

## **JOB DESCRIPTION**

**NOTE: This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.**

<b>Job Title:</b>	<b>Cover Supervisor</b>
<b>Grade:</b>	<b>5</b>
<b>Salary:</b>	<b>SCP 16 – SCP 20</b>
<b>Conditions of Service:</b>	<b>Support Staff Contract of Employment</b>
<b>Responsible to:</b>	<b>Principal</b>

### **Statement of Purpose**

Using an agreed system of supervision, supervise whole classes during the shortterm 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.

### **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.

### **Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety, and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

### **Note**

*The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.*

**PERSON SPECIFICATION**

Minimum Criteria for Two Ticks *	Criteria	Measured by APP/I/ASS
	<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>	
	<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>	
	<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. 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>	

	<p><b>Behavioural Attributes •</b> Customer focused.</p> <ul style="list-style-type: none"> <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, participating, trusting and encouraging others and achieving expectations.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Is enthusiastic and decisive.</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 keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	

**MEASURED BY KEY:**

APP = Application form ASS = Assessment activities I = Formal interview In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



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.

28/01/2022