Park Academy West London
an Aspirations Academy

Job Description

Park Academy West London is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Cover Supervisor

Salary range: £30,509 - £32,364 inc London Weighting Allowance [ACTUAL]
36 hrs p/w ~ term time only + 5 staff training days (39 weeks)

Line Manager: Engagement Support Officer

Job Purpose

- To provide class supervision when a teacher is absent ensuring that in doing so students learning and development is continued and maintained.
- Monitor students, reporting on their achievement, progress and development as agreed with the teacher.
- Plan, prepare and deliver learning activities for individuals/groups.

Responsibilities and Tasks

Core job functions: Teaching and Learning

- To complete a class register for each class supervised.
- In the absence of a teacher, provide supervision of and be solely responsible for a class of students during lesson time.
- Assess the needs of students and use detailed knowledge and specialist skills to support students learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Manage the behaviour of students to promote and maintain order and a calm working environment for students, including implementation of the Academy's behaviour for learning policy.
- Report back, as appropriate on the behaviour of students during lesson time and on any issues arising, using the Academy's agreed referral procedure.
- To provide classroom management to classes in the absence of the teacher.
- Promote the inclusion and acceptance of all students within the classroom.
- Establish constructive relationships and communicate with other relevant professionals to support students' learning and progress.
- Communicate the work set by the class teacher to the students and ensure that students are aware of the teacher's expectations during the course of the lesson with regard to the task completion.
- Motivate students to complete tasks set by the class teacher and encourage students to interact and work co-operatively with others to ensure that students are engaged on the set tasks.
- Respond to any questions from students about process and procedures.
- Deal with any immediate problems or emergencies in accordance with the Academy's policies and procedures.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.

- Collect completed work after the lesson and return it to the class teacher as appropriate.
- Leave the classroom in good order and secure at the end of the lesson.

Core job functions: Support for Teachers

- Within an agreed system of supervision, plan challenging teaching and learning objectives, evaluate and adjust lesson plans as appropriate.
- Organise and manage appropriate learning environment and resources.
- Monitor and evaluate student responses to learning activities through a range of assessments and monitoring activities against pre-determined learning objectives.
- Provide objective and accurate feedback and report as required on student achievement, progress and other matters ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons systematically.
- Support the role of parents in students' learning and contribute to meetings with parents to provide constructive feedback on student progress/achievement etc.

Core job functions: Operational/Strategic Planning

- To contribute to the whole Academy's planning activities.
- To assist the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies.
- To collate a bank of supervision work for subjects within KS3 and KS4 in liaison with the relevant Curriculum Leader.

Core job functions: School

- Be aware of and support difference and ensure all students have access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies/ professionals in liaison with the teacher, to support achievement and progress of students.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out-of-school learning activities with guidelines established by the Academy.
- Contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in class.
- To regularly review methods of teaching and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

Core job functions: Pastoral

- To supervise registration periods in the absence of the form tutor completing the required documentation/data entry.
- To promote the personal and academic well-being of individual students and of the form tutor group as a whole.
- To liaise with the relevant Key Stage team to ensure the implementation of the Academy's Pastoral System.
- To register students, accompany them to assemblies and encourage their full attendance at all lesson and their participation in other aspects of Academy life.
- To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To maintain a high standard of student's behaviour and discipline, within the framework of the Academy policy and supporting other staff as necessary to enable effective learning to take place.
- To communicate and liaise effectively with parents and carers regarding the welfare of individual students after consultation with appropriate staff and to ensure good relationships between school and home.

