



Support Staff Job Description and Person Specification

TITLE:	Cover Supervisor
Working arrangements:	37 hours per week / 39 weeks per year
Location:	Sybil Andrews Academy
Grade / Scale point:	Grade 4 - £22,401 per annum (pro rata)
Responsible to:	Vice Principal Curriculum
Date:	September 2018
Post holder:	

INTRODUCTION

All our schools must embrace a strong set of values which ensure that students learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

To manage and organise cover for absent staff, both teaching and non-teaching.

To provide support to the teacher and through this to students in teaching the curriculum, including providing cover supervision for short term teacher absence e.g. PPA time.

To support the Inclusion Team by covering internal isolation and exclusion as directed.

KEY TASKS AND RESPONSIBILITIES

Cover Management:

1. Manage the staff cover system to ensure continuity in teaching and learning;
2. Keep records on covers completed by individual staff;
3. Liaise with the Trust's Supply Register Administrator and external agencies to engagement appropriately qualified supply staff to cover absences and temporary vacancies;



4. Organise the appropriate deployment of teachers and supply staff and cover absences and emergencies.
5. Provide staff with cover details at the start of the day and when required.
6. Act as the main point of contact for any problems that may occur in relation to cover;
7. Organise and provide cover work and materials including registers and resources;
8. Provide a daily cover sheet, updated as required, to relevant areas and members of staff;
9. Monitor the effectiveness of supply staff as per school policies and procedures, informing his/her line manager of any concerns;
10. Inform and advise the senior leadership team on matters relating to cover.

Cover supervision:

1. Supervise work that has been set in accordance with the school's policy;
2. Manage the behaviour of students whilst they are undertaking this work to ensure a constructive environment;
3. Respond to any questions from students about process and procedures;
4. Deal with any immediate problems or emergencies according to the school's policies and procedures;
5. Collect any completed work after the lesson and returning it to the appropriate teacher;
6. Report back as appropriate using the school's agreed referral procedures on the behaviour of students during the lesson and any issues arising.
7. Cover internal isolation and/or internal exclusion when not covering classroom based lessons.

Support for Students

1. Undertake a range of specialised tasks to support learning, e.g. planning, leading and assessing intervention groups;
2. Work with students, either one-to-one or in small groups, making full use of specialist skills as appropriate;
3. Mark students' work, as appropriate, maintaining basic records;



4. As appropriate, look after sick/upset students and attend to physical needs;
5. Support learning and development by accompanying and working with students outside the classroom on trips, visits and other activities under the direction of the class teachers;
6. Undertake basic first aid and administer medication in accordance with the relevant school policy and procedure.

Support for Teachers

1. Provide support for the teacher during lessons, e.g. through directed work on the Literacy or Numeracy strategy and other curriculum areas, or supervising small groups of students whilst the teacher is carrying out other activities;
2. Liaise with the class teachers, to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for students;
3. Maintain records of students' needs and achievements;
4. Support and assist the class teacher in maintaining good order and discipline in the classroom and around the school, by actively engaging with students to positively promote and enforce the school's behaviour policy;
5. Assist teaching staff to ensure that the aims and objectives of the school are achieved;
6. Supervise students around the school site and premises as required as part of the school's agreed duty rota;

Team Working and Personal Professional Development

1. Demonstrate tasks to new colleagues and assist in the induction process;
2. Attend and participate in curriculum planning meetings (after school as required)
3. Keep up-to-date with school policies and procedures;
4. Liaise, advise and consult with other members of the staff team, supporting children when asked to do so;
5. Attend relevant in-service training;
6. Undertake tasks to support the curriculum and assist with events organised as part of the curriculum;



7. Attend and contribute to SEN and appropriate review meetings, if required by the Class Teacher, SENCo and/or Principal and where appropriate;
8. Support implementation of Government initiatives under the direction of line manager.

Health, Safety and Wellbeing

1. Follow Health and Safety procedures at all times, particularly with regard to student safety and that of staff colleagues;
2. Refer students to a school first aider or the Principal ensuring that the class teacher is aware;
3. Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
4. Keep up-to-date with and follow, Safeguarding / Child Protection procedures.

SAFEGUARDING

1. Samuel Ward Academy Trust is committed to safeguarding and promoting the welfare of children and young persons at all times. The [insert job title] under the guidance of [insert as applicable], will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.
2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.



