Job Description

POST TITLE: **Cover Supervisor**

GRADE: **Grade 7, Points 12 to 19, £27,711 to £31,067 (FTE)**

RESPONSIBLE TO: **Headteacher / Deputy Head / Phase Leader**

JOB PURPOSE

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or supervision of other teaching assistants including allocation and monitoring of work, mentoring and training.

GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
    - Acceptable Use of IT Policy
    - Code of Conduct
    - Extremism & Radicalisation Policy
    - Health, Safety and Security Policy & Guidance
    - Keeping Children Safe in Education (Part 1) Guidance
    - Safeguarding Policy and Training Slides
    - Whistleblowing Policy
    - IT Pack including Acceptable Use Statement
    - Health, Wellbeing and Benefits Policy
    - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the overall aims of the Trust and Academy Improvement Plans
5. To develop and implement own professional development and skills
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team

9. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

SPECIFIC RESPONSIBILITIES

KEY TASKS – Support for Pupils

- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
- Promote inclusion and acceptance of all pupils, and encourage pupils to interact and to work co-operatively with others and to engage in activities led by yourself and/or the teacher.
- To assess, assist and support pupils, including those with special needs, to access a range of learning activities, through specialist skills, in-depth knowledge of the National Curriculum and theoretical knowledge of how pupils learn.
- The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school.
- Make effective use of ICT in learning activities and develop pupils' competence and independence in its use.
- Develop and implement Individual Education Plans and Behaviour Plans.
- Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.

KEY TASKS – Support for Teachers

- Within an established discipline policy, to anticipate and manage behaviour constructively, promoting self-control and independence.
- Support the role of parents in pupil learning and contribute to /lead meetings with parents to provide constructive feedback on pupil progress, achievement, problems etc.
- Within an agreed system of supervision, plan and prepare creative and challenging teaching and learning objectives. Produce, evaluate and adjust lesson plans and learning resources, such as worksheets, as appropriate.
- Deliver learning activities, including those developed by self, which are part of local and national learning strategies, e.g. literacy, numeracy, or KS1 / 2, to pupils within an agreed system of supervision. To take into account individual pupil learning styles and needs to make adjustments to activities so pupils can engage with the subjects/topics being delivered. This will involve individual, group and whole class work and may take place when the teacher is not present.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.

- Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, both in lessons and other activities. Systematically record pupils' progress and achievements, ensuring availability of appropriate evidence.
- Administer and undertake routine marking of pupils' work using an explicit mark scheme that does not require interpretation. Invigilate tests / examinations as required.
- Organise and manage an appropriate learning environment and resources.
- Select and prepare resources necessary to lead/support learning activities, taking account of pupils' interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid, resources and equipment.
- Assist with the display of children's work as required.
- Provide clerical support for teachers; e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and. maintaining records of stock; administering coursework, production of work sheets for agreed activities.

KEY TASKS – Support for the School

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Organise and deliver out-of-school learning activities within guidelines established by the school or trust.
- Contribute to the identification and implementation of appropriate out of school learning activities, which consolidate and extend the school activities.
- Provide cover for classes within the agreed system of supervision. This could be regular planned cover for the teacher, i.e. for PPA time (Planning, Preparation and Assessment) or could be for the short-term absence of teachers.

KEY TASKS – Supervision of Staff

- Supervise or mentor other teaching assistants.
- Support regular team meetings with staff to brief them on current activities in the school, promote new developments and to discuss and alleviate any concerns held by staff.
- Liaise between managers, teaching staff and teaching assistants to ensure appropriate deployment of staff.
- Represent the needs and views of teaching assistants at management and other appropriate meetings.

STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
    - We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
    - Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
    - Employees are expected to maintain a professional relationship with students.
    - Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

DRESS CODE

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.
    - Some functions within the Trust are required to wear uniform that will be supplied by the Trust.
    - When working in the kitchens or any food outlet at the Trust, staff are expected to wear full protective clothing at all times.

PERSON SPECIFICATION – Cover Supervisor		
	ESSENTIAL	**DESIRABLE**
EDUCATION & TRAINING		
Awarded Higher Level Teaching Assistant status or higher.	*	
Training in relevant learning strategies e.g. literacy/ Key Stage 1 or 2	*	
Specialist training or experience in a curriculum or learning area e.g. bi-lingual, sign language, ICT, Special Needs, Foreign Language, art, music, behaviour management etc.	*	
First Aid certificate or willing to obtain it	*	
EXPERIENCE		
Experience of preparing and delivering resources (age and ability appropriate) to engage with pupils and contribute to their learning objectives	*	
Experience of effectively using ICT to support learning	*	
Experience of developing and implementing Individual Education Plans and Behaviour Plans	*	
Experience of evaluating and preparing feedback on pupils' academic achievements and progress, effort and social development, to contribute to the overall feedback produced by the class/subject teacher	*	
Experience of working with pupils with different abilities, and adapting own approach and learning resources in accordance with pupil's needs and identified learning styles	*	
SKILLS, ABILITIES & KNOWLEDGE		
Interpersonal skills to build and maintain successful relationships with pupils, treat them consistently with respect and consideration, and to demonstrate an interest in their development as learners	*	
Communication skills to liaise sensitively with parents and carers, fostering their interests in their child's development and activities of the school	*	
To demonstrate and promote the positive value, attitudes and behaviour you expect from pupils with whom you work	*	
Creative skills to prepare and design learning activities which relate to the National Curriculum, engage and stimulate pupils and are appropriate to the abilities of the pupils which may vary across the class	*	
Teamwork skills to work collaboratively with colleagues and to carry out your role effectively knowing when to seek help and advice	*	
Effective organisational skills to work under pressure to complete tasks to potentially conflicting deadlines	*	
Ability to organise, lead and motivate a team	*	
Ability to manage performance of a team and to identify training needs	*	

Full working knowledge of the policies/codes of practice/legislation relevant to the role, including the promotion of pupils' welfare	*	
Knowledge of the National Curriculum and other relevant learning programmes	*	
In-depth understanding of child development, their learning styles and cognitive processes	*	
Knowledge of the range of appropriate resources available to support learning programmes and engage pupils' enthusiasm in a variety of educational and social topics	*	
Understanding of equal opportunities and inclusion, and how they apply in a school setting	*	
PERSONAL QUALITIES		
Confidence and independence to work using own initiative	*	
Assertive, enthusiastic, motivated and committed	*	
Ability to work as part of a team understanding Trust and Academy roles and responsibilities and your own position within these.	*	
Good time management skills	*	
Willingness to keep self up to date with pertinent information and local initiatives, respond to feedback and pass on knowledge and good practice on to others.	*	
Builds and maintains effective relationships with colleagues and stakeholders in a fair and equitable manner	*	
Commitment to Equal Opportunities	*	
Willingness to work within the Christian framework of the Academy	*	
Tact, sensitivity, integrity, good judgement, and a sense of humour.	*	
Suitability to work with children. Enhanced DBS check to be undertaken on appointment	*	