



JOB DESCRIPTION

TITLE: Cover/Learning Supervisor

SCHOOL:

RESPONSIBLE TO: Headteacher/Line Manager/SENCO

GRADE: L4

PURPOSE OF POST: To enhance the learning experiences of the pupils in the absence of the class teacher

ORGANISATION CHART: Headteacher/Line Manager/SENCO

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Cover/Learning Supervisor

PRINCIPAL RESPONSIBILITIES:

- 1 Under the direction of a class teacher, following agreed lesson plans, support the learning of individuals/ groups/whole classes of students. This may be in the absence of the class teacher, who will still retain the responsibility for the lesson planning. Use strategies appropriate to the needs of students, providing feedback and liaising with colleagues. Facilitate the intellectual and social development of students. Deploy appropriate aids, materials and equipment, including ICT, to assist learning.
- 2 Assist in the evaluation and revision of lessons and work programmes using knowledge gained when working with students.
- 3 Implement and monitor the school's policies and procedure
- 4 Develop and promote positive relationships
- 5 Contribute to the care, health and welfare of students in accordance with the relevant school policies and promote the outcomes of the ECM agenda
- 6 As required, assist with specific aspects of learning and personal development, on/off site, e.g. projects, initiatives and activities including swimming
- 7 Invigilate tests and examinations as directed
- 8 Under the direction of the line manager, assist in other support roles around the school
- 9 Maintain and respect confidentiality

DIMENSIONS:

Supervisory Management: Coaching Others

Financial Resources: N/A

Physical Resources: Classroom materials, equipment and resources

Other:

CONTEXT:

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan and contribute to the development of a purposeful working atmosphere. They are required to support and follow all relevant school policies including those for behaviour management and child protection. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. They are involved with invigilation of tests and examinations and undertake duties similar to the '21 tasks' as directed. They contribute to the order and cleanliness of the classroom environment. A cover/learning supervisor at this level could take responsibility for pupils on placement or for supervising a number of pupils, including a whole class, on an ad hoc basis, covering for teacher absence. They should be involved in leading and coaching others in the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language,

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided where necessary.

Working Environment: There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell or when following care plans.

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'CVs will not be accepted for any posts based in schools.'

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Some experience of working with people with a range of special needs Some experience of working in an educational setting Some experience of managing student's behaviour.	1,2 1,2 1,2	Some experience of working with people with a range of special needs	1,2
Skills/Abilities	Able to contribute constructively to and work effectively as a member of a team. Able to use own initiative in working with parents/carers and the child's community within an agreed framework of policies and procedures. Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc.. Able to keep accurate records and use these to inform judgements. Able to support learning in at relevant Key Stage.	1,2 1,2 1,2 1,2,5 1,2,5	Information technology skills in word processing, the use of databases and spreadsheets to support record keeping and children's learning	1,2,5
Equality Issues	Able to recognise and act upon common forms of discrimination. Able to understand the issues for pupils' education in an urban, multi-cultural context.	1,2 1,2		
Specialist Knowledge			Demonstrable knowledge of how pupils learn including some knowledge of how pupils acquire a second or additional language. Demonstrable knowledge of curriculum requirements. Some knowledge of policies and procedures in areas such as child protection, behaviour management.	1,2 1,2,5 1,2,5
Education and Training	Demonstrate a basic level of literacy and numeracy at NVQ2 or equivalent Able to commit to relevant job training. NVQ Level 3 or equivalent qualification. Willingness to undertake First Aid training and to apply this in the school.	1,2,5 1,2 1,2	GCSE 'C' in mathematics and English or equivalent qualification	4
Other Requirements				

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that School policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also 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;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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