General Responsibilities

- To work flexibly - this may include evenings, open days, parents' evenings and possibly weekends. This may also involve cover across the wider team in times of need.
- To be available to assist and undertake break duties.
- To participate fully in Staff Appraisal according to the Academy requirements.
- To participate in training and other learning activities and performance development, as required.
- To work safely, consider the safety of others and work within the guidelines stated in the Academy Health and Safety Policy.
- To comply with all decisions, policies and standing orders of the Academy; comply with statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- To have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the Academy's agreed procedures.
- To contribute to the overall ethos/work/aims of the Academy and the Trust.
- To appreciate and support the role of other professionals.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To respond to requests in a timely manner and in line with set deadlines.
- To undertake such other duties as may be required from time to time commensurate with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or level of responsibility.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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Person Specification

Cover Supervisor

1. Qualifications	Essential	Desirable
A level of education that enables support to be given to students aged 11-16 including those preparing for GCSE. This requires at least 5 GCSEs at grade C and above which must include English Language, Maths and Science or hold equivalent qualifications.	✓	
Professional qualification in related areas e.g. Social Work, Behaviour Management, Teaching, Anger Management, Counselling		✓

2. Skills and Knowledge	Essential	Desirable
Experience of working with young people, parents, carers, teachers	✓	
Experience of working with young people who have emotional or behavioural difficulties.		✓
Ability to convey authority and gain students' respect, apply boundaries and motivate	✓	
Ability to challenge in a constructive manner.	✓	
Excellent interpersonal skills and be able to communicate effectively both orally and in writing, which enable good relationships to be built with young people and adults	✓	
An awareness and sensitivity to students' needs	✓	
Ability to work independently and as part of a team.	✓	
Excellent organisational skills	✓	
A willingness to support and encourage young people who may have emotional and behavioural difficulties	✓	
Ability to establish and maintain effective working relationships at all levels whilst demonstrating a flexible approach.	✓	
Knowledge of ICT systems including Microsoft Word, Excel, PowerPoint	✓	
Ability to work under pressure and ensure that deadlines are met.	✓	
Ability to prioritise own workload and workload of others in order to meet deadlines.	✓	
Ability to be proactive and use own initiative be creative and think beyond the obvious solutions.	✓	
Understanding of confidentiality and integrity when handling student information.		✓
Flexibility and willingness to help out where needed	✓	
Ability to interpret and communicate data effectively.	✓	

3. Experience	Essential	Desirable
Experience of SIMS/or other MIS systems within a secondary school setting.		✓
Experience of producing reports		✓
Experience of delivering extra-curricular activities to young people		✓

4. Personal Qualities and Values	Essential	Desirable
A commitment to safeguarding and promoting the welfare of children and young people.	✓	
A belief that the needs of students come first.	✓	
A commitment to equality of opportunities.	✓	
Non-judgmental disposition	✓	
Confident approach working with young people	✓	

Note:

All employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties.

I have read the Job Description and agree to all the terms and conditions set out. I also agree to comply with all Academy Policies, Child Protection and Health and Safety Regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Leadership Team.

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Competencies

Cover Supervisor

'Can do' positive attitude

- Shows performance in difficult circumstances
- Makes an effort find out if s/he doesn't know
- Upbeat and optimistic
- Presents options not problems
- Not easily discouraged

Passion to make a difference to Park Academy West London

- Committed to deliver the goals and priorities of the administration, regardless of whether s/he personally agrees with them
- Demonstrates awareness of Academy-wide issues and opportunities
- Committed to fulfil the Academy's plans
- Thinks 'externally' to the department with a focus on the benefit to students and the whole Academy

General operational management skills

Demonstrates an ease and fluency in terms of:

- Problem analysis and decision-making
- Communicating
- Planning own and others' activities
- Controlling
- Organising
- Directing and motivating
- Use of technology and other management tools

Leads and inspires others

- Energises others and self to overcome barriers
- Encourages, mentors and coaches other to deliver
- Describes his/her vision in a way which captures the imagination
- Creates in others a positive attitude to work
- Demonstrates self-esteem and regard for others

Team player

- Builds relationships and influences others for mutual benefit
- Co-operates with others outside the immediate team
- Encourages co-operation between other teams
- Routinely shares ideas and working practices
- Resolves disagreements
- Effectively pulls people together and avoids division
- Accesses resources to positive effect