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**JOB DESCRIPTION**

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| **School** | LITTLE LEVER SCHOOL |
| **Job Title** | COVER SUPERVISOR |
| **Hours** | 31.25 (Term Time plus 5 Days) |
| **Grade** | GRADE 6 SCP (25 – 29) |
| **Primary Purpose of the Job** | * To teach cover lessons with and supervise individuals and groups of children under the direction/instruction of teaching staff * To contribute to the planning of lessons & resources that will support students’ learning * To support and reinforce classroom management, behaviour techniques and lesson protocols, through adhering to the Behaviour *for* Learning policy * To provide efficient and comprehensive administrative support to allocated departments depending on cover requirements. * Support other activities relating to the supervision of students, e.g. general supervision during breaks, attendance on school trips and educational visits |
| **Responsible to** | Business Manager |
| **Principal Responsibilities** | Provide support for the student, teacher, curriculum and the school |
| **MAIN DUTIES** | |
| **SUPPORT FOR THE STUDENTS**   * + To plan and teach under the guidance of teaching and senior staff including:   + Registration of the class on SIMS lesson monitor   + Communicating set work to the students   + Supervising the completion of the work during the lesson and collection at the end of the lesson   + Managing behaviour of students whilst in class in accordance with school policy   + Responding to queries and concerns regarding the task set   + Reporting back to the teacher on progress, issues and difficulties   + Assess the educational needs of students and adapt teaching methods to support student Teaching and Learning   + Develop and implement individual and group learning plans, using a variety of delivery methods to stimulate individual learning   + Provide feedback to students in relation to progress and achievement   + Establish productive working relationships with all students, acting as a role model and setting high expectations   + To ensure that RWCM is encouraged in the teaching and learning experience of students   + Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure   + Encourage students to interact with others and engage in activities led by the teacher   + To ensure a high quality learning experience for students which meets internal and external quality standards   + Promote inclusion and acceptance of all students   **SUPPORT FOR THE TEACHER**   * Production of lesson plans, worksheets, learning objectives within agreed system of supervision * Effectively contribute to the selection and preparation of teaching resources that meet the diversity of students’ needs and interests * Use teaching and learning objectives to plan challenging targets and to evaluate and adjust lesson/work plans as appropriate within agreed systems of supervision * Monitor and evaluate students’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives * Support the role of parents’ in their child’s learning and contribute to meetings with parents to provide constructive feedback on student progress/achievement etc. * Provide objective and accurate feedback and reports as required to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence * Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested * Invigilate exams and tests as appropriate * Establish a clear framework for student discipline, anticipate and manage student behaviour constructively, promoting self-control and independence in line with established school policy   **SUPPORT FOR THE CURRICULUM**   * Deliver learning activities/programmes, adjusting activities according to student learning styles and individual needs within agreed system of supervision * Use ICT effectively in learning activities, the preparation of resources and to develop students’ competence and independence in its use * Assist students to access learning activities through specialist support in specific curriculum areas * Select and prepare required resources to lead learning activities, taking account of students’ interest, language and cultural backgrounds * Advise on appropriate deployment and use of specialist aid/resources/equipment   **SUPPORT FOR THE SCHOOL**   * To work closely with the class teacher and any external professionals as appropriate, to deliver any special programme designed for the student(s) and to undertake such training as necessary * Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned) * Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop * Contribute to the school ethos, aims, objectives and improvement plans * Attend and participate in regular meetings as required * Participate in the school’s CPD programme and other learning activities and personal development, as requires * Establish own best practice and lead specialist area and use to support others * Assist with the planning of opportunities for students to learn in out-of-school contexts, according to school policies and procedures and within working hours * Contribute to the identification and execution of appropriate out of learning activities, which consolidate and extend in school activities * To accompany students on school visits, trips and out of school activities, as required * To work with class teachers and SLT to design and produce display boards * Support of ad hoc educational initiatives * Support the allocated Subjects’ administrative work * Supporting the learning of students in all aspects of the allocated Subjects * Supporting in the production and delivery of appropriate learning materials in the allocated Subjects * To supervise students inside and outside the building at both morning break and lunchtime | |
| **The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.** | |

