

## Job Description

Unsworth Academy			
Post Title	Grade	Points	Date
Cover Supervisor	5	4-6	September 2019

### Statement of Purpose

Using an agreed system of supervision, supervise whole classes during the short-term absence of the class teacher under the guidance of teaching/senior staff, including implementing work programmes, managing pupil behaviour and assisting pupils in relevant activities in line with the school's policies and procedures.

### Support to Pupils

- Supervising work that has been set by teaching staff.
- Assist with the development and implementation of Individual Education Plans.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.

### Support to Teacher

- Provide feedback to pupils in relation to progress and achievement.
- Dealing with any immediate problems or emergencies according to the school's policies and procedures.
- Collecting any completed work after the lesson and returning it to the appropriate teacher.
- Managing behaviour of pupils whilst they are undertaking this work to ensure a constructive environment, according to the school's behaviour policy.
- Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising.
- Completing tracking sheets and information on pupil attendance and rewards.

## **Support to the Curriculum**

- Support the use of ICT where appropriate.
- Make appropriate use of equipment and resources.

## **Support to the school**

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Assist with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Recognise own strengths and areas of expertise and use these to advice and support others

## **Safeguarding**

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

## **People Management**

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

## **Health and Safety**

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Health and Safety policy.

## Person Specification Cover Supervisor – Teaching and Learning Level 3

Minimum Criteria for Two Ticks *	Criteria	Measured by
	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Three years' experience of working to support children's learning gained in a relevant/similar environment.</li> </ul>	A
	<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• Educated to GCSE Grade C in Mathematics and English</li> <li>• NVQ 3 for Teaching Assistant (or recognised equivalent qualification).</li> </ul>	I
	<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice.</li> <li>• An understanding of curriculum matters and able to contribute effectively to curriculum development, planning, evaluation and implementation.</li> <li>• In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN.</li> <li>• Understanding of principles of child development and learning processes.</li> <li>• Ability to plan effective actions for pupils at risk of underachieving.</li> <li>• Effective use of ICT to support learning.</li> <li>• Use of other equipment technology – video, photocopier.</li> <li>• Well-developed interpersonal skills to be able to relate well to a wide range of people.</li> <li>• Work constructively and collaboratively as part of a team whilst being able to demonstrate initiative.</li> <li>• Excellent oral and written communication skills.</li> </ul>	A/I
	<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Can demonstrate active listening skills.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders.</li> <li>• Demonstrates a positive attitude including suggesting solutions,</li> </ul>	A/I

	<p>participating, trusting and encouraging others and achieving expectations.</p> <ul style="list-style-type: none"> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by maintaining knowledge.</li> <li>• Shares knowledge and encourages new ideas.</li> </ul>	
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A = Assessed at Application

I = Assessed at Interview

T = Assessed through Test

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours and
- Attitudes to use of authority and maintaining discipline.



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form, they will be guaranteed an interview.