

## Job Description

<b>POST:</b>	Cover Supervisor
<b>RESPONSIBLE TO:</b>	Cover Co-ordinator
<b>SALARY:</b>	Grade 5 (SCP 6 - 9)
<b>LOCATION:</b>	The Wilnecote School
<b>WORKING PATTERN:</b>	Term Time Only 32.5 hours per week
<b>DISCLOSURE LEVEL:</b>	Enhanced
<b>KEY RELATIONSHIPS:</b>	Heads of Department

### RESPONSIBILITIES

#### MAIN PURPOSE:

Under an agreed system of supervision, to 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.

#### SPECIFIC RESPONSIBILITIES

##### Support for 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 for 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 for the Curriculum

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

### **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.
- 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 <sup>1</sup>.
- 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 Children**

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### **English Duty -**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## Person Specification

### Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - ‘letting your light shine’:** All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	<b>Essential Criteria</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>▪ Very good numeracy/literacy skills equivalent to GCSE grade C and above or 4 and above.</li> <li>▪ NVQ 3 for Teaching Assistant (or recognised equivalent qualification).</li> </ul>
<b>Experience, Skills and knowledge</b>	<ul style="list-style-type: none"> <li>▪ Three years experience of working to support children’s learning gained in a relevant environment.</li> <li>▪ Full working knowledge of relevant policies/codes of practice.</li> <li>▪ An understanding of curriculum matters and to be 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 or Early Years.</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</li> <li>▪ Well-developed interpersonal skills to be able to relate well to a wide range of people.</li> <li>▪ Work constructively as part of a team whilst being able to demonstrate initiative.</li> <li>▪ Good communication skills.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>▪ Customer focused.</li> <li>▪ Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>▪ Open, honest and an active listener.</li> <li>▪ Takes responsibility and accountability.</li> <li>▪ Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>▪ Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>▪ Is committed to the provision and improvement of quality service provision.</li> <li>▪ Is adaptable to change/embraces and welcomes change.</li> <li>▪ Acts with pace and urgency being energetic, 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>
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ Commitment to safeguarding and promoting the welfare of children and young people</li> <li>▪ Willingness to undergo appropriate checks, including enhanced DBS Checks</li> <li>▪ Motivation to work with children and young people</li> <li>▪ Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>