HLTA WITH COVER SUPERVISOR RESPONSIBILITIES – JOB DESCRIPTION

Job Purpose

- To raise standards of pupil and student attainment and achievement through high-quality classroom cover.
- To organise and manage daily cover for absent staff and ensure effective learning continues in their absence.
- To support and mentor cover staff, promoting continuity and high expectations.
- To support the ethos and values of the school by delivering both teaching and operational leadership in classroom cover arrangements.

Key Accountabilities:

- Delivery of excellent classroom cover (up to 2/3 of role).
- Managing and organising cover arrangements for planned and unplanned staff absences, both teaching and non-teaching.
- Mentoring of supply and cover staff.
- Safeguarding, health & safety, and behaviour management.
- Contribution to multi-disciplinary and collaborative working.
- Maintaining professional development and supporting school-wide initiatives.

Main Duties and Activities

Classroom Cover (up to 2/3 of role)

- Deliver engaging and differentiated lessons based on the National Curriculum.
- Maintain excellent behaviour management strategies to support learning.
- Foster an inclusive and safe classroom environment that encourages pupil confidence and progress.
- Direct the work, where relevant, of other adults in supporting learning.
- Reinforce and support all aspects of behavioural, social and emotional learning.
- Work with pupils and assist with their specific areas of learning difficulty in order to encourage independence, maintain personal confidence and enable full potential to be reached ultimately with the minimum of supervision.
- Build positive relationships with pupils and provide an exemplary role model to encourage them to develop good social skills and become as independent as possible.
- Support the development of cover resources and schemes of work.
- Work collaboratively with classroom assistants, therapists, and other professionals.
- Assist in keeping records of pupil progress and report achievement in line with school policy.
- Attend staff meetings, training events, and contribute to the wider school community.

Cover Supervisor Responsibilities (1/3 of role)

- Organise daily cover for absent teaching and non-teaching staff, managing both planned and unplanned absences.
- Create and distribute cover timetables and communicate changes promptly.
- Direct HLTA timetables and brief cover/supply staff effectively.
- Liaise with HR to ensure all safeguarding checks for supply staff are completed and recorded.
- Provide support and feedback for new or long-term cover staff.
- Monitor the quality of cover work set and report concerns to Heads of Department.
- Use Microsoft Teams and email systems to manage cover instructions and materials.

- Throughout the day, deal with any changes regarding cover arrangements and deal with any issues arising. This requires considerable mobility around the school to ensure that all messages are received by relevant staff.
- Manage and administer the cover e-mails for the delivery of cover work and advice from absent staff.

General

- Build effective professional relationships across the school community.
- Undertake break-time duties and responsibilities.
- Ensure safeguarding responsibilities are fully adhered to.
- Promote equality, respect, and inclusion throughout the school.
- Comply with all school policies including Health & Safety, Behaviour, and SEND.
- Participate in appraisal and CPD to maintain high professional standards.
- Take responsibility for own training and development, attending training courses as appropriate.
- Undertake additional duties as required by the Principal, within reason and scope of the role.

Person Specification: HLTA with Cover Supervisor Responsibilities

Criteria ***Key** - Essential = E; Desirable = D*	
• GCSE at grades 9 to 4 (A* to C) including English & Maths • Is studying for or has achieved a recognised qualification appropriate to the job, at an advanced level such as: NVQ Level 3 in Learning Support, Working with Children • Experience of working in an educational setting • Experience of working with children with special needs • Experience of planning and leading teaching and learning activities • Must meet the professional standards for Higher Level Teaching Assistants (see Appendix 1) • Other relevant training e.g.: First Aid, Child Protection, Behaviour Management • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Experience of coordinating a timetable	E E E E D E E D E E E E
• Ability to engage with children • Excellent time management and organisational skills • Strong communication and interpersonal skills • Conflict management skills • Competent in Microsoft Teams and other web-based websites and applications	E E E E E
• Ability to work to deadlines and work well under pressure • Ability to inspire confidence in colleagues • Be a positive, willing, contributing and adaptable member of the team • Be flexible, adaptable and alert to unexpected and new situations that may arise within the daily routine • Excellent classroom and behaviour management • Self-motivated and a motivator for others • Tactful, respectful and sensitive to the needs of others • Commitment to safeguarding pupil's wellbeing and equality • Enthusiasm and drive for working in a special needs school • Ability to take responsibility for own CPD • Genuine commitment to the ethos and work at St Dominic's School	E D E E E E D E E D D D
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APPENDIX 1

Professional Standards for Higher Level Teaching Assistants (HLTA)

Professional values and practice

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential.
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers.
5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people.
6. Demonstrate commitment to collaborative and cooperative working with colleagues.
7. Improve their own knowledge and practice including responding to advice and feedback.

Professional knowledge and understanding

Those awarded HLTA status must demonstrate, through their practice, that they:

8. Understand the key factors that affect children and young people's learning and progress.
9. Know how to contribute to effective personalised provision by taking practical account of diversity.
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people.
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy.
12. Know how to use ICT to support their professional activities.
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved.
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.

Professional skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the Principal of the school.

Planning and expectations

Those awarded HLTA status must demonstrate, through their practice, that they:

17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities.

18. Use their area(s) of expertise to plan their role in learning activities.
19. Devise clearly structured activities that interest and motivate learners and advance their learning.
20. Plan how they will support the inclusion of the children and young people in the learning activities.
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and assessment

Those awarded HLTA status must demonstrate, through their practice, that they:

22. Monitor learners' responses to activities and modify approaches accordingly.
23. Monitor learners' progress in order to provide focused support and feedback.
24. Support the evaluation of learners' progress using a range of assessment techniques.
25. Contribute to maintaining and analysing records of learners' progress.

Teaching and learning activities

Those awarded HLTA status must demonstrate, through their practice, that they:

26. Use effective strategies to promote positive behaviour.
27. Recognise and respond appropriately to situations that challenge equality of opportunity.
28. Use their ICT skills to advance learning.
29. Advance learning when working with individuals.
30. Advance learning when working with small groups.
31. Advance learning when working with whole classes without the presence of the assigned teacher.
32. Organise and manage learning activities in ways which keep learners safe.
33. Direct the work, where relevant, of other adults in supporting learning.