



Job Title:	Teaching Assistant / Cover Supervisor
Reporting To:	Headteacher
Salary:	4B £29,071 pro rata 31.25 hours a week term time only <i>There may be opportunities to work additional hours supporting childcare out of school clubs out of term time.</i>

Key Responsibilities

1. Job Purposes:

The key purpose of the job is to facilitate high-quality learning within the classroom in the absence of the regular teacher, as well as to assist with general administrative duties. Support with out-of-school clubs and childcare as required, including out-of-term time.

This job description may be reviewed annually, and it may be amended at any time during the year following consultation with the post-holder.

2. Key Duties and Responsibilities

This post will require the post holder to cover lessons and /or registration time for absent colleagues. When covering lessons, the post holder is expected to:

- Arrive promptly at the classroom.
- To supervise classes whose normal timetabled teacher is absent, which involves taking sole charge of a group of pupils.
- Delivering and explaining the work set to students.
- Responding to any questions relevant to the work set.
- Ensuring that the students have the materials they need to carry out the tasks set for them
- Ensure a positive working atmosphere is maintained and that the work is productive
- Facilitate and encourage learning which helps all students achieve their potential.
- Taking class registers at the start of each session
- Dealing with any immediate problems or emergencies according to the school's policies and procedures.
- Collecting and marking completed work.
- Ensure that the students are properly dressed in uniform and have the correct equipment.
- To effectively deploy any TAs in the lesson.
- To have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Following the school's systems for behaviour issues related to lessons and recording electronically using CPOMS.
- To implement school policies and procedures.
- When not covering lessons, the Headteacher will deploy staff accordingly.

- Support with any childcare provision the school offers out of term time.

When performing the duties of the teacher, the post holder will be expected to:

- Take the register.
- Deliver the lessons.
- To check uniform and equipment reporting any problems/issues to the class teacher.
- To hand out letters and ensure students receive all relevant messages.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To apply the Behaviour Policy so that effective learning can take place.
- To attend assemblies when required.

When not required to cover lessons, supervisors will be deployed by the Head Teacher to provide general assistance, for example to:

- Supervise groups of students working outside their normal classroom.
- Support individuals or groups with particular learning needs.
- Provide help to teachers or support staff, (wherever possible making use of the skills that the cover supervisor is able to bring)
- Cover supervisors may be also asked to assist teachers in the supervision of students at the start and end of the day and during breaks and lunchtime.
- Supervise pupils in designated areas of the school at break times and lunchtime.
- To provide administrative support including filing, word processing and reprographics work.
- To assist with the arrangement of routine tasks within the school which may include induction/open events.

Please note that the post holder may undertake other agreed tasks which may be determined from time to time within the general scope of the post of Cover Supervisor.

3. Expectation of All Staff - Whole School Involvement.

Professional Development.

- To take part in staff development programmes by participating in training sessions such as Twilights.
- To work as a member of a team and to contribute positively to effective working relations.

School Ethos and Marketing of the School.

- Take part in marketing events, as required, for example, Open Evenings.
- Support the Leadership Team in creating a culture for learning, high standards of achievement and success for all the students.
- Carry out all duties and responsibilities in accordance with the School's policies, current practice and your duty of care for the students' well-being and safety. Do not do anything to bring the name or the School into disrepute.

Confidentiality

- Ensure absolute *confidentiality* in all matters relating to the students, staff and Academy business, without exception.

Safeguarding & Health and Safety

- Be aware of and comply with policies and procedures relating to child protection, Health and Safety, security and confidentiality. Report concerns to a member of the Senior Leadership Team or the Governing Body.
- All staff have a responsibility to safeguard and promote the welfare of students and young people within the School.

Communication

- Communicate effectively and respectfully with all colleagues.
- Adhere to agreed policies for communications within the School.
- Contact with students and their parents/carers, other employees at the School, must be in accordance with School policies and procedures.

Personal and professional conduct

At Welton teaching assistants will uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness

Knowledge and understanding

At Welton teaching assistants are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school.
- Demonstrate expertise and skills in understanding the needs of all pupils and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and learning

At Welton teaching assistants are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.

- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

At Welton teaching assistants are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

4. Equal Opportunities

- The post-holder is required to carry out the duties in accordance with the School's Equal Opportunities policy.

