# STAR ACADEMIES

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

# COVER SUPERVISOR/ASSISTANT HEAD OF YEAR

## JOB DESCRIPTION

**JOB PURPOSE:**

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

**JOB SUMMARY:**

1. Provide lesson and registration cover during the absence of class teachers.
2. Manage student behaviour, whilst dealing with issues according to school policies and procedures.
3. Keep and update records as agreed with class teachers.
4. Supervise students on school trips and exam invigilation.
5. Operationally support the Head of Year to ensure and deliver effective pastoral support so that individual students and groups of students are supported to actively participate in learning and reach their full potential.
6. In collaboration with the Head of Year, work with Form Tutors, the wider pastoral team, families and agencies to support and ensure the needs of the students are met and that they can both engage with and succeed in the curriculum and in school, equipping them to go on to achieve their ambitions.
7. Be responsible for supporting the improvement of student punctuality, attendance and behaviour and assist the school's pastoral programme in reducing disruption and raising student achievement and progress.
8. Contribute to effective transition from other schools ensuring the student well-being on entry.
9. Comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

**1. Cover Supervision**

1.1 Supervise work that has been set in accordance with school policy.

1.2 Manage the behaviour of students whilst they undertake work and to ensure a constructive, calm and positive environment.

1.3 Respond to questions from students about process or procedure, to respond to their individual needs and promote inclusion and acceptance of all students in the classroom.

1.4 Deal with immediate problems or emergencies according to school policies/procedures.

1.5 Refer any immediate problems to the relevant Head of Faculty / Head of Year.

1.6 Collect completed work after lesson and return to class teacher.

1.7 Use ICT effectively to support learning activities.

1.8 Report back as appropriate using school's agreed referral procedures on the behaviour of students during the class, and any issues arising.

1.9 Be responsible for the organisation, classroom maintenance, setting out, clearing away and care of resources.

1.10 Create a folder of 'contingency' work from school resources, should the need arise for such in lessons.

1.11 When not required to cover classes, to be available to observe good practice in other subject areas as arranged by Line Manager, examination invigilation and any other duties as required by the Principal.

1.12 Undertake training/update skills as and when necessary.

## 2. Main Duties

2.1 Be a highly visible presence around the school site at all times (including all unstructured times – before school, break, lunch and after school) to ensure that a calm atmosphere is maintained at all times to remove any barriers to learning once students are in lesson.

2.2 Ensure high standards of appearance and dress in accordance with the Uniform Policy and provide appropriate challenge when required.

2.3 Ensure that daily routine checks are made of the core values of the school and remove barriers to learning before they arise.

2.4 Support Learning Co-ordinators and administrative staff to input pastoral information into end of year reports using information recorded in SIMS, including information on attendance, punctuality and detentions.

2.5 Provide day to day administrative support for the Head of Year including communication with parents.

2.6 Accurately record interventions on the MIS database and Safeguarding and Child Protection Software.

2.7 Provide, analyse and evaluate data sets for the Head of Year on a weekly basis to evaluate the impact of actions and effectively manage resources.

2.8 Investigate reported incidents and look to resolve issues in a restorative way, including the organisation and running of restorative sessions.

2.9 Liaise with outside agencies and assist in making referrals for internal and external additional support mechanisms and intervention.

2.10 Work with HOY and other AHOYs, as well as the SLT, to continually improve the effectiveness of the pastoral system, with a clear focus on keeping children safe and removing the barriers to their learning.

2.11 Cover the absence of other members of the wider pastoral team.

## 3. Supporting Learning and Teaching

3.1 Support key students with social and emotional needs through mentoring/ home-school liaison and if needed, in lessons.

3.2 Liaise with the HoY and SENCo to raise concerns about students and potential support needs (SEN/ SEMH/ Social Inclusion).

3.3 Contribute to coaching, mentoring and sharing good practice, within the year group, throughout the school and with partner schools.

3.4 Contribute to individual student records ensuring they have up-to-date details of the curriculum support, input and alternative intervention / support that has been provided.

3.5 Support the school's drive for excellent academic results by ensuring students needing intervention receive support, encouragement and guidance as appropriate and necessary to raise individual student achievement and aspirations.

3.6 In collaboration with the wider pastoral team, seek to secure consistency of application of policies relating to management of students.

## 4. Attendance and Punctuality

4.1 Implement and manage student support plans, including BSPs, PSPs and Attendance Action Plans.

4.2 Monitor attendance and punctuality and take positive steps to improve attendance and punctuality.

4.3 Support the Attendance Manager and HOY to ensure maximum levels of attendance and a rigorous and consistent approach to high standards of punctuality.

4.4 Ensure the monitoring of student attendance and punctuality together with students' behavioural progress and performance in relation to targets set for each individual and group; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

4.5 Organise and collate work for excluded/sick/absent students and attend meetings with parents or home tuition where appropriate.

4.6 Work with year team to display class and year group performance in each class and on year team display boards Head of Year, meet with any parents where attendance is below agreed target at the end of subsequent half-terms.

4.7 Support the timely movement of learners from lesson to lesson through presence on the corridors between each lesson.

## 5. Student Behaviour

5.1 Deal with challenging behaviour and difficult situations in order to resolve any issues that may arise.

5.2 Run groups as needed to develop student social skills, leadership skills, mental health and to support improved attendance.

5.3 Contribute to and, in some cases, produce support plans for students with an identified need, including IEPs, PSPs, SSPs and EHC Plans, where appropriate (in liaison with SENCO/ HoY).

