

SEFTON METROPOLITAN BOROUGH COUNCIL

Cover Supervisor JOB DESCRIPTION

School: Crosby High School

Post: Cover Supervisor

Grade: Grade F -JE No. 2101

Responsible to: Working under the guidance of all senior leaders, the business manager and teaching staff.

Responsible for: Providing stability and continuity for pupils whose lessons are affected through short term teacher or TA absence.

Main purpose of the role

To support in the organisation of the school day, cover timetable and duty rotas. To ensure that the covering staff are used to their full capacity and that appropriate cover arrangements are made for absent teachers and teaching assistants, including arranging for break, lunch and bus duties to be covered. To cover lessons as required. To support the school's administration team on a daily basis. The job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the SLT or Business Manager other than those contained in this document and may be required to have specific job-related knowledge and skills. The allocation of duties is provisional and is subject to regular review.

Objectives

To have specific responsibility to support the teaching and learning of children with moderate and complex special needs.

To supervise and teach whole classes during a short term absence of the teacher as directed by the SLT/Business Manager.

To supervise and teach individuals and groups of children with moderate and complex special needs under the direction/instruction of teaching and/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques.

To provide teaching support in a specific curricula/resource area or as part of a class based team.

Support for the pupil

- Communicate work set by the teacher to the students, responding to any questions from them, about processes and procedures
- Use specialist (curricular/learning) skills/training/experience to support students
- Establish productive working relationships with pupils, acting as a role model, setting high expectations and progress their learning
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil learning

- Provide particular and skilled support to all pupils in a particular learning area or class base
- Provide consistent support and feedback to all pupils, responding appropriately to individual pupil needs
- Manage the behaviour of students in line with school policy whilst they are undertaking work and throughout the school environment.
- Assist with the development and implementation of Individual Education Plans (IEPs) Individual Behavioural Plans (IBPs) or specified aspects of the child's Education and Health Care Plan (EHC)
- Promote inclusion and acceptance of all pupils.
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities led by the teacher or yourself when covering.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher or in your own right as cover supervisor.
- Use specialist (curricular / learning) skills / training / experience to support pupils
- To accompany students on visits if required
- Provide additional support for individual pupils enabling them to maintain their access to learning which may include personal care, pastoral support, facilitating the use of specialist equipment
- Provide additional support for individual pupils enabling them to maintain their access to learning; this will include personal care, which may include toileting, dressing/undressing or any other individual pupil need and pastoral support .
- Recognise that part of the support for pastoral care may include following individual behaviour plans, social or emotional well being programmes
- Medical Needs; a willingness to support individual pupil's medical needs following appropriate training
- To be a first aider administering basic first aid where appropriately trained
- To lead on clubs/activities within working hours to enhance the learning experience of the pupils as directed by the SLT

Support for the teacher

- Provide short term unplanned cover supervision of classes in the absence of a teacher, in accordance with the school's policy.
- Produce independently of the teacher lesson plans, worksheets, learning objectives, within agreed system of supervision.
- Use teaching and learning objectives to plan challenging targets and to evaluate and adjust lesson/work plans as appropriate within agreed systems of supervision.
- Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Effectively contribute to the selection and preparation of teaching resources/methods that meet the diversity of pupils' needs and interests to facilitate agreed learning activities.
- Progress pupils' learning and assess, record and report on development, progress and attainment as agreed with the teacher.
- In liaison with the teacher, utilise strategies to support pupils in achieving learning goals
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Communicate feedback from the covered lesson and ensure all completed work is returned to the teacher.
- Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Create and maintain a purposeful, orderly and supportive environment, in accordance with

lesson plans

- Report pupil achievements, progress and issues as appropriate in agreed format.
- Undertake pupil record keeping as requested
- Undertake marking of pupils' work and accurately record achievement and progress in line with school policy/school systems.
- Promote positive values attitudes and good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy
- Establish a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence, in line with established school policy
- Report back using the schools agreed referral processes on the behaviour of the students during the class and issues arising.
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested
- Participate in planning and evaluation of learning activities as required by or with the teacher, meet with the teacher at regular planned intervals (teacher /TA meetings) and write reports and records as required
- Contribute to the creation of specialist resources e.g. visual supports for individuals / groups of pupils, which meet the needs of the pupils
- Administer and assess / mark tests and accurately record achievement/progress
- Be involved in planning, organising and implementing IEPs including attendance at and contribution to reviews.
- Invigilate examinations to the required standard, maintaining the rules set by the external examination boards and in-house regulators when invigilating exams.
- Provide minimal clerical/administration support (e.g. photocopying, typing, administer coursework, produce worksheets, filing, collecting money)

