

School				
Job No.	Post Title	Grade	JE Pts	Date
A5388	<b>Cover Supervisor</b>	Grade 7	400 NJC	April 2008

### Statement of 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.

### Support for Pupils

- Supervising work that has been set by teaching staff.
- 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.

### Administrative Support

- Support with day to day administrative tasks.

### Professional Accountabilities

(this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the school's objectives through:

### **Safeguarding**

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

### **People Management**

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

### **Equalities**

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

### **Climate Change**

- Delivering energy conservation practices in line with the County Council's corporate climate change strategy.

### **Health and Safety**

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

### **Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***

## Person Specification Cover Supervisor

Essential Criteria	Measured By
<b>Experience</b> <ul style="list-style-type: none"> <li>Experience of working to support children's learning gained in a relevant environment.</li> </ul>	AF/I
<b>Qualifications/Training</b> <ul style="list-style-type: none"> <li>Very good numeracy/literacy skills equivalent to GCSE grade 4/C and above</li> <li>NVQ 3 for Teaching Assistant (or recognised equivalent qualification) - Desirable.</li> </ul>	AF/I
<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>Full working knowledge of relevant policies/codes of practice.</li> <li>In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN</li> <li>Understanding of principles of child development and learning processes.</li> <li>Effective use of ICT to support learning.</li> <li>Use of other equipment technology – video, photocopier.</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>	AF/I/PE

<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Student 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> <li>•</li> </ul>	<p>AF/I</p>
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AF Application form

I Interview

PE Practical Exercise

**Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***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.***