

## Job Description – Teaching Assistant: Cover Supervisor

<b>Job Title</b>	Teaching Assistant: Cover Supervisor
<b>Scale</b>	Grade 4
<b>Responsible to</b>	Head of School/Headteacher

### Job Purpose

To work under the instruction/guidance of Teaching staff, to undertake work/care/support programmes to enable access to learning for pupils and to assist with the management of pupils and the classroom. To cover at times the class in the absence of the teacher, delivering work left by the teacher. Work may be carried out in the classroom or outside the main teaching area.

### Main Responsibilities

#### 1. Support for Pupils

- (i) To supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- (ii) Assist with the development and implementation of individual Education / Behaviour Plans and Personal Care programmes.
- (iii) Establish constructive relationships with pupils and interact with them according to individual needs.
- (iv) Promote the inclusion and acceptance of all pupils.
- (v) Encourage pupils to interact with others and engage in activities led by the teacher.
- (vi) Set challenging and demanding expectations and promote self-esteem and independence.
- (vii) Provide feedback to pupils in relation to progress and achievements under the guidance of the teacher.

#### 2. Support for the Teacher

- (i) To create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- (ii) Use strategies, in liaison with the Teacher to support pupils to achieve learning goals.
- (iii) Assist with the planning of learning activities.
- (iv) Monitor pupils' responses to learning activities and accurately record achievements / progress as directed.
- (v) Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- (vi) Promote good pupil behaviour, dealing promptly with conflict and incidents in line with school policy and encourage pupils to take responsibility for their own behaviour.
- (vii) Establish constructive relationships with Parents / Carers.
- (viii) Provide clerical / administrative support e.g, photocopying, typing, filing.

#### 3. Support for the Curriculum

- (i) Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- (ii) Undertake programmes linked to local and national learning strategies e.g. English, Maths, Wider Curriculum, Early Years, recording achievements and progress and feeding back to the Teacher.

- (iii) Support the use of computing in learning activities and develop pupils' competence and independence in its use.
- (iv) Prepare, maintain and use equipment/ resources required to meet lesson plans / relevant learning activities and assist pupils in their use.
- (v) Cover classes in the absence of the teacher, including for example covering the class while the teacher has PPA time or in their absence, delivering lessons planned by the teacher.

4. Support for the School

- (i) Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
- (ii) Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- (iii) Contribute to the overall ethos / aims of the school.
- (iv) Support the role of other professionals.
- (v) Attend and participate in relevant meetings as required.
- (vi) Participate in training and other learning activities and performance development as required.
- (vii) Assist with the supervision of pupils out of lesson times including before and after school and at lunchtimes.
- (viii) Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the Teacher.

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

**Person Specification – Teaching Assistant : Cover Supervisor**

Person Profile	Essential	Desirable
<b>Knowledge &amp; Experience</b>		
Experience of working with children with SEN/challenging behaviour.	AF/I	
NVQ 3 for Teaching Assistants or equivalent qualification or experience.	AF/CQ/R	
Good numeracy/literacy skills.	AF/I	
Training in the relevant learning strategies,	AF/I	
General understanding of national/foundation stage curriculum and other basic learning programmes.	AF/I	
Basic understanding of child development and learning.	AF/I	
Awareness of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.		AF/I
Basic knowledge and understanding of Health and Safety issues, and ability to identify risks within personal sphere of work.	AF/I	
Appropriate First Aid training.		AF/CQ
Some experience of covering classes	AF/I	
<b>Skills &amp; Abilities</b>		
Ability to make simple decisions, in line with agreed procedures/policies e.g. prioritisation of work, appropriate release of sensitive information.	I	
Ability to clearly interpret oral or written information & instructions.	AF/I	
Ability to communicate information in a clear and logical manner.	AF/I	
<b>Core Behaviours</b>		
Proactive and positive approach to dealing with people, both internal and external. Committed to safeguarding and promoting the welfare of children and young people.	I	
Works flexibly to get the job done on time, and ensures work is carried out to quality standards.	AF/I	
Listens to others' points of view, seeks feedback and deals with it constructively, shares knowledge and good practice, suggests doing things differently to improve.	AF/I	
Treats all people equally, fairly and with dignity and respect.	AF/I	
Positive approach to team working.	AF/I	
Takes ownership of personal development. Willing to pursue development opportunities.	AF/I	
<b>Personal/Physical Requirements</b>		
Enhanced Disclosure and Barring Service and Barred List check.	DBS	

No serious health problem which is likely to impact upon job performance (that cannot be accommodated by reasonable adjustments).	I/R	
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KEY:

Method of Assessment

**AF** – Application Form **I** – Interview **R** – References **GE** – Group Exercise **P** – Presentation **CQ** – Certificate or Qualification **DBS** Disclosure and Barring Service \*indicates shortlisting criterion