

Job Description

POST:	Cover Supervisor
RESPONSIBLE TO:	Deputy Head - Staff
SALARY:	NJC Scale 5
LOCATION:	The Telford Langley School
WORKING PATTERN:	35 hours (Term time plus 1 week)
DISCLOSURE LEVEL:	Enhanced
KEY RELATIONSHIPS:	Student Support Officers, Heads of House, Teachers, External Agencies, Parents and Pupils
RESPONSIBLE FOR:	N/A

MAIN PURPOSE:

The primary focus of this post will be to maintain good order both in and out of the classroom, keep students on task, respond to questions and generally assist students with their learning and behaviour.

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or for whole classes and monitoring students and assessing, recording and reporting on student's achievement, progress and development. Work may be carried out in the classroom or outside the teaching area.

Cover Supervisors have the appropriate skills, ability and confidence to supervise whole classes when directed in the absence of a Teacher. The primary focus will be to maintain good order and to keep students on task. Cover Supervisors will be required to respond to questions and generally assist students to undertake set activities.

SPECIFIC RESPONSIBILITIES

Main Duties and Specific responsibilities	Support for Students <ul style="list-style-type: none"> • Support students' access to learning using appropriate strategies, resources, • Monitor and evaluate students' responses and progress against action plans through observation and planned recording; • Provide objective and accurate feedback to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence; • To participate in providing individual support • Support to students within lessons as part of a structured programme of assistance • Support and assist school staff dealing with difficult incidents, such
--	---

as calming down situations

- Liaising with parents and other agencies when it is in the best interest of the students or school
- Help with coursework, homework or organisational skills
- Promoting and helping with extra curricula needs and after-school/holiday activities
- To be proactive in encouraging students to behave sensibly.
- Record all incidents dealt with on the events log.
- Maintain up to date records of any ongoing support and any meetings with adults and students.
- To give guidance and support to students with a view to assisting them to identify their own solutions to move forward.
- To work in conjunction with the schools SEN department as required
- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Develop and implement Provision Maps
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.
- Use specialist (curricular/learning) skills/training/experience to support students
- Establish productive working relationships with students, acting as a role model and setting high expectations

Support for the Teacher

- Cover for teaching colleagues in their absence by delivering planned lessons;
- Work with other staff in delivery and report back on lessons and adjust learning activities as appropriate;
- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systemically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and

manage behaviour constructively, promoting self-control and independence.

- Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans etc.
- Undertake marking of students' work and accurately record achievement/progress
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behavior
- 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
- Provide general clerical/admin support e.g. administer course work, produce worksheets for agreed activities etc.

Support for the Curriculum

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs.
- Deliver local and national learning strategies in a particular literacy and numeracy and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interest and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support students

Support for the School

- Contribute to the overall ethos/work/aims of the School.
- Maintain confidentiality of information in line with the policies and procedures
- Provide exam invigilation as directed by the Senior Leadership team and Examinations Officer for internal and external examinations as required.
- Complete the administrative duties relevant to the role of Cover Supervisor, including planning, record keeping, reports and feedback to staff
- To work within and encourage the school's Equal Opportunity

Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to the appropriate person.
- Willingness to accompany teachers and students on School trips and to assist in other activities as and when required.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Be open to new opportunities as and when they arise.
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of students out of lesson times, including before and after school times and at lunchtimes
- Accompany teaching staff and students on visits, trips and out of school activities as required
- Transport students on trips and events in the school minibus (Training given)
- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support achievement and progress of students.
- In the event of cover not being needed at a particular time, Cover Supervisors will be required to patrol the corridors ensuring that students are in lessons
- To undertake duties as deemed necessary at the request of the Principal commensurate with the scale of the post or below.

Health and Safety

- Comply with and assist with the development of policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Maintaining Professional Competencies

- To operate within agreed legal, ethical and professional boundaries when working with students and young people and those involved with them.
- Help to create and sustain a learning culture using current teaching strategies such as cooperative learning structures
- Ensure own professional competence remains sufficient to provide effective support by seeking support for your practice and development. Keep informed of relevant legislation
- To attend training and professional development sessions. Contribute to the identification and sharing of good practice between individuals to enhance mentoring provision
- To meet regularly with the designated line manager to discuss case load of identified students and other LM activities, make use of advice and supervision to develop competencies.

- | | |
|--|---|
| | <ul style="list-style-type: none">• To treat students, parents, staff and visitors with care, consideration and courtesy in accordance with the School's ethos and values.▫ To present high standards of personal appearance in accordance with the School's ethos and values. |
|--|---|

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a

direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Excellent numeracy/literacy skills – equivalent to NVQ Level 3 in English and Maths 	An educational, military or law enforcement background
Experience	<ul style="list-style-type: none"> Several years' experience working in a relevant discipline in a learning environment Experience of working with children of relevant age Experience of working with students with additional needs particularly social, emotional and behavioural difficulties Experience of working with teenagers and adults in difficult circumstances 	
Skills and Knowledge	<ul style="list-style-type: none"> Ability to plan effective actions for students at risk of underachieving Ability to relate well to children and adults Able to encourage positive traits / behaviours Able to challenge negative behaviours and assumptions Understanding of principles of child development and learning processes and in particular, barriers to learning Full working knowledge of relevant policies/codes of practice /legislation Understand range of support services/providers Excellent communication skills Effective use of ICT packages and good keyboard skills Use of relevant equipment/resources 	
Professional Attributes:	<ul style="list-style-type: none"> Work constructively as part of a team, understanding academy roles & responsibilities and your own position within these Ability to self-evaluate learning needs and actively seek learning opportunities Ability to identify own training & development needs & cooperate with means to address these Develop good relationships with others by behaving with integrity, treating people with respect and leading by example Reliable, approachable and non-judgemental Be an active supporter of students, parents, carers and staff 	

	<ul style="list-style-type: none"> • Able to handle sensitive information and maintain confidentiality • Able to work with individuals and small groups of students 	
Other	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	

Job Description Acknowledgement: I have received, reviewed and fully understand the job description for Cover Supervisor. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name:

Employee Signature

Date :