

The Moorland Federation



Job Description Cover Supervisor

Job details

Job title: Cover Supervisor

Reporting to: Head of School or Senior Teacher

Responsible for: Teaching Assistants; Learning Support Assistant

Main purpose

In the Moorland Federation, the Cover Supervisor will:

- Lead class teaching as and when appropriate to provide cover for short term teacher absence and PPA
- Promote pupils' independence, self-esteem and social inclusion
- Provide learning and care support for all pupils, this includes working with a wide range of pupils with differing needs: including pupils with SEND, disadvantaged pupils, pupils of all academic abilities, all pupils.
- Through dedication, aptitude and training, support all pupils in a variety of modes, interventions and approaches.
- Support the pupils' experience of school and learning, socially, emotionally, academically, spiritually, and as a result, increase our pupils progress and achievement at school in a wholistic manner. Our Cover Supervisors support the whole child.
- Help all pupils engage positively and safely with their school life and learning, enabling progress and success through encouraging greater independence and resilience through supporting the progression of our pupils' knowledge and skills.
- Work closely with teaching staff, school leadership and SENDCos to ensure the high quality of all in class, small group and 1:1 interventions with evident impact through the strategic linking of intervention with day to day class activities.
- Direct the work Teaching Assistants and / or Learning Support Assistants, including timetabling of classroom support and interventions.

Duties and responsibilities

Supporting the Pupils

- Build a positive relationship with the pupils, promoting high self-esteem, independence and social inclusion

- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention and de-escalation
- Assist with the development and delivery of individual education, support and care plans
- Use effective behaviour management strategies consistently in line with the school's policy and procedures; Be able to use positive behaviour management, using praise and rewards appropriately and effectively
- Support pupils to develop their independent skills through building self esteem and confidence
- Support the growth mindset approaches of our school developing the metacognition of our pupils
- Be adaptable to support all our pupils with a wide range of needs that can change overtime
- Be able to support pupils in a range of modes to support their development in a full manner: academic progress, personal care, social development, physical development, emotional development, spiritual and moral development, empathetic and tolerant development, independence and resilient development, general enjoyment of school and self confidence - this is not exhaustive but demonstrative of the wide manner in which our Cover Supervisors may support pupils with a wide range of needs from physical to emotional to academic and more.

Teaching and Learning

- Lead class teaching as and when appropriate to provide cover for short term teacher absence and PPA
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the pupils' achievement
- Support the teaching of a broad and balanced curriculum aimed at helping the pupils achieve their full potential in all areas of learning
- Promote, support and facilitate inclusion by encouraging participation of the pupils in learning and extracurricular activities
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Use ICT skills to advance the pupils learning
- Support the pedagogical approach of teaching and learning across the range of subjects and classes, keeping abreast of changes and new approaches
- Model good written and spoken English for the pupils
- Through observations, provide regular feedback to teachers on the pupils' progress, attainment and barriers to learning
- Monitor, record and report on progress and attainment
- Proactively seek guidance from teaching staff, SENDCos and leadership to ensure no opportunities for learning are missed

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Contribute to the planning of differentiated learning activities for the pupils, delivering activities inside or outside the classroom
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how to support the inclusion of pupils in the learning activities

Working with staff, parents/carers and relevant professionals, and the wider school community

- › Support and direct the learning support team
- › Share knowledge and understanding of the pupils with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- › Keep other professionals accurately informed about performance, progress and any areas of concern
- › Work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- › Collaborate and work with colleagues and other relevant professionals within and beyond the school
- › Develop effective professional relationships with colleagues
- › Model the behaviours towards all stakeholders that support the ethos and values of our school community, ensuring confidentiality, professionalism and kindness of approach are maintained in all communications and interactions
- › Support the school with all manner of exciting curriculum enrichment opportunities, from trips and visits to community events

Professional Development and Communication

- › Keep knowledge and understanding relevant and up to date by reflecting on own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- › Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- › Take part in the school's appraisal procedures including giving time to consider the reflection as part of the preparation
- › Engage with all Professional Development with the correct maturity, politeness and professionalism expected of an adult learner at all times
- › Ensure approach to working with 'all pupils' is inclusive, kind, professional and informed at all times
- › Adhere fully to our code of conduct
- › View self as an ambassador for our schools and federation, being a positive role model when in and out of school, when in person and when online
- › Support the Head of School with identifying training needs and opportunities within the Learning Support staff team.

Working with staff, parents/carers and relevant professionals

- › Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- › Communicate knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- › Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- › With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- › Work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- › Collaborate and work with colleagues and other relevant professionals within and beyond the school

- › Develop effective professional relationships with colleagues

Health and safety

- › Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- › Take reasonable care of own and others' health and safety by carrying out activities in accordance with training and instructions
- › Inform the Head of School of any serious risks or hazards.
- › Engage with the schools' risk management procedures

Safeguarding

- › Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- › Promote the safeguarding of all pupils in the school
- › Engage with the necessary professional development and annual updates as required
- › Understand and adhere to inclusion, equality and equity when working with all pupils, staff and families

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Cover Supervisor will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head of School or line manager.

This job description may be amended at any time.

The Moorland Federation is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Head of School / Line Manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____