

JOB DESCRIPTION

School: Litherland High School

Post: Cover Supervisor

Grade: MAT 5 (NJC 11 – 17)

Section: Student Support

Responsible to: Principal or Assistant Principal

JOB PURPOSE

To supervise whole classes during the short-term absence of a class teacher under the guidance of teaching and/or senior staff, inclusive of contribution to teacher lesson plans, delivery and assessment, enabling access to learning for all students.

When not required to supervise a class as above, to support, as a higher level teaching assistant, identified subject departments/inclusion in either working with groups of students, individuals or developing resources.

MAIN DUTIES

Support for the Student

- During the short-term absence of the classroom teacher, to supervise students undertaking work, which has been set in accordance with the school policy
- Managing student behaviour and leading students in relevant activities
- Promote inclusion and acceptance of all students
- Provide consistent support to all students, responding appropriately to individual student needs
- Encourage students to interact with others and engage in activities
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure

(in conjunction with the teacher)

- Assess the needs of students and use detailed knowledge and specialist skills to support student learning
- Establish productive working relationships with all students, acting as a role model and setting high expectations,
- Develop and implement individual learning plans
- Provide feedback to students in relation to progress and achievement

Support for the Teacher

- Production of lesson plans, worksheets, learning objectives, etc, within agreed system of supervision
- Assist with the display of children's work
- Effectively contribute to the selection and preparation of teaching resources that meet the diversity of students' needs and interests
- Use teaching and learning objectives to plan challenging targets and to evaluate and adjust lesson/work plans as appropriate within agreed systems of supervision
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested
- Administer and assess/mark tests and accurately record achievement/progress and invigilate exams/tests
- Establish a clear framework for student discipline, anticipate and manage student behaviour constructively, promoting self-control and independence, in line with established school policy
- Support the role of parents in student's learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement, etc.

Support for the Curriculum

- Deliver learning activities/programmes, adjusting activities according to student learning styles and individual needs within agreed system of supervision
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development
- Use ICT effectively in learning activities and develop students' competence and independence in its use
- Assist students to access learning activities through specialist support, e.g. curriculum/SEN specialism
- Select and prepare required resources to lead learning activities, taking account of student's interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

Support for the School

- Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plan
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students taking the initiative to develop appropriate multi-agency approaches
- Attend and participate in regular meetings as appropriate
- Participate in training and other learning activities as required
- Establish own best practice and lead specialist area and use to support others
- Assist with the planning of opportunities for students to learn in out-of-school contexts, according to school policies and procedures and within working hours

- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend in school activities
- To be a member of a break or lunch duty team

Line Management Responsibilities

- Manage a team of teaching assistants, inclusive of central liaison point and deployment of resources
- Ensure effective team communication, teaching assistant induction, development and appraisal
- Contribute to the school senior management team

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Signed: Date:

PERSON SPECIFICATION

Post: Cover Supervisor

School: Litherland High School

	Essential (E) or Desirable (D)
<p><u>Skills</u></p> <ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build and maintain effective working relationships with all students and colleagues • Ability to organise, lead and motivate a team of staff, ensuring effective communication and deployment, and demonstrate the potential to effectively manage a team of staff • Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate • Ability to adapt own approach in accordance with student needs • Ability to continually develop and extend own working practices • Demonstrate the potential to contribute to the School Senior Management Team • Excellent personal numeracy and literacy skills 	<p>E</p> <p>E</p> <p>E E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas, etc • Understanding of principles of child development, learning styles and independent learning • Minimum 4 years experience of working with children in an educational setting (within specified age range/subject area) • Working knowledge of relevant policies/codes of practice/legislation • Understanding of statutory frameworks relating to teaching and learning • Understanding of inclusion, especially within a school setting • Experience of resources preparation to support learning programmes • Effective use of ICT to support learning • Understanding of other basic technology – dvd, photocopier 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>
<p><u>Qualifications and Training</u></p> <ul style="list-style-type: none"> • Level 3 or higher • Willingness to participate in relevant training and development opportunities including higher level teaching assistant training • Training in the literacy/numeracy strategy • Training in special educational needs strategies • Willingness to undertake appointed person certificate in first aid administration 	<p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>

<p><u>Professional Values and Practice</u></p> <p>Must be able to demonstrate the following:</p> <ul style="list-style-type: none">• High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements• Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners• Demonstrate and promote the positive value, attitudes and behaviour they expect from the students with whom they work• Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice• Able to liaise sensitively and effectively with parents and carers, recognising role in students' learning• Able to improve their own practice through observations, evaluation and discussion with colleagues	
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