

The Stourport High School & VIth Form College

Job Description



Post: Cover Supervisor (with Inclusion duties)

Post holder:

Reporting to: SLT line attached

Salary: TA 3

Providing an equitable educational experience for all of our students is fundamental at Stourport High School & VIth Form College, ensuring all students can access education to meet their individual needs is, therefore, a priority.

The post holder will be responsible for cover supervisor duties, under an agreed system of supervision, by the class teacher. This may involve planning, preparing and delivering learning activities for individuals, groups or whole classes. The Cover Supervisor will also have some inclusion duties and these include, coordinating the inclusion room and detention system, whilst maintaining our internal inclusion systems and implementing strategies, which promote student well-being and break down barriers to learning to ultimately improve student outcomes and reduce the number of exclusions. The Cover Supervisor will need to be flexible in their approach to enable strategies to be tailored to the individual needs of our students.

The school is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment.

KEY RESPONSIBILITIES

- To embody the values, vision and ethos of The Stourport High School & VIth Form College and the Severn Academies Educational Trust.
- Assist the Principal in delivering policy which will ensure high quality and successful outcomes for students and the school.
- Take responsibility for your own ongoing personal development and growth of expertise.
- Modelling and promoting the Trust's wellbeing principles.
- Contributing to the continued delivery and development of the Trusts aims as outlined in our 'Pledge'.
- Committed to delivering the highest standards of learning support to students with a range of needs
- To keep abreast of best practice developments in order to inform internal procedures and processes are most effective.
- To coordinate the inclusion provision, mapping and support student referrals in getting the correct interventions within school
- To identify students at risk of exclusion and then manage strategies, arrange alternative provision, and coordinate family liaison, under the direction of the Assistant Principal.
- To develop effective strategies for helping students increase confidence and self-esteem.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.

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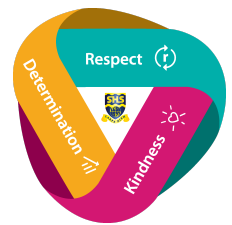
SPECIFIC DUTIES

Cover Supervisor:

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Organise and manage an 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.
- Deliver learning activities to students within an agreed system of supervision, adjusting activities according to student responses/needs.
- Deliver local and national learning strategies, e.g. Literacy, Numeracy, Key Stage 3, and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Administer and assess/mark tests and invigilate exams/tests, where appropriate. Production of lesson plans, worksheet, plans, etc.
- To be aware of responsibilities towards behaviour management and respond accordingly whenever required
- To undertake such other duties and responsibilities of an equivalent nature, as defined by line management from time-to-time.
- 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 systematically and provide evidence of range and level of progress and attainment.
- Organise and manage an 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.
- 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, where appropriate.
- Deliver local and national learning strategies, e.g. Literacy, Numeracy, Key Stage 3, 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' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

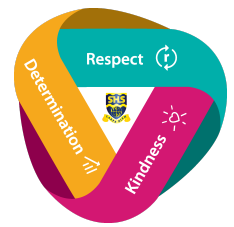
Inclusion:

- To support the implementation of operational/strategic plans relating to the reduction of exclusions.
- Develop and implement Individual Education Plans (IEPs) where appropriate.
- 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, where appropriate.
- To deliver effective interventions for students at risk of exclusion working outside of the classroom
- Work from within the inclusion room to offer students daily direct support.
- To work with SLT and the wider pastoral team (HoYs, attendance, safeguarding and intervention teams) to identify students at risk of exclusion.
- Complete all documentation linked to inclusion including parental letters and logging on systems.
- Undertake administration duties related to the schools behaviour policy and procedures.
- Analysis relevant data to produce student lists and reports as required.
- Signpost students to internal or external support pathways.



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- Liaise with teaching staff to provide a detailed and up-to-date work program for all students placed in inclusion.
- Ensure students engage with their learning and work while in the inclusion room.
- Provide feedback to teachers on student progress whilst in inclusion.
- Create and maintain the inclusion setting to be accessible for all.
- Liaise with the Pastoral Team to support students in delivering the appropriate pastoral intervention.
- oversee the centralised detention system and lead the after-school detentions
- Any other duties commensurate with the scale of the post as may be required under the direction of the Principal.

General Accountabilities

- So far as reasonably practicable, the post-holder must promote safe working practices by employees in school premises / work areas to maintain a safe working environment for employees and service users. These are defined in SAET Health and Safety policy.
- Work in compliance with the Codes of Conduct, regulations and policies of the Trust and its commitment to equal opportunities.
- Ensure that output and quality of work is of a high standard and complies with current legislation / professional standards.

Safeguarding

The safety and well-being of our children is central to our ethos and we expect all staff and volunteers to share this commitment. Successful applicants will be required to provide references, undertake an enhanced check through the Disclosure and Barring Service, and comply with the Safeguarding Policy and child protection practices of our Trust.

Equalities

We have a strong commitment to achieving equality of opportunity in its academies and in the employment of people. The post will ensure that the Trust meets its statutory obligations in relation to all aspects of equalities legislation.

GDPR

Our GDPR privacy notices can be viewed on our website: <https://saet.co.uk/key-information/saet-policies/>

The above responsibilities are subject to the general duties and responsibilities contained in the most recent statement of conditions of employment. These duties are given as a guideline only and are not exhaustive. Other tasks and activities commensurate with the scale of the post may be required under the direction of the Line Manager or a member of the Senior Leadership Team.

1. The Trust reserves the right to alter the content of this Job Description after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility.
2. The duties described in this Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Trust's Equality Policy.