategies Portfield School uses for when a teacher is sick-
 - Senior Learning Support Assistants to cover for absent teachers. This will be agreed with the Senior LSA at start of academic year.
 - If the absence persists for longer than 3 days a supply teacher or HLTA would be sought to continue providing cover for any long term absence.

- A teacher attends a course
 - a balance of supply cover or senior LSA learning support cover will be used depending on the nature/extent of the course, the class circumstances and the availability of suitably experienced supply teachers. Where a senior LSA is asked to cover, this is done in negotiation with them at start of academic year.
 - Short half day courses – Senior LSAs will be asked to cover as this minimises disruption for students. This will be done in negotiation with them at start of academic year.

The school has HLTA assessed staff that will be used as an option if an appropriate supply teacher is not available after the 3rd day and until an appropriate supply teacher can be found for longer term unexpected absences.

The school also tries to ensure there are supply teachers who are available by encouraging them to come and visit the school and take part in activities so they are familiar with the needs of pupils in a special school.

Rare unexpected emergencies

Teachers would only be expected to cover for colleagues if all other options have been explored or if it were deemed in the best interests for the pupils or health and safety during that particular short terms unforeseen emergency.

Learning Support Assistants undertaking cover supervisions should be clear about their role – See Appendix 1

APPENDIX 1

Good Practice Guidance for Learning Support Assistants undertaking supervision of classes.

Cover supervision by effectively deployed support staff with appropriate skills and training will be a fundamental part of effective cover strategy, increasing the options available to headteachers and allowing them to deal with teacher absence in a way which is compatible with the standards agenda and the efficient use of resources. In addition permanently appointed staff providing cover supervision will be known to the pupils, will be familiar with the school policies and procedures and can provide continuity when the class teacher returns.

Cover supervision takes place when there is **no active teaching --- the introduction of new work should only be done by a teacher**. Cover supervision does not involve carrying out the “specified work” of a teacher as outlined in the Education Regulations (2003). when classes are being supervised by learning support assistants pupils will undertake consolidation work of aspects of the curriculum already familiar to them. they may complete pieces of unfinished work or undertake additional tasks to build on previous learning. They may continue with set programmes of work that the classroom assistants undertake as part of their daily routines.

Classroom assistants undertaking cover supervision should be clear about the following procedures:

- The school Health and Safety Policy (*particularly issues related to certain curriculum subjects and safe use of resources*)
- The school Behaviour Policy, Positive Handling Policy and Child Protection Policy
- The expected codes of conduct and class rules
- the school policy for administration of medicines
- The normal day to day routines, procedures, timetables and rotas
- Be clear who to report to in the event of an emergency and how to go about making this contact
- Be clear under whose management you are working
- Seek clear guidance from the Headteacher on dealing with parents

Prior to undertaking cover the Classroom assistant will have established with the teacher where to access appropriate work for the pupils and should follow an agreed procedure for the allocation of tasks and activities which consolidate previous learning and will be clear about the school policy for homework. **It should not be the role of the Classroom Assistant to set homework** but where a change of home/school readers is involved which is usually done by the Classroom Assistant then this is acceptable.