

Post Title:	Mayfield Cover Supervisor x 2
Responsible to:	AHOS for Quality of Education
Contracted hours and working pattern:	32.5 hours per week, term time only (8.10-15.10 Mon to Wed, 8.10-15.40 on Thurs and 8.10-14.40 on Fri) with a 30 minute unpaid break) <i>Note: distribution of hours will be agreed annually in line with operational need</i>
Salary:	Grade 4 plus SEN allowance

1.	Support for the Curriculum	A	L	O
1.1	To provide day to day in class cover supervision for absent teachers at either of Mayfield's two sites to ensure pupils can continue to learn and access learning			
1.2	To work under the direction of the appropriate Associate Head of School to provide planning or intervention support for pupils in respect of learning and teaching when not in a cover lesson. This work will include but is not limited to; in class support, intervention, bespoke support for individuals/small groups of pupils with additional needs, other supervision of pupils (lunch and break duties), organisational support for teaching and learning activities, planning lessons and producing learning resources and collaboration as directed by the line manager.			
1.3	Plan and use ICT effectively to support cover activities, learning resources and develop pupils' competence and independence in its use.			
1.4	Plan and use the resources necessary to lead cover activities, taking account of pupils' SEND profiles, targets and individual interests and needs.			
2	Support for Pupils			
2.1	Use established systems for delivery of cover work set			
2.2	Establish productive working relationships with pupils and other class based staff, acting as a role model and setting high expectations			
2.3	Follow and implement the school behaviour policy			
2.4	Promote the inclusion and acceptance of all pupils within the classroom. Encourage pupils to engage and participate.			
2.5	Support pupils consistently whilst recognising and responding to individual needs.			
2.6	Promote independence and employ strategies to recognise and reward achievement			
2.7	Promote delivery of the agreed curriculum and follow the agreed timetable for the allocated pathway/class group			
2.8	Provide objective and accurate feedback and reports, as required, to the Teacher and AHOS after covering the class			
2.9	Monitor and evaluate pupils' engagement in learning and feedback to parents via class dojo where appropriate			
2.10	Work within the established policy to anticipate and manage behaviour proactively and supportively, promoting self regulation and independence and following agreed individual plans.			
3.	Generic Duties and Responsibilities			
3.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff			
3.2	Follow reasonable management direction and instruction			

3.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.			
3.4	Participate and contribute to pupil assessment and target setting			
3.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust			
3.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.			
3.7	Contribute positively to the overall ethos / aims of the School and Trust including participation in appropriate networks and projects.			
3.8	Establish constructive relationships and communicate with others where agreed (inside and external to the Trust)			
3.9	Organise and support Academy and Trust events as requested.			
3.10	Any other reasonable and appropriate duties as directed by leaders			
3.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. Support, mentor and act as a role model for other staff.			

Person Specification

Post: Cover Supervisor

Key to abbreviations:

- **AF** Application Form,
- **R** References,
- **I** Interview,
- **CQ** Certificate of Qualification,
- **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed),
- **DBS** Disclosure and Barring Service Check

		Essential	Method of Assessment
1	Qualifications / Training / Experience		
1.1	Level 2 qualification in Mathematics and English (or literacy and numeracy)	✓	AF/CQ
1.2	Relevant level 4 qualification or equivalent	Desirable	AF/CQ
1.3	ICT skills including Microsoft packages at a level appropriate to the post and that would suggest appropriate capabilities.	✓	AF/CQ

1.4	Evidence of experience and suitability to work in SEND classroom settings, manage pupils and support the learning process	✓	AF/I/R
2	Skills and Aptitudes		
2.1	Understanding of classroom roles and responsibilities and your own position within these.	✓	AF/I/R
2.2	Ability to relate well to children and adults and an understanding of learning and development.	✓	AF/I/R
2.3	The ability to work within recognised procedures and then respond to unexpected problems and situations.	✓	AF/I/R
2.4	Excellent Organisational, interpersonal and communication Skills	✓	AF, CQ, R,
2.5	Ability to work with pupils, parents and staff at all levels in an appropriate manner.	✓	AF, CQ, R, I
2.6	Ability to deal with confidential and sensitive information with tact and discretion applying data protection and data sensitivity principles at all times.	✓	AF, CQ, R, I
2.7	Working knowledge of relevant policies/codes of practice/legislation.	✓	I/AF
2.8	Be able to evidence administrative skills to a high standard.	✓	I/AF
3.	Mandatory Requirements		
3.1	A adult and child DBS and barred list check at an enhanced level must be undertaken by all candidates and be satisfactory as a condition of employment with the Trust.	✓	DBS Check
3.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF/R
3.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R
4	Physical Requirements		
4.1	Health and physical capacity and energy for the role which entails working with ambulant and non ambulant children, all of whom have complex SEND	✓	I, R

5	Effective Behaviours	Method of Assessment
5.1	Managing self and personal skills: Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.	A/I/R
5.2	Delivering excellent service: Providing the best quality service to all pupils and staff and to external stakeholders e.g. parents. Building genuine and open long-term professional relationships in order to raise standards.	A/I/R
5.3	Finding innovative solutions: Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop	A/I/R

	innovative and workable solutions. Identifying opportunities for innovation.	
5.4	Flexibility, adaptability and embracing change: Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	A/I/R
5.5	Using resources: Making effective use of available resources including people, information and networks. Being aware of the financial position of the school (Trust) and impact of decisions on this.	A/I/R
5.6	Engaging with the big picture: Seeing the work that you do in the context of the bigger picture e.g. in the context of what the Trust / School are striving to achieve and taking a long-term view. Communicating clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them.	A/I/R
5.7	Developing self and others: Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.	A/I/R
5.8	Working with people: Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.	A/I/R
5.9	Achieving results: Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.	A/I/R