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| **Date Job Description prepared/updated** | August 2019 |
| **Job Description prepared by** | Mr D Mckeon |

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**PERSON SPECIFICATION**

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| **Department** | Little Lever School |
| **Job Title** | COVER SUPERVISOR |

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| **MINIMUM ESSENTIAL REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| **1. Skills, Competency and Knowledge** | | |
| 1.1 | Ability to work effectively within a team environment, understanding classroom roles and responsibilities | Application Form/Interview |
| 1.2 | Ability to build effective working relationships with all students and colleagues | Application Form/Interview |
| 1.3 | Ability to work within a team of staff, ensuring effective communication and deployment | Application Form/Interview |
| 1.4 | Ability to contribute to the Care, Guidance and Support through the House structure | Application Form/Interview |
| 1.5 | Ability to promote a positive ethos and role model positive attributes | Application Form/Interview |
| 1.6 | Ability to adapt own approach in accordance with student needs | Application Form/Interview |
| 1.7 | Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate | Application Form/Interview |
| 1.8 | Ability to continually develop and extend own working practices | Application Form/Interview |
| 1.9 | Understanding of safeguarding principles and safe working practices, and to be able to set in motion appropriate procedures according to the school setting/policies | Application Form/Interview |
| 1.10 | Demonstrate the potential to contribute to the departmental team | Interview |
| 1.11 | Excellent personal Literacy and Numeracy skills | Application Form/Interview |
| 1.12 | Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc. | Application Form/Interview |
| 1.13 | Understanding of principles of child development, learning styles and independent learning | Application Form/Interview |
| 1.14 | Experience of working with children in an educational setting (within specified age range/subject area) | Application Form |
| 1.15 | Working knowledge of relevant policies/codes of practice/legislation | Application Form/Interview |
| 1.16 | Understanding of statutory frameworks relating to teaching and learning | Application Form/Interview |
| 1.17 | Understanding of inclusion, especially within a school setting | Application Form/Interview |
| 1.18 | Experience of resources preparation to support learning programmes | Application Form/Interview |
| 1.19 | Effective use of ICT to support learning | Application Form/Interview |
| 1.20 | **Valuing Diversity** - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage | Application Form/Interview |
| 1.21 | **Caring for** Customers - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users | Application Form/Interview |
| 1.22 | **Developing Self and Others -** Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others’ learning and share learning with others | Interview |
| 1.23 | **Health and Safety -** The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk | Interview |
| 1.24 | **Confidentiality -** To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information | Interview |

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| **2. Experience/Qualifications/Training etc.** | | |
| 2.1 | At least a level 2 qualification in Maths and English (GCSE grade C or above or equivalent) | Application Form / Certificates |
| 2.2 | Teaching degree, degree, HLTA or required to work towards the HLTA qualification | Application Form / Certificates |

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| **3. Work Related Circumstances – Professional Values & Practices** | | |
| 3.1 | High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | Application Form & Interview |
| 3.2 | Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | Application Form & Interview |
| 3.3 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work | Application Form & Interview |
| 3.4 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | Application Form & Interview |
| 3.5 | Able to liaise sensitively and effectively with parents and carers recognising their role in student learning | Application Form & Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues | Application Form & Interview |

**STAGE 2** Will only be used in the event of a large number of applicants meeting the minimum essential requirements

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| 1.1 | Training in additional needs strategies is desirable | Application Form & Interview |

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| Note to Applicants**: Please try to show in your application form, how best you meet these requirements** |

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| **Date Person Specification prepared/updated** | August 2019 |
| **Person Specification prepared by** | Mr D Mckeon |