Shaw Education Trust

Careers
at Shaw Education Trust

Job Title:	Cover Supervisor
Grade:	5
SCP:	SCP 16 – SCP 20
Conditions of Service:	Support Staff Contract
Responsible to:	Headteacher

Job Purpose

Using an agreed system of supervision, 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.

Key Responsibilities

Support to Pupils
- Supervising work that has been set by teaching staff.
- Manage a classroom, ensuring that students remain on task with the work they have been set.
- Assist with the development and implementation of Individual Education Plans.
- 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 to 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.
- Completing tracking sheets and information on pupil attendance and rewards.
- Support to the Curriculum
- Support the use of ICT where appropriate.
- Make appropriate use of equipment and resources.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training and other learning activities and performance development as required.
- Use of reprographic equipment.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not be identified. Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

Support to School (this list is not exhaustive and should reflect the ethos of the school)
- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

- 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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding
- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training
- Educated to GCSE Grade C in Mathematics and English.
- NVQ 3 for Teaching Assistant (or recognised equivalent qualification).

Experience / Knowledge / Skills
- Full working knowledge of relevant policies/codes of practice.
- Three years' experience of working to support children's learning gained in a relevant/similar environment.
- An understanding of curriculum matters and able to contribute effectively to curriculum development, planning, evaluation and implementation.
- In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN.
- Understanding of principles of child development and learning processes.
- Ability to plan effective actions for pupils at risk of underachieving.
- Effective use of ICT to support learning.
- Use of other equipment technology – video, photocopier. Well-developed interpersonal skills to be able to relate well to a wide range of people.
- Work constructively and collaboratively as part of a team whilst being able to demonstrate initiative.
- Excellent oral and written communication skills.

Codification of expected norms and behaviours

Leadership, of self and others

Attitude	Aptitude	Functional Capability
- Build relationships between yourself and the team, and between team members. - Unify not divide the team, promote a culture of respect. - Manage conflict well and pro-actively. - Embrace and welcome accountability of self, and for team. - Care for the well-being of your team/colleagues. - Support the retention of good staff by creating a positive culture around workforce development and team communities. - Ensure good communication amongst your team and the wider organisation as appropriate.	- Ensure effective workforce development and training for self and all, including coaching and mentoring. - Spot and nurture talent – in yourself and in others. - Positively engage in development opportunities and aptitude development.	- Ensure clear roles and accountabilities for the team are well understood. - Develop and promote mutual accountability between colleagues in the team. - Deploy staff and resources effectively across the team. - Manage the workload of self and team. - Know your team(s)/colleagues well.

Model our values and behaviours

Attitude	Aptitude	Functional Capability
- Build trust within your teams and across the Trust. - Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. - Value compassion - Encourage a can-do approach personally and across your team. - Positively challenge poor behaviour and call it out.	Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.	Display professional credibility to team, peers, and trustees.

- Be highly and consistently visible across the organisation and within your team.
- Demonstrate a consistent approach and calmness.

Motivate and inspire

Attitude	Aptitude	Functional Capability
- Celebrate and acknowledge success of self and others. - Show and demonstrate the value of others – create an abundancy culture where all can be successful without threat or competition. - Demonstrate drive and ambition for self, team and Trust.	- Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. - Understand and share your 'why' – and revisit it regularly.	- Communicate a precise and clear vision. - Set the journey ahead which is understood by all. - Evidence sharp goal setting and achievement. - Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
- Demonstrate transparency and integrity within team and across the Trust. - Accept responsibility and be vulnerable, avoid a blame culture.	- Take time to know yourself and engage in self-reflection and learning. - Ask thoughtful questions and seek the truth. - Give and accept feedback.	Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by…

Attitude	Aptitude	Functional Capability
- Giving generously with your time. - Ensuring 1:1 meetings are useful and effective in driving improvement. - Providing support and removing barriers to success. - Be true to your word, if you say you will do something, do it.	Have high expectations of yourself and others, seek out best practice.	- Ensuring absolute clarity in terms of expectation and 'the ask'. - Allocating resources effectively to support KPI delivery. - Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will 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
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check

If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH   28.01.2022

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.