5.4 Monitor student behaviour information e.g. through relevant software system, recommending actions where necessary.

5.5 Recommend and organise the use of appropriate sanctions including Detention, Isolation and Exclusion following appropriate investigation.

5.6 Support students with their progress in specific subjects through liaison with teachers, student and home.

5.7 Liaise with teaching staff and parents with regard to student related issues including behaviour, attitude to learning and welfare ensuring that disruption to learning for individual students and their peers is minimised.

5.8 Interview students following referrals related to school work, behaviour, bullying, student concerns, crisis or other incidents.

5.9 Liaise with the Learning Support/SEN Units and implement coherent strategies within Individual Behaviour Plans, Pastoral Support Plans and Individual Education Plans.

5.10 Patrol the corridors to manage student behaviour.

## 6. Developing Self and Others

6.1 Build capacity and nurture leadership capabilities within students.

6.2 Contribute to the production of agendas for timetabled pastoral meetings and where appropriate take a lead in such meetings.

6.3 Have a commitment to develop own practice and CPD.

## 7. Strengthening the Community

7.1 Contribute to stakeholder engagement and communication with parents, carers and families within the year group.

7.2 Work effectively in partnership with external agencies including the school nursing services and other health services – organise drop-ins, vaccinations, presentations to year groups and whole school as needed.

7.3 Support activities relating to Healthy School status – lead on and co-ordinate (as needed) activities related to healthy eating including (if appropriate) after school clubs.

7.4 Secure learning opportunities within the year group to promote community cohesion.

7.5 Assist with the arrangement and promotion of activities within the year group e.g. identify links to year charities and co-ordinate fund-raising activities.

7.6 Contribute to strategies for developing student leadership and student voice within the year group and the school.

7.7 Support the organisation of open evenings/celebration evenings.

7.8 Help organise, and attend, parents' evenings for designated year team.

7.9 Help organise year presentations during assembly time.

7.10 Be a professional advocate for the school in all contexts.

## 8. Other Responsibilities

8.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders.

8.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.

8.3 Contribute to the wider life of the Trust and the Star community.

8.4 Carry out any such duties as may be reasonably required by the Trust.

## 9. Records Management

9.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*

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## PERSON SPECIFICATION

| No | CATEGORIES | Essential/ Desirable | Assessed by: App Form | Assessed by: Interview/ Task |
|---|---|---|---|---|
| **QUALIFICATIONS** | | | | |
| 1. | 5 A*- Cs at GCSE including English and Maths. | **E** | ✓ | |
| 2. | Evidence of Continuous Professional Development. | **E** | ✓ | |
| **EXPERIENCE** | | | | |
| 3. | Working with young people in an education setting. | **E** | ✓ | ✓ |
| 4. | Providing pastoral support within an education setting. | **D** | ✓ | ✓ |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | |
| 5. | Ability to maintain positive relationships with students and other adults. | **E** | ✓ | ✓ |
| 6. | Ability to speak in front of large groups of students and small groups of staff. | **E** | ✓ | ✓ |
| 7. | Ability to work effectively and sensitively with a range of groups and individuals. | **E** | ✓ | ✓ |
| 8. | Ability to prioritise, work quickly and accurately, particularly under pressure and to meet deadlines. | **E** | ✓ | ✓ |
| 9. | Ability to work unsupervised, use own initiative and make appropriate decisions. | **E** | ✓ | ✓ |
| 10. | Ability to address sensitive matters with a caring approach and appropriate confidentiality. | **E** | ✓ | ✓ |
| 11. | Strong verbal and written communication skills. | **E** | ✓ | ✓ |
| 12. | Ability to converse in a number of additional community languages. | **D** | ✓ | ✓ |
| 13. | Ability to use ICT confidently to communicate, review data and present information to others. | **E** | ✓ | ✓ |

| | | | Assessed by: | |
|---|---|---|---|---|
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App Form** | **Interview/ Task** |
| **PERSONAL QUALITIES** | | | | |
| 14. | Commitment to working flexibly before and after school hours as required to promote the welfare of learners. | **E** | ✓ | ✓ |
| 15. | Highly organised, literate and articulate. | **E** | ✓ | ✓ |
| 16. | A passionate belief in the school's mission statement. | **E** | ✓ | ✓ |
| 17. | A strong belief in the value of education in developing citizens. | **E** | ✓ | ✓ |
| 18. | Highest levels of professional and personal integrity. | **E** | ✓ | ✓ |
| 19. | A strong commitment to the personal, spiritual, social and health development of young people. | **E** | ✓ | ✓ |
| 20. | Personal resilience, persistence and perseverance. | **E** | ✓ | ✓ |
| 21. | Willingness to participate in further training and development opportunities offered by the school and county, to further knowledge | **E** | ✓ | ✓ |
| 22. | A strong belief in the value of education in developing citizens. | **E** | ✓ | ✓ |
| 23. | A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders. | **E** | ✓ | ✓ |
| 24. | A strong commitment to the Trust value of 'Service'. | **E** | ✓ | ✓ |
| 25. | A strong commitment to the Trust value of 'Teamwork'. | **E** | ✓ | ✓ |
| 26. | A strong commitment to the Trust value of 'Ambition'. | **E** | ✓ | ✓ |
| 27. | A strong commitment to the Trust value of 'Respect'. | **E** | ✓ | ✓ |
| 28. | Commitment to support the Trust's agenda for safeguarding and equality and diversity. | **E** | ✓ | ✓ |
| 29. | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment. | **E** | ✓ | ✓ |