



Reports To: Deputy Principal Data & Assessment

Why	Job Summary								
	<ul style="list-style-type: none">• To supervise classes in the absence of the subject teacher and to ensure the continuation of learning.								
What	Main Responsibilities <ul style="list-style-type: none">• Take responsibility for a class in the absence of a teacher including unplanned absence and/or planned absence due to the allocation of PPA time• Liaise with teachers and leaders, when covering for unplanned absence to understand what the pre-prepared exercise for the class will be and what resources may be given to pupils to facilitate learning.• Assist in preparing the learning environment and the materials used therein including planning lessons in line with schemes of work when timetabled to deliver cover for PPA time or long term cover.• Assist with the management of student behaviour to ensure a constructive working environment in line with Behaviour Management Procedures• Responding to students about the work that has been set• Collecting any work completed after the lesson and returning it to an agreed person/place• Leaving the room in good order at the end of the lesson• Supervising entry and departure of students in accordance with start and end of lesson expectations• Recording and reporting attendance at lessons in accordance with the academy's policy• Assisting in exam invigilation under the supervision of the Examinations Officer• Reporting back as appropriate using the referral procedures on the behaviour of pupils during the class and any other issues arising.• Contributing to the duty rota where required.• Any other duties as deemed appropriate for the role.								
How	<table border="1"><tr><td>Competencies</td><td>Personal Attributes (level expected when job is conducted to the required standard)</td></tr><tr><td>Framework <i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i></td><td>Supports others to apply the Trust's ethos. Contribute effectively as a member of a team, fostering positive relationships. Encourage individual and collective responsibility. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support. Undertake appropriate professional development to secure progress in your career. Developing practice ensures effective professional contribution across the department. Developing supervision skills and provides informal leadership/direction.</td></tr><tr><td>Development <i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i></td><td>Take responsibility for cascading up to date knowledge and information about a particular areas. Embedding practice ensures highly effective professional contribution across the academy. Disciplined, tenacious and pragmatic. Give and receive effective feedback and act to improve personal performance.</td></tr><tr><td>Leading <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i></td><td>Has a basic understanding of supervision / managerial and business principles. Consults widely and may provide direction to achieve results. Encourages openness and honesty.</td></tr></table>	Competencies	Personal Attributes (level expected when job is conducted to the required standard)	Framework <i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i>	Supports others to apply the Trust's ethos. Contribute effectively as a member of a team, fostering positive relationships. Encourage individual and collective responsibility. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support. Undertake appropriate professional development to secure progress in your career. Developing practice ensures effective professional contribution across the department. Developing supervision skills and provides informal leadership/direction.	Development <i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i>	Take responsibility for cascading up to date knowledge and information about a particular areas. Embedding practice ensures highly effective professional contribution across the academy. Disciplined, tenacious and pragmatic. Give and receive effective feedback and act to improve personal performance.	Leading <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Has a basic understanding of supervision / managerial and business principles. Consults widely and may provide direction to achieve results. Encourages openness and honesty.
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		Does not apportion blame.	
		Understands the impact and implications of projects/activities on own or others areas of the organisation.	
		Fosters positive and productive relationships across the team in order to deliver.	
		Sets clear objectives and checking for understanding.	
	Knowledge and Understanding <i>Have sufficient knowledge/skills to support pupils in achieving their maximum potential.</i>	Identifies shortfalls and proactively addresses.	
		Good knowledge of subject/curriculum to assist in addressing misunderstandings of pupils. Good questioning skills.	
		Able to independently support pupils according to their needs using the 'learner plan'.	
		Knows how to relate subject knowledge to support pupils' engagement.	
		Aware of different methods to increase participation for pupils working at different levels and the extracurricular activities on offer.	
		Consistently uses behaviour management in line with policies and procedures.	
Context		Assists with the monitoring, recording and reporting of performance and pupils progress as appropriate.	
		Adapts styles to the needs of individual pupils. Actively reflects on own practices to ensure pupils are engaged.	
		Independently manages and organises physical teaching space. Ensures activities set in the absence of the teacher are appropriately delivered in a safe environment.	
		Builds relationships with parents/carers and external agencies and keeps them informed.	
		Briefs colleagues on pupil issues immediately, monitoring the outcomes and reporting back as needed.	
		Builds relationships with others and turns to them for advice on provision and interventions.	
	Interfaces	Internal/External	Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.
	Scope	People (directly/indirectly manage)	Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.
		Travel	You may be required to travel between campuses/sites as directed in order to meet the needs of the Academy.
	Education, Qualifications and Experience (EQE)	Must be educated up to GCSE grade C level in English and mathematics, and have a level 3 Teaching Assistant Qualification or equivalent experience.	
	Safeguarding	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.	

Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.