5. Health and Safety

- The post-holder will ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

GENERAL

- The Teaching Assistant may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post

Person Specification

Teaching Assistant / Cover Supervisor

Qualifications and Professional Development

Essential

- GCSE Grade A*–C (or equivalent) in **English and Mathematics**.
- NVQ Level 3 for Teaching Assistants, or an equivalent qualification, training or demonstrable relevant experience.
- Evidence of a commitment to **ongoing professional development** and willingness to undertake training required by the school.
- Willingness to undertake safeguarding, first aid, behaviour management and other training relevant to the role.

Desirable

- Further relevant study, qualifications or professional development in education, childcare, SEND or a related area.
- Qualification or training in behaviour management, restorative practice, safeguarding or supporting pupils with additional needs.

Knowledge, Skills and Competencies

Essential

Pupil-centred practice

- Demonstrates a **strong commitment to putting the needs, safety, welfare and educational progress of pupils at the heart of their work**.
- Understands that every pupil is an individual and can adapt their approach to meet different learning, social, emotional and behavioural needs.
- Demonstrates high expectations for all pupils and believes that every pupil should be supported and encouraged to achieve their full potential.
- Understands the importance of inclusion and can effectively support pupils with SEND, disabilities, EAL and other additional needs.
- Able to build positive, respectful and trusting relationships with pupils while maintaining appropriate professional boundaries.
- Acts as a positive role model and consistently promotes pupils' confidence, independence, aspiration and achievement.

Teaching, learning and classroom management

- Good literacy, numeracy and ICT skills.
- Understanding of effective teaching and learning strategies and the ability to support pupils to access and engage with learning.
- Knowledge and understanding of positive behaviour management approaches.
- Able to establish clear expectations, routines and boundaries and apply the school's behaviour policy consistently and fairly.
- Able to manage challenging behaviour calmly, confidently and professionally.
- Able to promote a positive, purposeful and inclusive learning environment.
- Able to monitor pupil engagement, progress and behaviour and communicate relevant information accurately to teaching staff and leaders.
- Knowledge of assessment approaches and relevant learning strategies/programmes of study.

- Able to effectively supervise a whole class and, where required, deliver or facilitate work in the absence of the class teacher.
- Able to use initiative to respond appropriately to unexpected situations while remaining within the school's policies and procedures.

Safeguarding, welfare and professional responsibility

- **A strong commitment to safeguarding and promoting the welfare of children and young people.**
- Understands the responsibility of all school staff to identify, respond to and report safeguarding concerns in accordance with statutory guidance and school procedures.
- Demonstrates sound judgement regarding pupil safety, confidentiality and professional boundaries.
- Understands the importance of following school procedures relating to safeguarding, behaviour, health and safety, confidentiality, attendance and pupil welfare.
- Demonstrates a **high level of personal responsibility and professional integrity.**
- Understands that school policies and procedures provide the framework within which staff are expected to work and demonstrates a willingness to follow them consistently.
- Able to maintain confidentiality and handle sensitive information appropriately.

Commitment to school policies, ethos and values

- **Demonstrates clear commitment to the school's policies, procedures, ethos, values and expectations.**
- Will consistently implement and uphold school policies, including behaviour, safeguarding, attendance, uniform, health and safety and communication policies.
- Understands that professional consistency is essential to maintaining high standards and providing pupils with a secure and predictable environment.
- Demonstrates the ability to exercise professional judgement while remaining faithful to agreed school systems and procedures.
- Is willing to accept direction and feedback from school leaders and colleagues and to adapt practice where required.
- Demonstrates loyalty to the school and a willingness to contribute positively to its continued development and reputation.

Communication and relationships

- Excellent interpersonal and communication skills with pupils, colleagues, parents/carers and external professionals.
- Communicates clearly, respectfully, sensitively and professionally at all times.
- Able to work collaboratively as part of a team while also working independently and using initiative.
- Able to develop effective professional relationships with teachers, support staff, leaders and other members of the school community.
- Understands the importance of communicating concerns promptly and accurately to the appropriate member of staff.
- Able to deal professionally and constructively with difficult or sensitive situations.

