



Cover Supervisor

Salary / grade range	Level 3, SCP 7 – 17 - £16,502 – £19,967. 32 hours per week. Term Time + 5 days
Location	Co-op Academy Southfield
Reports to	SLT / Assistant Headteachers

Purpose of role:

To implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

Staff may also supervise whole classes normally up to a maximum of three days per absence during the short-term 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.

N.B. Cover for short-term absences may be provided by persons who are not qualified teachers. Pupils would continue their learning by carrying out pre-prepared exercises/tasks under this supervision.

Key accountabilities (and specific duties / responsibilities):

Supervisory/Managerial Responsibilities:

Staff may supervise whole classes normally up to a maximum of three days per absence during the short-term absence of teachers.

To take delegated responsibility in the supervision of students on work experience, trainees, and voluntary helpers with whom the post holder is working.

Supervision and Guidance:

To work under the guidance of teaching/senior staff and within an agreed system of supervision.

Range of Decision Making:

To make decisions using initiative where appropriate within established working practices.

The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility and hygiene and well-being of the pupils.

Responsibility for Assets, Materials etc:



- To maintain the confidential nature of information relating to the schools, its pupils, parents and carers.
- To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.
- The provision, use and storage of equipment and materials prepared by the post holder and used by the children with whom the post holder is working.

Contacts:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies.

Range of Duties:

SUPPORT FOR PUPILS

- 1.1 Use specialist (curricular/learning) skills/training/experience to support pupils
- 1.2 Establish productive working relationships with pupils, acting as a role model and setting high expectations
- 1.3 Promote the inclusion and acceptance of all pupils within the classroom
- 1.4 Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- 1.5 Promote independence and employ strategies to recognise and reward achievement of self-reliance
- 1.6 Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- 1.7 Provide feedback to pupils in relation to progress and achievement
- 1.8 Challenge and motivate pupils, promote and reinforce self-esteem.
- 1.9 Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes (including meeting personal care, hygiene needs, and therapy and medical interventions needs, of the pupils)
- 1.10 Support pupils constantly whilst recognising and responding to their individual needs.

2. SUPPORT FOR TEACHERS

- 2.1 Create and maintain a purposeful, orderly and productive working environment.
- 2.2 Work with the teacher to establish an appropriate learning environment
- 2.3 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
- 2.4 Assist in the development of lesson/work plans, and provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities, etc.
- 2.5 Ensure timely and accurate design, preparation and use of specialist equipment/resources/materials.
- 2.6 Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
- 2.7 Undertake marking of pupils' work and accurately record achievement/progress; administer routine assessments in line with school's policies.



- 2.8 Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- 2.9 Promote 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
- 2.10 Promote and ensure the health and safety of pupils at all times.
- 2.11 Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- 2.12 Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.
- 2.13 Contribute to planning, development and organisation of systems/procedures/policies.

3. SUPPORT FOR CURRICULUM

- 3.1 Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- 3.2 Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- 3.3 Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- 3.4 Determine the need for, prepare and maintain general and specialist equipment and resources.
- 3.5 Help pupils to access learning activities through agreed specialist support
- 3.6 Manage and maintain equipment for agreed specialist support, checking for quality/safety, undertaking repairs within own capabilities and arrange for other repairs/modifications to be carried out by others.

4. SUPPORT FOR THE SCHOOL

- 4.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- 4.3 Contribute to the overall ethos/work/aims of the school
- 4.4 Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- 4.5 Attend and participate in regular meetings
- 4.6 Participate in training and other learning activities as required
- 4.7 Undertake planned supervision of pupils' out of school hours learning activities
- 4.8 Supervise pupils on visits, trips and out of school activities as required
- 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- 4.10 Recognise own strengths and areas of expertise and use these to advise and support others
- 4.11 May be required to work within the full age-range of the school
- 4.12 May be required to work with pupils with the full range of SEN within the school
- 4.13 Will be required to support a specified area.

5 COVER SUPERVISION



- 5.1 Supervise whole classes in agreement with the Head teacher.
- 5.2 Maintain good order and keep students on task undertaking pre-prepared work.
- 5.3 Respond to pupil's questions and generally assist them to undertake set activities.
- 5.4 Deal with any immediate problems or emergencies using the schools' policies and procedures.
- 5.5 Transfer the work and resources back to the teacher and feed back on any issues.
- 5.6 Report back as appropriate using the agreed referral procedure on the attendance/behaviour of pupils in the class.
- 5.7 Develop skills to deliver ICT packages to pupils.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> NVQ 3 for Teaching Assistants or equivalent qualification or experience NVQ 3 in relevant discipline or equivalent qualification or experience. 	<p>Essential</p> <p>Desirable</p>	
Experience <ul style="list-style-type: none"> Experience of working with pupils of relevant age, assisting in their development. Experience of working with pupils with a range of special educational needs. Experience of working as part of a team. Specific technical / resource experience e.g. cooking, art, ICT. Experience of/willingness to train in behaviour management and physical intervention – Team Teach. Experience of/willingness to train in Communication approaches to access the curriculum. Experience of/willingness to train in the use of hoists and physical positioning Experience of/willingness to train in therapy and medical interventions Experience of/willingness to train in specialist feeding techniques Experience of working as a cover supervisor. 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p>	



<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • Excellent communication skills. • An ability to plan and deliver programmes and interventions to meet specific needs • An understanding of an inclusive school environment. • ICT literate. • The ability to understand and empathise with the school community. • The ability to prioritise and manage records and paperwork • The ability to contribute effectively to the planning and preparation of learning activities 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and listening skills. • Demonstrate a commitment to working with children of the relevant age. • Ability to understand classroom roles and responsibilities and your own position within these. • Flexibility and willingness to accept change. • Willingness to share knowledge, expertise and experience. • Ability to prioritise conflicting demands and pressures. • Ability to self-evaluate learning needs and actively seek learning opportunities. • Ability to work proactively and independently. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	
<p>Training</p> <ul style="list-style-type: none"> • Willingness to participate in development and training opportunities. 	<p>Essential</p>	



<ul style="list-style-type: none">• Training or willingness to undertake training in the relevant learning strategies e.g., literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, Maths, English, etc.• Evidence of previous personal development.• An understanding of Child Protection and safeguarding.• Cover supervisor training.	Essential	
	Essential	
	Essential	
	Desirable	

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.