**Post:** Cover Supervisor

**Grade:** Scale 4

**Location:**  Kingsford Community School

**Responsible to:** Member of school management or Senior Teaching Assistant

**Designated staff: Staff Supervised:** Classroom support staff when undertaking cover supervision.

Other Relationships: All school staff, students, visitors, external agencies

**Purpose of Job:**

1. To support the education and welfare of students as directed by class teachers, having due regard to the school’s aims, objectives, schemes of work and policies, and relevant national requirements.
2. To share in the corporate responsibility for the wellbeing and discipline of all students.
3. To be responsible for classes of children as required.

**Duties and Responsibilities**

1. To take every opportunity to develop students’ language, reading, numeracy and related skills as directed by class teachers.
2. To assist in monitoring and recording the progress of individual students in accordance with school procedures, and reporting to class teachers.
3. To give oral and written feedback to students on their attainment in order to promote further progress.
4. To work with teachers to identify and respond appropriately to students’ individual needs, assisting students in areas of specific difficulty.
5. To assist the teacher in setting appropriate learning and behaviour expectations of students and supporting students appropriately to achieve these.
6. To help promote and reinforce students’ self-esteem, encouraging inclusion of students with special educational needs.
7. To help create and maintain a purposeful, orderly and supportive environment for students’ learning, ensuring that students are able to use equipment and materials provided.
8. In the presence of the teacher, present agreed learning tasks in a clear and stimulating manner to help maintain students’ interest and motivation; to work with students individually and collectively by contributing to decisions about the most appropriate learning goals and strategies.
9. Outside the classroom, to work with groups of students. The number of students included will reflect the nature of the task, the students concerned, the location involved and the length of time to be supervised. At all times a named teacher will have ultimate responsibility and be available to be called to give support and take appropriate decisions
10. To provide information that supports the preparation and review of Individual Education Plans and to action appropriate tasks from IEPs.
11. To use a range of supporting techniques, including computers and other resources, and consider in consultation with the teacher when and how to deploy them.
12. Under the direction of appropriate professionals and after adequate training, to assist in meeting particular pupil’s needs e.g. physical development, speech/language development, and medical needs identified in an approved care plan agreed by parents. The scope of these duties are that which would generally be carried out by a parent. This excludes the medical procedures spelt out in point 22.
13. After adequate training, to carry out welfare duties in relation to the physical and care needs of the students, including dressing, feeding and toileting if appropriate, whilst encouraging independence wherever possible. This excludes the medical procedures spelt out in point 22 of this job description.
14. To produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.
15. To help train students in the individual and collaborative study skills necessary for learning.
16. To work alongside other adults, including teachers, trainee teachers, and other support staff.
17. To supervise students during breaks and/or lunchtimes if required.
18. To maintain confidentiality at all times with regard to both supported students and the wider school.
19. To take part in in-service training, relevant performance management arrangements and other meetings, as directed in normal contracted working hours; to be conversant with school policies and procedures.
20. Carry out routine clerical tasks e.g. collecting trip money, distributing letters and producing class lists.
21. Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the teacher/head teacher.
22. To undertake the SEN tasks of tube feeding, urinary catheterisation, suction and postural drainage, nebulised medication, rectal medication and replacement of tracheostomy tubes based on pupil need.

With regard to task number 22, an additional payment will be made to all staff who carry this out.

1. Such other duties, within the competence of the post holder, which may be required, reasonably, from time to time.

**Duties in relation to cover supervision:**

These duties are to be carried out for the short term absence of a teacher

1. To ensure orderly behaviour in the classroom.
2. To assist students when they are unable to assist themselves.
3. To supervise students in class who are working on pre-prepared work.
4. Ensure that students complete the work set by managing behaviour and keeping orderly constructive working environment.
5. Be familiar with the school’s behaviour management policy and implement this.
6. Respond to questions from students about process and procedures.
7. To deal with and or report immediately problems or emergencies according to school policy and procedures.
8. Be familiar with the full range of school policies particularly those regarding health and safety, equal opportunities and special educational needs.
9. Collect any completed work after the session ensuring it is returned to the appropriate teacher or designated officer.
10. Report back as appropriate using the school’s agreed referral procedures on the behaviour of students during the class and any issues arising.

**Equal opportunities and school vision:**

1. To ensure and display commitment to the implementation of the school vision.
2. To be committed to the schools policies on Equal Opportunities and Learning Support, and inclusion.
3. To be committed to the continual raising of levels of achievement for all our students.
4. To work with confidentiality and sensitivity, which are essential when dealing with parents of our multi-ethnic school.

**Personnel Specification: Cover Supervisor**

These are the criteria upon which the selection process will be based. At each stage of the process the merits of each applicant will be assessed to determine how far the criteria have been matched. These stages are:

1. Shortlisting by the selection panel.
2. Interview by the selection panel.

**Qualifications and Education required:**

* Competent English literacy (reading, writing, speaking and listening) and numeracy skills.
* If recruiting to a qualified post: C & G or CLPE or other equivalent qualification.

**Experience required:**

* Experience of working in a primary school or with children including parental experience.
* Able to demonstrate experience of dealing sympathetically and constructively with other adults.

**Knowledge and Understanding:**

* Demonstrate an understanding of the place of the school in educating primary pupils and in promoting the spiritual, moral, social and cultural development of pupils from a multicultural community.
* Demonstrate an understanding of the role of the teacher and their own role in relation to teachers, other support staff, and pupils.
* Knowledge of and ability to supervise children. Ability to understand children’s’ behaviour and to respond to their needs in varying circumstances
* Ability to manage a classroom of pupils safely.
* Be able to use a range of strategies to deal with whole classroom and individuals behaviour
* Understanding of issues relating to health safety in a school environment.
* Ability to act quickly and responsibly in the event of accidents or unacceptable behaviour or disruption by pupils.
* Demonstrate knowledge and basic understanding of literacy and Numeracy.
* Demonstrate ability to use knowledge and understanding to support pupils and to assess their progress in literacy and numeracy in particular.
* Demonstrate awareness of how pupils learn and the factors that affect their progress.
* Demonstrate an understanding of the different approaches needed to support the learning of various groups of pupils, including bilingual English learners and pupils with special educational needs.

**Commitment to and understanding of:**

* The Equal Opportunities practice throughout the school including the Authority’s policy of inclusive education.
* The promotion of community involvement in the school in order to raise achievement.