6. Undertake any other reasonable tasks and responsibilities as requested [insert line manager] or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

Signed
[insert Principal or other as appropriate]

Date of issue:



PERSON SPECIFICATION

TITLE COVER SUPERVISOR

GRADE / SCALE POINT 4

CRITERIA	ESSENTIAL	DESIRABLE
<p>KNOWLEDGE</p> <p>Technical or Specialist</p>	<ul style="list-style-type: none"> • Understanding of a range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs. • Understanding of the specialist area to support students' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved. • Knowledge of school curriculum, the age-related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved. • Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding of the place of these in the related teaching programme. 	<ul style="list-style-type: none"> • Experience of planning, preparing and delivering lessons • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc • Awareness of health and safety procedures • Experience of one to one support, where appropriate • NVQ3, or equivalent in related area



	<ul style="list-style-type: none"> • Knowledge of how to use ICT to advance students' learning, and ability to use common ICT tools for own and students' benefits • Knowledge of the key factors that can affect the way students learn • Awareness of the statutory frameworks relevant to their role. • Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice. • Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour. • Experience of working with/supervising students including knowledge of behavioural and learning difficulties • Knowledge and use of a range of equipment • Basic knowledge of first aid • Recognised competence in literacy and/or numeracy 	
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	<ul style="list-style-type: none"> • Experience of contributing to lesson planning, in conjunction with the teacher 	
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to support teachers in evaluating students' progress through a range of assessment activities • Contribute to maintaining and analysing records of students' progress • Ability to read and understand school policies and procedures relevant to area of work • Ability to complete reports such as incident report form, behaviour diary, progress report etc 	
Organisational	<ul style="list-style-type: none"> • Knowledge of school policies and procedures • Organised and methodical approach. 	<ul style="list-style-type: none"> • Awareness and understanding of relevant government initiatives • Good knowledge and understanding of the school's structure
MENTAL SKILLS		
Research	<ul style="list-style-type: none"> • Assist teacher with information gathering and resources as appropriate 	
Problem Solving	<ul style="list-style-type: none"> • Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person 	



Creative Thinking	<ul style="list-style-type: none"> • Ability to contribute effectively to teachers' planning and preparation of lessons. This includes both short and medium term planning • Assist teacher in creating a positive learning environment • Creative ways of learning/making learning interesting • Ability to adapt support given to students depending on age / ability 	
Planning	<ul style="list-style-type: none"> • Working within a framework set by the teacher, planning their role in lessons including how they will provide feedback to students and colleagues on pupil's learning and behaviour • Contribute effectively to the selection and preparation of teaching materials that meet the diversity of students' needs and interests • Contribute to the planning of opportunities for students to learn in out-of-school contexts, in accordance with school policies and procedures. 	
INTERPERSONAL AND COMMUNICATION		
Advising / Coaching / Mentoring	<ul style="list-style-type: none"> • When supervising or working with small groups of students the post holder must be able to 	



	<p>adapt support given to students depending on age and/or ability</p>	
Caring skills	<ul style="list-style-type: none"> • Sensitivity to students' needs • Ability to promote and support the inclusion of all students in the learning activities in which they are involved. • Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. 	
Advising / guiding	<ul style="list-style-type: none"> • Ability to support teachers in evaluating students' progress through a range of assessment activities. • Monitoring students' responses to learning tasks and modify their approach accordingly • Monitor students' participation and progress, providing feedback to teachers, and giving constructive support to students as they learn • Using clearly structured teaching and learning activities to interest and motivate students, and advance their learning 	



	<ul style="list-style-type: none">• Ability to advance students' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.• Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom• Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility• Advising and guiding students on the best way to handle situations, under the teacher's direction• Encouraging students to participate in or complete tasks• Providing advice and guidance to Teaching Assistants on procedures and policies• Ability to conciliate between students in relationship / friendship disputes	
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PHYSICAL		
Keyboard	<ul style="list-style-type: none"> • Ability to use ICT to advance students' learning and ability to use ICT tools for own benefit. 	
Manual Skills	<ul style="list-style-type: none"> • Use of craft knives, glue guns etc when displaying work or assisting students in practical lessons. • Help students to use tools and equipment as required to support learning. 	
LEVEL OF AUTONOMY	<ul style="list-style-type: none"> • Although work is covered by set policies and procedures, Teaching Assistants at this level must be able to manage own work • Able to work with small groups of students when carrying out specific tasks or on field trips etc • Able to supervise larger numbers of students when on duty break/lunchtime • Able to make decisions on when to refer queries/problems to teaching staff or line manager 	