



Cover Supervisor

Job purpose including main duties and responsibilities

Main objectives of the post

In addition to teaching assistant duties (see the Teaching Assistant Job Description):

- To cover classes as required, using plans and resources already planned and set up by a class teacher or member of the Senior Leadership Team. This role does not include the planning of lessons.
- To mark pupils' work, in line with the School's Marking and Feedback policy.

Key Accountabilities

The below job descriptors are in line with the Teaching Assistant Job Description with one addition (see Key Accountabilities point 1)

1. Cover teacher absence (planned and also unscheduled) when required.
2. Work with targeted children and in identified classes to ensure pupils make good to outstanding progress.
3. Work in partnership with the class teacher and SLT on identified school and class based priorities.
4. Support a clear and soundly based educational vision, ethos and direction that promote and support pupil's learning and their spiritual, moral, social and cultural development.
5. Meet as arranged and / or as necessary with the class teacher, members of SLT.
6. To undertake relevant training and professional development in line with the school development plan.

Teaching and learning

1. As directed by class teacher, inclusion teams or SLT, to be responsible for assessing and evaluating the work of each child within identified groups and keeping appropriate records.
2. To ensure that a high standard of physical and emotional care for all children is maintained.
3. Assist class teacher and SLT in driving a continuous and consistent partnership-wide focus on pupils' achievement, using data and benchmarks to monitor progress.

4. Maintain creative, responsive and effective approaches to learning and teaching.
5. Promote a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
6. Work productively alongside school inclusion teams when required.
7. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
8. Deliver out of school learning activities within guidelines established by the school.
9. Under the guidance of the class teacher, assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
10. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
11. Promote the inclusion and acceptance of all pupils within the classrooms.
12. Support pupils consistently whilst recognising and responding to their individual needs.
13. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
14. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
15. Following Pioneer policy, provide written and verbal feedback to pupils in relation to progress and achievement.

Working within the organisation

1. Ensure all pupils are motivated to learn
2. Help to create an inspiring, safe and professional work environment consistent with the school's values and mantra.
3. Have a clear understanding and follow safeguarding procedures appropriately.
4. Support effective relationships and communications which underpin a professional learning community that enables everyone in the school to achieve.
5. Use and integrate a range of technologies effectively to assist learning.
6. To undertake any duties reasonably delegated by Head teacher or SLT.
7. To undertake relevant training and professional development in line with the school development plan.
8. To undertake Midday Supervisor responsibilities to ensure adequate supervision at lunchtimes. This may be on a rota basis with other TAs.

Securing accountability

1. Promote and protect the health and safety of all pupils and staff within the school, including the administering of first aid.
2. Assist students with personal care and hygiene including using the toilet, changing, washing and administering medication if required.
3. Contribute to the creation and review of care plans, ensuring all appropriate records are maintained.
4. Promote safeguarding and the welfare of all pupils within the school.
5. To follow the Academy's Behaviour Policy as agreed by staff and governors to ensure good conduct and behaviour of all the children in school.

Strengthening community

1. Support a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
2. Promote positive strategies for challenging racial and other prejudice.
3. Support a range of community-based learning experiences.
4. Support the Head teacher in building a school culture that takes account of and embraces the richness and diversity within each school's community.
5. Work with the school community to support policies and practice, which promote inclusion, equality and the extended services that the school offers.

Accountability in each school and the partnership

1. Support the development of an organisation in which all staff recognise that they are accountable for the success of the school.

Person Specification

Qualifications & Education	E/D	Stage
5 GCSEs or equivalent at grade C or above (to include English and Mathematics)	D	AF, C
2 A levels or equivalent	D	AF,C
Degree in a relevant subject	D	AF, C
Evidence of continuous professional development	E	AF, I
First Aid Qualification	D	AF, C
Qualification at least L3 NVQ in education related studies	D	AF, C

Experience, Knowledge and Skills	E/D	Stage
Has worked with primary aged children	E	AF, I, R
Has worked in a school setting	D	AF, I
Can use effective, non-confrontational strategies to manage behaviour	E	AF, I
Is able to support children at all level of abilities, including SEND	E	AF, I
A good understanding of the Primary Curriculum	D	AF, I
Is able to contribute to the planning of, deliver and evaluate support in class and in intervention programmes	E	AF, I,R
Is able to use data systems to monitor and track pupil progress and identify areas of focus	D	AF, I
Has an understanding of safeguarding in education	E	AF, I
Has experience of working in collaboration and partnership with others	D	AF, I,R

Personal Attributes	E/D	Stage
Resilient, flexible and open to change	E	AF, I,R
An ability to stay calm under pressure	E	AF, I
Professional, honest and loyal	E	AF, I,R
Excellent communication skills (written, oral and presentation)	E	AF, I
A commitment to safeguarding and promoting the wellbeing of children	E	AF, I
A commitment to equality and inclusion	E	AF, I
Open to training to improve professional practice	E	AF, I

Special Requirements	E/D	Stage
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E	AF, I
Suitability to work with children	E	D

See key on following page

KEY

E/D Essential or Desirable
AF Application Form
C Certificate
I Interview
R Reference
D Disclosure