Flexibility, initiative and organisation

- **Highly flexible and willing to respond positively to the changing needs of the school.**
- Willing to undertake a broad range of duties within the reasonable scope of the role, including classroom cover, pupil supervision, administrative tasks, break and lunchtime supervision, assemblies and extracurricular activities.
- Willing to support the school's childcare provision, including during school holidays where required.
- Able to adapt quickly when circumstances change, including staff absence, changes to timetables or unexpected pupil needs.
- Demonstrates initiative while recognising when advice, support or direction should be sought.
- Effective time-management, planning and organisational skills.
- Able to prioritise competing demands while maintaining pupil welfare and learning as the priority.

- Enthusiastic, resourceful, creative and able to think laterally when responding to challenges.
- Able to remain calm and professional under pressure.

Wider contribution and community

- **Demonstrates a willingness to be an ambassador for the school and to promote its reputation positively within the wider community.**
- Able to represent the school professionally and positively when interacting with pupils, parents/carers, visitors and members of the wider community.
- Willing to participate in school events, open evenings, induction events, promotional activities and other community-facing activities as required.
- Understands the importance of positive relationships between the school, families and the wider community.
- Demonstrates pride in the school and a willingness to contribute to its culture, reputation and success.
- Willing to support extracurricular activities and wider school life.

Personal qualities

- Professional, reliable, punctual and trustworthy.
- Positive attitude, enthusiasm and a good sense of humour.
- Courteous, approachable and respectful.
- Resilient and able to remain calm in challenging situations.
- Self-motivated and willing to take responsibility.
- Reflective and open to feedback.
- Demonstrates emotional intelligence and empathy.
- Shows **high expectations of themselves and others.**
- Demonstrates a genuine commitment to working with children and young people.
- **Puts pupil safety, welfare, inclusion and learning before personal convenience.**
- Demonstrates sound professional judgement and integrity.

Desirable

- Skilled in conflict resolution and/or restorative approaches.
- Knowledge and experience of CPOMS or a similar electronic safeguarding/behaviour recording system.
- Knowledge of Microsoft Office and other relevant educational ICT systems.
- Strong knowledge of the primary curriculum.
- Experience of supporting pupils with SEND, EAL or other additional needs.
- Experience of delivering or supporting extracurricular activities.
- Ability to lead or contribute to extracurricular activities.
- Experience of whole-class teaching or lesson delivery.
- Experience of supporting childcare provision.
- Knowledge and experience of relevant Health & Safety, hygiene, child welfare and safeguarding requirements.
- Experience of working with parents/carers or external agencies.

Experience

Essential

- Experience of working as a Teaching Assistant, Cover Supervisor or in a comparable education, childcare or youth setting.
- Experience of supporting children of primary school age.
- Experience of applying positive behaviour management strategies.
- Experience of working effectively within an educational environment.
- Experience of supporting pupils with a range of abilities and needs.
- Experience of working effectively as part of a team.

- Demonstrable ability to work independently and use initiative.
- Experience of following organisational policies and procedures and applying them consistently.
- Experience of maintaining appropriate professional boundaries and confidentiality.
- Experience of contributing positively to the wider life of a school or similar organisation.

Desirable

- Experience of whole-class teaching or lesson delivery.
- Experience of supporting pupils with SEND.
- Experience of restorative practice or conflict resolution.
- Experience of safeguarding and child protection procedures.
- Experience of working with parents/carers.
- At least two years' experience of working within an education, childcare or related setting.
- Experience of supporting or leading extracurricular activities or school events.
- Experience of working in holiday childcare or out-of-school provision.

Other Requirements

Essential

- Commitment to safeguarding and promoting the welfare of children and young people.
- Willingness to comply fully with all school policies, procedures and reasonable instructions.
- Willingness to participate in training and professional development.
- Willingness to work flexibly in response to the needs of the school.
- Willingness to undertake duties across the school, including classroom cover, pupil supervision, administrative support, break/lunchtime supervision and extracurricular activities.
- Willingness to support the school's childcare provision, including during school holidays where required.
- Willingness to contribute to school events, open evenings and activities designed to promote the school within the local community.
- Commitment to maintaining confidentiality and professional standards at all times.
- Commitment to promoting the school's ethos, values and reputation.
- Commitment to ensuring that **the safety, welfare, inclusion and learning of pupils remain the highest priority in all aspects of the role.**

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be expected to share this commitment and demonstrate that safeguarding is an integral part of their professional practice. Appropriate checks will be undertaken in accordance with statutory requirements.