

Job Description



Job Details	
School Name	Ladybridge High School
Job Title	Cover Supervisor (Level 4)
Grade	Grade F SCP 17 to 23
Primary Purpose of Job	To contribute to the development and wellbeing of learners Supervision of classes in the absence of the teacher to keep learners on task, maintaining high standards of behaviour and attitudes throughout the lesson.
Responsible to	Deputy Headteacher
Responsible for	N/A
Principal Responsibilities	To support the development, learning and progress of learners To take responsibility for individuals, small groups or whole classes when the teacher is not present To use area(s) of expertise and knowledge to advance learning

Main Duties	
1.	Have high expectations of learners with a commitment to helping them fulfil their potential through planning, monitoring and delivering teaching and learning activities
2.	Establish fair, respectful, trusting, supportive and constructive relationships with learners
3.	Help to keep learners safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding.
4.	Demonstrate the positive values, attitudes and behaviour expected from learners
5.	Communicate effectively and sensitively with learners, colleagues, parents and carers
6.	Recognise and respect the contribution that parents and carers can make to the development and well-being of learners
7.	Demonstrate a commitment to collaborative and cooperative working with colleagues
8.	Improve own knowledge and practice including responding to advice and feedback
9.	Contribute to effective personalised provision by taking practical account of diversity
10.	Use area(s) of expertise to contribute to the planning and preparation of learning activities, including own role in learning activities
11.	Plan and prepare for lessons that you will deliver, with the appropriate planning time provided.
12.	Devise clearly structured activities that interest and motivate learners and advance their learning
13.	Plan how the inclusion of learners in learning activities will be supported

Main Duties	
14.	Contribute to the selection and preparation of resources suitable for learners' interests and abilities
15.	Monitor learners' responses to activities and modify the approach accordingly
16.	Monitor learners' progress in order to provide focused support and feedback
17.	Support the evaluation of learners' progress using a range of assessment techniques
18.	Contribute to maintaining and analysing records of learners' progress
19.	Use effective strategies to promote positive behaviour
20.	Recognise and respond appropriately to situations that challenge equality of opportunity
21.	Use ICT skills to advance learning
22.	Advance learning when working with individuals, small groups, and whole classes without the presence of the assigned teacher
23.	Organise and manage learning activities in ways which keep learners safe
24.	Direct the work, where relevant, of other adults in support learning

Additional people management and development duties as appropriate	
25.	Develop and maintain working relationships with other practitioners
26.	Provide leadership for your team
27.	Allocate and check work in your team
28.	Lead and motivate volunteers
29.	Provide learning opportunities for colleagues
30.	Support learners by mentoring in the workplace

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Headteacher and to meet the needs of the school.

Version Control	
Job Description updated by:	Gaynor Chesterfield
Job Description updated:	February 2020

Person Specification



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Job Title	Cover Supervisor (Level 4)
Grade	Grade F

Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

Skills and Knowledge		Method of Assessment
1.	Ability to plan, monitor, support delivery and deliver teaching and learning activities.	Application Form / Interview
2.	Ability to set and promote high standards of behaviour and handle potentially difficult situations.	Application Form / Interview
3.	Ability to engage learners and increase participation in activities through appropriate differentiation taking into account diverse and individual needs.	Application Form / Interview
4.	Ability to model and demonstrate positive attitudes and behaviours and to utilise a range of activities to practise and reinforce social and emotional skills.	Application Form / Interview
5.	Ability to adapt communication styles to needs and situations, and to establish effective communication processes with teachers, colleagues, parents and carers.	Application Form / Interview
6.	Ability to engage parents and carers and maximise their involvement in meeting children's needs in relation to attainment, well-being or personal development	Application Form / Interview
7.	Ability to work effectively as part of a team, supporting colleagues and professionals from external agencies	Application Form / Interview
8.	Ability to reflect on own performance, agree development needs and evaluate learning achieved, as well as plan and evaluate improvement of knowledge in area of expertise	Application Form / Interview
9.	Ability to reflect learners' age and developmental needs in selecting and supporting planning and the design of teaching strategies and materials and review materials according to progress	Application Form / Interview
10.	Ability to provide appropriate/graduated methods of support for SEN and EAL learners	Application Form / Interview
11.	Ability to provide clear and constructive feedback	Application Form / Interview

Skills and Knowledge		Method of Assessment
12.	Ability to take action to ensure safe and proper use of resources and to intervene where necessary to ensure safe learning	Application Form / Interview
13.	Excellent numeracy and literacy skills	Application Form / Interview
14.	Understanding of key factors affecting learning and progress	Application Form / Interview
15.	Have sufficient understanding of area of expertise to support the development, learning and progress of learners	Application Form / Interview
16.	Knowledge of how to use ICT to support professional activities	Application Form / Interview
17.	Knowledge of how statutory and non-statutory frameworks and the school curriculum relates to the age and ability ranges of the learners being supported	Application Form / Interview
18.	Understanding of the main features of the SEN Code of Practice and current disabilities legislation to support learners in accessing the curriculum	Application Form / Interview
19.	Knowledge and understanding of how frameworks that support the development and well-being of learners, impact on practice, including safeguarding, Child Protection and Health & Safety	Application Form / Interview
20.	Awareness of safeguarding principles and safe working practices	Application Form / Interview
21.	Displays commitment to the protection and safeguarding of learners.	Application Form / Interview
22.	Knowledge and understanding of national benchmarks for achievement and links to planning of work.	Application Form / Interview
23.	Knowledge and understanding of how engagement and interest in learning can be maximised.	Application Form / Interview
24.	Knowledge and experience of the practical application of the numeracy and literacy strategies	Application Form / Interview
25.	Knowledge and understanding of strategies to monitor progress and of the range of records used for learners	Application Form / Interview
26.	Competencies Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview

Experience, Qualifications and Training		Method of Assessment
1.	Relevant experience of working with children in an educational setting (within specified age range/subject area)	Application Form / Interview

Experience, Qualifications and Training		Method of Assessment
2.	Holder of an NVQ Level 3, BTEC Level 3 or equivalent in Teaching Assistant or Supporting Teaching and Learning, or holder of, willing to work towards or working towards the higher level teaching assistant accreditation	Application Form / Certificate
3.	Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent	Application Form / Certificate
4.	Willingness to engage in relevant development opportunities including working towards higher-level teaching assistant accreditation if not yet achieved	Application Form / Interview

Work Related Circumstances		Method of Assessment
1.	To attend staff training days, twilight training sessions and relevant out of hours training and events.	Interview
2.	This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service.	Application Form / Certificate

Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

Skills and Knowledge		Method of Assessment
1.	Ability to use area(s) of expertise to lead and advance learning	Application Form / Interview
2.	Ability to use ICT to engage learners, including selecting appropriate tools and sources of information	Application Form / Interview
3.	Ability to draw on area of expertise to impact on the learning of a whole class	Application Form / Interview
4.	Knowledge and understanding of strategies to support learners with English as an Additional Language	Application Form / Interview
5.	Knowledge and understanding of how to support children newly arrived in the UK	Application Form / Interview
6.	Knowledge and understanding of how to carry out risk assessments with regards to relevant learning activities	Application Form / Interview
7.	Knowledge and understanding of how to direct the work of other adults to support learning	Application Form / Interview

Experience, Qualifications and Training		Method of Assessment
1.		Certificate

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Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding

This School is committed to safeguarding and promoting the welfare of children, learners and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.