

JOB DESCRIPTION

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| Job Title: | Cover Supervisor Co-ordinator |
| Grade: | 6 |
| Salary: | SCP 20 – SCP 24 |
| Conditions of Service: | Support Staff Contract of Employment |
| Responsible to: | Principal |

Statement of Purpose

Under an agreed system of supervision to co-ordinate a team of Cover Supervisors and 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 to Team

- To co-ordinate a team of Cover Supervisors.
- To determine resource needs.
- To have regard to the welfare of the team in a dual management situation.
- To work with the Senior Management to ensure equitable deployment across the team with regard to cover.
- To liaise with the Senior Management responsible for Quality Assurance to ensure consistently high standards across the team.

Support for Pupils

- Supervising work that has been set by teaching staff.
- 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 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.
- Completing tracking sheets and information on pupil attendance and rewards.

Support for the Curriculum

- Support the use of ICT where appropriate.
- Make appropriate use of equipment and resources.

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.
- Assist 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.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required 1.
- Participate in training and other learning activities and performance development as required (see footnote 1).
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Recognise own strengths and areas of expertise and use these to advice and support others.

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

Person Specification

| Minimum Criteria for Two Ticks * | Criteria | Measured by APP/I/ASS |
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| | Experience <ul style="list-style-type: none"> • Three years experience of working to support children’s learning gained in a relevant environment. | APP/I |
| | Qualifications/Training <ul style="list-style-type: none"> • Very good numeracy/literacy skills equivalent to GCSE grade C and above • NVQ3 for Teaching Assistant (or recognised equivalent qualification or demonstrate equivalent knowledge, skills and experience). | APP/I |
| | Knowledge/Skills <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation. • In depth understanding of areas of learning, e.g. literacy numeracy, science, SEN or Early Years. • 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 as part of a team whilst being able to demonstrate initiative. • Good communication skills. • Have experience of, or demonstrate an ability to coordinate a team, including the monitoring, evaluation and prioritisation of others’ work. • Have experience or demonstrate the ability to develop, implement and deliver training programmes for other staff. | APP/I |

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| | Behavioural Attributes • Customer focused. <ul style="list-style-type: none"> • Has a professional and respectful approach, which demonstrates support and shows mutual respect. • Can demonstrate active listening skills. | APP / I |
| | <ul style="list-style-type: none"> • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders. • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Is enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • 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. | |

MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview 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 12/02/2021

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.