Support for the curriculum

- Deliver learning activities/programmes or support the delivery of agreed learning activities/learning programmes adjusting activities according to pupil learning styles and individual needs within agreed system of supervision
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development
- Use ICT effectively in learning activities and develop pupils' competence and independence in its use
- Assist pupils to access learning activities through specialist support, e.g. curriculum/SEN specialism
- Select and prepare required resources to lead learning activities, taking account of pupil's interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment and other TA's.
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Be aware of and comply with school policy and schemes of work.

Support for the school

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Organise the whole school daily cover and duty rotas supporting the smooth running of the school.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop respecting their social, cultural, linguistic, religious and ethnic backgrounds

- Contribute to the school ethos, aims and development / improvement plan.
- Provide consistency by acting as cover supervisor in the absence of the teacher
- Establish constructive relationships and communicate with other agencies i.e. supply / professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings as appropriate
- Participate in training and other learning activities as required.
- Establish own best practice and use to support others
- Recognise own strengths and areas of expertise and use these to achieve and support others
- Assist in the supervision, training and development of classroom support staff
- Undertake personal development through training and other learning activities including performance management as required.
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Required to lead educational visits, predominantly sports activities.
- Support pupils on an individual basis as required e.g. out of school activities, work experience, college links, transition or other off site activities.
- Following appropriate training be a named first aider at level 1
- Following appropriate training be a fire marshal during fire evacuations.

Line Management Responsibilities

- Manage a team of teaching assistants, inclusive of central liaison point and deployment of Resources.
- As required contribute to the school senior management team.

The post holder may be required to work in a subject specific area of the curriculum or as part of a class based team.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

SEFTON METROPOLITAN BOROUGH COUNCIL: PERSON SPECIFICATION**Post: Cover Supervisor****School: Crosby High School**

Experience/knowledge/qualifications	Essential	Desirable
Educated to GCSE level A* - C or equivalent in English and Maths	✓	
Functional ICT skills	✓	
Minimum 2 years experience of working with children in an educational setting (within specified age range/subject area)	✓	
Experience of covering lessons in the role of a teacher	✓	
Experience of working as a teaching assistant	✓	
Qualified HLTA		✓
Willingness to train to be an HLTA if currently a TA3	✓	
Experience of working in an SEN setting or with SEN pupils		✓
Training in special educational needs strategies		✓
Willingness to participate in relevant training and development opportunities	✓	
Willingness to undertake fire marshall training	✓	
Personal qualities and attitudes	Essential	Desirable
Excellent administrative skills	✓	
Excellent attention to detail and ability to work to the required standards of accuracy and presentation	✓	
Ability to prioritise and deal with conflicting demands	✓	
Good verbal, listening, literacy and written communication skills	✓	
Ability to work autonomously with minimum supervision, or as part of a team as necessary	✓	
Ability to maintain confidentiality and deal with situations in a tactful manner	✓	
Ability to follow set procedures	✓	
Ability to work effectively and calmly when under pressure, coping with changes and remaining professional and positive when dealing with others	✓	
Being solution focussed	✓	

Excellent attendance and punctuality	✓	
Willing to undertake appropriate training and development with a positive attitude	✓	
Strong interpersonal skills	✓	
Ability to form successful and strong working relationships with all pupils and staff	✓	

The post is subject to Disclosure Enhanced

The post is term time only, 36 hours per week with an additional 2 days INSET.

Working hours are 7.30am to 3.15 pm with 30 minutes for lunch (which may be taken at various times)

The post holder's responsibility for promoting and safeguarding the welfare of children and young people for who he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy at all times.

The post holder must sign to denote they have read and understand both the Child Protection Policy and the document Safer Working Practices; Safeguarding children

All staff are expected to adhere to the school's Code of Conduct and follow all the requirements described in the school handbook.