



MANOR MULTI ACADEMY TRUST
Job Description: Learning Support Assistant
Cover Supervisor
Foxyards Primary Academy (MMAT)



Duties & Responsibilities of Learning Support Assistant
Cover Supervisor

We expect our Learning Support Assistant Cover Supervisor at Manor MAT to uphold our core values of **Integrity; Ambition, Collaboration and Inclusion**; act with honesty; keep their knowledge and skills as a Learning Support Assistant Cover Supervisor up-to-date and are self-critical; forge positive professional relationships; and work with everyone concerned in the best interests of the pupils.

Core Purpose

The core purpose of a Learning Support Assistant Cover Supervisor at a Manor MAT School is to cover in the short term classes or lead small groups under the direct supervision of a phase leader and to support learning in the classroom. It is to work alongside the teacher in the classroom or to lead groups, in support of pupil's learning, including those with Special Educational Needs under the direction and guidance of the class teacher. It is to make a contribution to the planning of the learning, to help pupils to access the tasks expected of them, to support as appropriate and to help monitor their progress. It is important that teacher and teaching assistant work closely together in order to make the best use of the time available in the classroom. These principles apply whether or not the pupils have Special Educational Needs.

Core Objectives

- To support and uphold the school's vision and values.
- To help children of all abilities, including those with special educational needs to learn as effectively and independently as possible, both individually and in small groups.
- To run a range of interventions to support individuals and small groups.
- To supervise pupils with Special Educational Needs (SEND) and Additional Learning Needs (ALN), ensuring their safety and ability to access learning activities and understand the information presented.
- To build a trusting relationship with all pupils and communicate according to their understanding.
- To promote inclusion and acceptance, support diversity and ensure pupils have equal access to learning and development.
- To prepare materials and resources to support individuals, small groups and classroom learning opportunities.
- To support children's emotional development and resilience when approaching learning tasks.
- To support children's behaviour in line with the school's vision, values and positive behaviour policy.

- To have an awareness of and adherence to all school safeguarding procedures and participate in training as appropriate.
- To ensure the health and safety of the children and to report any concerns or details of accidents/incidents as necessary to the Headteacher.
- To implement and promote the schools equal opportunities policies at all times and to value diversity.
- To support the school's wide range of extra - curricular activities.

Cover Supervisor

- The Headteacher will use his/her professional judgement to determine the precise responsibilities of staff carrying out cover supervision duties. Needs may differ depending on particular classes. In whatever context, cover supervision is likely to include some core elements:
 - Supervising work that has been set in accordance with the school policy.
 - Managing the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment.
 - Responding to any questions from pupils about process and procedures.
 - Dealing with any immediate problems or emergencies according to the school's policies and procedures.
 - Collecting any completed work and marking after the lesson and returning it to the appropriate teacher.
 - Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising.
- Cover supervision for whole classes will only be used for short-term absences. These might be known in advance (for example, where a teacher has a medical appointment or is undergoing professional development) or unexpected (for example, absence due to illness). Longer term absence – e.g. due to long-term sick or maternity leave will be covered by a teacher.

Supporting Pupils

- To support children in their learning, both in the classroom and in small groups, under the direction of a class teacher or phase leader to enable pupils to achieve their full potential and targets set for them.
- To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the children to be supported. Taking into account the learning support involved, to aid children to learn as effectively as possible both in-group situations and individually by:
 - Clarifying and explaining instructions.
 - Ensuring the child is able to use equipment and materials provided.
 - Motivating and encouraging the child as required.
 - Assisting in weaker areas, e.g. language, behaviour, reading, spelling, handwriting/ presentation.
 - Helping pupils to concentrate on and finish work set.
 - Supporting groups/ individuals on achieving key learning objective to promote achievement. (Whether it be more/ least able pupils).

- Meeting physical needs as required whilst encouraging independence.
- Liaising with class teacher and SENDCO.
- Developing appropriate resources to support children.
- To establish a supportive relationship with pupils.
- To promote equal opportunities regardless of gender, ethnicity, socio-economic background or special educational need.
- To develop methods of promoting/ reinforcing pupils self-esteem.

Supporting the Teacher

- To assist, with the class teacher (and other professional as appropriate), in the development of a suitable programme of support for the children who need learning support.
- In conjunction with the class teacher and/or other professionals support the recording of children's progress.
- To participate in the evaluation of the support programme.
- To provide regular feedback about the children to the teacher.

Supporting the School

- Where appropriate, to develop a relationship to help develop links between home and school.
- To liaise, advise and consult with other members of the team supporting children when asked to do so.
- To contribute to reviews of children's progress, as appropriate.
- To attend relevant in-service training.
- To be aware of school procedures.
- To be aware of confidential issues linked to home/teacher/school work and to keep confidences appropriately.
- Any other tasks as directed by the Headteacher, which fall within the purview of the post.

Administrative duties

- Prepare and present displays of students' work.
- Support class teachers in photocopying and other tasks in order to support teaching.
- Undertake other duties from time to time as the Headteacher requires.

General Conditions

This job description is subject to annual review. It may be amended only after full consultation with the Learning Support Assistant Cover Supervisor concerned. It will be signed if agreement is reached.

If following review and amendment, agreement is not reached the appropriate procedures should be used for settling disputes.

Signatures

Learning Support Assistant Cover Supervisor

Headteacher

Person specification

CRITERIA	QUALITIES	ESSENTIAL	DESIREABLE
Qualifications	GCSE English and Maths at Grade C or above or equivalent	✓	
	NVQ Level Three Teaching Assistant Qualification	✓	
	Any other qualifications relevant to role of Learning Support Assistant Cover Supervisor		✓
Experience	Experience of working with children in an educational setting	✓	
	Experience of leading groups or classes of children	✓	
	Experience of supporting pupils individually or groups	✓	
	Experience of supporting children with a range of special educational needs	✓	
	Experience of communicating with a wide range of people from different backgrounds	✓	
	Good communication and expressive skills	✓	
	Experience of record keeping	✓	
	Experience of supporting the planning of the primary curriculum	✓	
	Experience and training related to the role of learning support assistant (e.g. pediatric first aid training, moving and handling training, positive handling training)		✓
	Experience of maintaining SEN records	✓	
Knowledge and Understanding	Understanding of the Primary Curriculum	✓	
	Understanding of supporting children with special needs	✓	

	Basic ICT knowledge to support the pupils (or willingness to train)	✓	
	Understanding of the issues around safeguarding and behaviour in a school setting	✓	
	A knowledge of some of the emotional, behavioural and social difficulties that may create barriers to learning		✓
	A knowledge of how children learn and how to motivate them		✓
Skills and Abilities	An ability to develop positive relationships with children, valuing their diversity in order to enhance their learning and social development	✓	
	The ability to develop an understanding of the educational welfare and social needs of pupils	✓	
	Numeracy and literacy skills to effectively support the pupils	✓	
	The ability to form and maintain good working relationships with teachers, pupils and parents and be able to work in a team	✓	
	The ability to remain calm in challenging situations and to ask for help when needed	✓	
	The ability to work with arrange of professionals from external agencies		✓
Relationships	An ability to provide a caring, cooperative atmosphere for children and to create a challenging, disciplined and effective learning environment	✓	
	An understanding of the need for confidentiality	✓	

Commitment	A commitment to uphold the school's vision, values and staff code of conduct	✓	
	A commitment to equal opportunities and assisting the school in raising achievement for all its pupils	✓	
	A commitment to becoming familiar with and applying whole school policies, procedures and standards and be willing to implement them in a consistent manner	✓	
	A commitment to attend in-service and external training courses and to develop and update knowledge and skills as required	✓	