

SEAX Multi-Academy Trust

COVER SUPERVISOR

Thriftwood School & College Job Description & Person Specification



Job Title:	Cover Supervisor
Contract:	Permanent, 32.08 hours week, 40 weeks per year LGPS Scale 7 (19-24)
Reports to:	Headteacher, Deputy Headteacher, Phase Leaders
Based at:	Thriftwood School

The SEAX Vision

“The Trust academies, within the community of Essex, will:

Provide outstanding educational experiences for children and young people with special educational needs

Put the well-being and achievement of pupils at the heart of all decision making”

The overriding expectation is that employees and those engaged to work in the Trust will adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils or students, the public in general and all those with whom they work or come into contact within the course of their employment or engagement by the individual academy.

Job Description: Cover Supervisor

Role
<ul style="list-style-type: none"> • To provide teaching cover for absent teachers and support staff across the School, carrying out the functions of the teacher and LSA in accordance with the stated aims and objectives in the Thriftwood Teacher Job Description and Learning Support Assistant Job Description. <ul style="list-style-type: none"> ○ provide learning activities under the professional direction and indirect supervision of a qualified teacher ○ plan, prepare and deliver lessons and assess, record and report on development, progress and attainment • To perform a range of interventions to ensure that individual pupil needs are met effectively within the available resources of the School when required.
Principal Purpose
<ul style="list-style-type: none"> • Use teaching and learning objectives to plan or support challenging, appropriate activities, and to evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision; • Assess the needs of pupils and use detailed knowledge of each individual alongside own specialist skills to support learning; • Deliver or support learning activities to pupils, adjusting activities according to pupil responses/needs; • Effectively liaise with all classroom teaching staff to deliver interventions to meet need, e.g. sensory support, Lego Therapy, mentoring support, dyslexia support if applicable.

Main Duties & Responsibilities

- Plan, prepare and deliver or support motivating lessons in accordance with School Teaching & Learning Policy and Curriculum Offer, in consultation with, and under the guidance of, a qualified teacher and/or Phase Leader. When covering teacher absence, the planning responsibilities will be shared between the Cover Supervisor and Phase Leader;
- Provide teaching cover for an absent teacher, both on a planned and unplanned basis, across the School.
- Provide learning support for an absent LSA.

Support for Teachers

- Organise and manage an appropriate learning environment; Monitor and evaluate pupil 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 pupil achievement, progress and other matters, ensuring the availability of accurate evidence;
- Be responsible for recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment;
- Establish a clear framework for discipline in line with the Schools' Policy, anticipate and manage behaviour constructively, promoting self-control and independence;
- Provide classroom assistance and support with individual pupils or whole classes, as required by the Senior Leadership Team;
- Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback about pupil progress/achievement etc.

Support for pupils

- Establish productive working relationships with pupils, acting as a role model and setting high expectations;
- Promote the inclusion and acceptance of all pupils within the classroom;
- Support pupils consistently whilst recognising and responding to their individual needs;
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities;
- Promote independence and employ strategies to recognise and reward achievement of self-reliance;
- Provide feedback to pupils.

Support for curriculum

- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and needs.

General

- To cover all aspects of pupil care, including elements of personal care.
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager;
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace;
- Play a full part in the life of the School, promoting and modelling our ethos of respect and equality;
- Promote excellence and enjoyment in the classroom and in all aspects of school life;
- Demonstrate commitment to safeguarding and actively promote the well-being of children and young people;
- Attend relevant meetings and carry out relevant administrative tasks in order to fulfil the role;
- Effectively communicate with Class Teachers and Phase Leaders;
- Encourage interaction and teamwork within the School, share ideas and new initiatives;
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.

Other Responsibilities

- To comply with School Policies and Procedures and follow risk assessments as appropriate.

The duties and responsibilities of this post may vary from time to time according to the changing needs of the School. This job description may be reviewed at the discretion of the Headteacher in the light of those changing requirements and in consultation with the Local Academy Committee.

The SEAX Trust and Local Academy Committee are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

Personal and Professional Conduct

A Cover Supervisor is expected to demonstrate consistently high standards of personal and professional conduct.

School employees uphold public trust in education and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- Showing tolerance of, and respect for, the rights of others;
- Not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

The Cover Supervisor must have proper and professional regard for the ethos, policies and practices of the School in which they teach, and maintain high standards in their own attendance and punctuality.

Thriftwood Characteristics of Professional Excellence

- Respectful
- Objective
- Judgement
- Discretion
- Diplomacy
- Listening
- Valuing
- Skilled
- Reliable
- Dedicated
- Responsible
- Accountable
- Flexibility
- Integrity
- Quality
- Reflective
- Developing

Person Specification: Cover Supervisor

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful recent experience working with children in a learning environment Meet Higher Level Teaching Assistant standards Educated to NVQ Level 3 or equivalent Prior experience at a range of academic / social / emotional interventions desirable.
	Knowledge of relevant policies and procedures	Understand classroom roles and responsibilities and your own position within these Full working knowledge of relevant policies/codes of practice/legislation
	Literacy	Excellent reading and writing skills equivalent to at least NVQ Level 2
	Numeracy	Excellent numeracy skills equivalent to at least NVQ Level 2
	Technology	Full working knowledge of ICT to support learning
Communication	Written	Ability to write detailed reports, letters etc Ability to communicate effectively via email, in a timely manner.
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment
	SEN	Good knowledge and understanding of a range of strategies to support students with SEN within the classroom.

	Curriculum	<p>Excellent working knowledge and experience of implementing national curriculum and other relevant learning programmes, including teaching core subjects.</p> <p>Good understanding of statutory frameworks relating to teaching</p>
	Child Development	<p>Excellent understanding of child development and learning processes</p> <p>Ability to work effectively with a range of pupils, aged from 5 years to 14 years.</p> <p>Ability to assess and record progress and performance and recommend appropriate strategies to support development</p> <p>Motivate, inspire and have high expectations of pupils</p>
	Health & Well being	<p>Understand and support the importance of physical and emotional wellbeing</p>
Working with others	Working with partners	<p>Work effectively as part of a team and contribute to group thinking, planning etc</p> <p>Ability to work with parents and carers to improve support for children</p>
	Relationships	<p>Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults</p>
	Team work	<p>Ability to work effectively with a range of adults</p>
	Information	<p>Contribute to the development and implementation of effective systems to share information</p>

Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure To be flexible Follow instructions accurately Use own initiative and work independently
	Line Management	Ability to manage and support the work of others confidently
	Time Management	Ability to manage own time effectively Ability to adapt quickly and effectively to changing circumstances, situations
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Awareness of and promotion of equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Constantly improve own practice/knowledge through self-evaluation and learning from others
	Well-being	Able to manage an effective work life balance.