

Job Description

Post Title: Cover Supervisor

Department: EYFS, KS1 & KS2

Reporting to: Head of School

Salary within the range: (30 hours/Term-Time plus 5 INSET days)

Purpose of the post

To work under the guidance of teaching/senior staff and within an agreed system of supervision. To implement agreed work programmes with individuals/ groups, in or out of the classroom; this could include detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/ presentation of resources.

Staff will also supervise whole classes occasionally during the absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

Under the guidance of staff; provide specialist support in a specific curricula/ resource area, including preparation, and maintenance of resources and support to staff and pupils. Working under guidance; provide support in addressing the needs of pupils who need help to overcome barriers to learning.

Responsibilities

- i) Use specialist (curricular/ learning) skills/ training/ experience to support pupils
- ii) Assist with the development and implementation of Individual Education/Behaviour/ Support/mentoring plans
- iii) Establish productive working relationships with pupils, acting as a role model and setting high expectations
- iv) Promote the inclusion and acceptance of all pupils within the classroom
- v) Support pupils consistently whilst recognising and responding to their individual needs
- vi) Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- vii) Promote independence and employ strategies to recognise and reward achievement of self-reliance
- viii) Provide feedback to pupils in relation to progress, achievement, behaviour and attendance

- ix) Provide pastoral support to pupils
 - x) Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
 - xi) Attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development
 - xii) Participate in comprehensive assessment of pupils to determine those in need of particular help
 - xiii) Support provision for pupils with special needs
 - xiv) Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
 - xv) Promote the speedy/ effective transfer of pupils phases/ integration of those who have been absent
 - xvi) Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
 - xvii) Challenge and motivate pupils, promote and reinforce self-esteem.
 - xviii) Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
 - xix) Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
 - xx) Be responsible for maintaining and updating records, information and data as agreed with the teacher, contributing to reviews of systems/ records as requested and producing analysis and reports as required
- i) Undertake marking of pupils' work and accurately record achievement/ progress
 - ii) Promote and ensure health and safety, positive values, attitudes and good pupil behaviour; dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
 - iii) Liaise sensitively and effectively with parents/ carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/ meetings with parents, or as directed by the teacher
 - iv) Administer and assess routine tests and invigilate exams/ tests.
 - v) Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
 - vi) Create and maintain a purposeful, orderly and productive working environment
 - vii) Ensure timely and accurate design, preparation and use of specialist equipment/ resources/ materials

- viii) Assist in the development of lesson/ work plans, administration of coursework, work sheets etc.
- ix) Contribute to planning, development and organisation of systems/ procedures
- x) Administer and assess routine tests and invigilate exams/tests
- xi) Liaise with feeder schools and other relevant bodies to gather pupil information for agreed activities

Standard Duties in all Trust Job Description

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices
- Show a commitment to ensuring that children and young people learn in a safe environment
- Participate in relevant and appropriate training and development as required.

Method of Working

The Wellspring Academy Trust expects all staff to work effectively and co-operatively as part of a team, delivering high quality support. This requires dealing with people politely and tactfully, and in accordance with Trust guidelines, policies and procedures. Wellspring Team members are expected to respect confidentiality and safeguarding practices at all times.

Public Relations

Considerable importance is attached to the public relations aspect of our work. Members of the Team must project a positive image of the Trust at all times and through all activity.

DBS Certificate

The Wellspring Academy Trust takes its duty to safeguard the young people with which it works seriously. All Wellspring Team Members are required to undertake a Disclosure and Barring Service (DBS) check.

Person Specification

		Essential / Desirable	How Identified
Section	Information		
Education and Training			
	Numeracy/Literacy Skills	E	A/I
	2 GCSEs at grade A-C in English and Maths or equivalent	E	A/I
	Level 3 certificate or equivalent	E	A/I
	Training in relevant strategies (literacy, curriculum/learning areas – sign language, Dyslexia, EAL etc)	E	A/I
	First Aid	D	A/I
Experience			
	Recent relevant experience in EYFS	E	A/I
	Experience working with children of relevant age	E	A/I
	Experience in specific area in a learning environment	E	A/I
	Experience of working with pupils with additional needs	E	A/I
	Supervisory Experience	D	A/I
General and Specialist Knowledge			
	Effective use of ICT and other specialist equipment/resources	E	A/I
	Use of other equipment technology – SMART boards, photocopiers	E	A/I
	Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies	E	A/I
	Understanding of principles of child development and learning processes	E	A/I
Skills and Abilities			
	Ability to self-evaluate learning needs and actively seek learning opportunities	E	A/I
	Ability to relate well to children and adults. Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	E	A/I
	Relevant first aid knowledge	D	A/I
	Understanding of principles of child development and learning processes; in particular, barriers to learning		A/I
	Ability to plan effective actions for pupils at risk of underachieving	E	A/I

Additional Requirements			
	Operate with the highest standards of personal/professional conduct and integrity	E	A/I
	Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust.	E	A/I
	Willing to undertake training and continuous professional development in connection with the post.	E	A/I
	Work in accordance with the Trust's values and behaviours.	E	A/I
	Able to undertake any travel in connection with the post.	E	A/I
	Able to demonstrate sound understanding of equality/diversity in the workplace and services provided especially in the access to delivery of the education of pupils and of own non-discriminatory practice and attitude	E	A/I
	Satisfactory DBS disclosure to work in an environment dealing with young people	E	A/I
	Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults	E	A/I
	A commitment to safeguarding and promoting welfare for all	E	A/I