

Academy	St Regis Church of England Academy
Position	Cover Supervisor
Salary	TST Grade 5 SCP 7-9
Contract	32.5 hours, term time only, permanent
Responsible to	Head of School

Job Description

The duties outlined in this job description will be reviewed with the post holder on an annual basis in line with the school's performance management procedures. It may be modified by the Principal with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

Statement of Purpose

Under an agreed system of supervision, to supervise whole classes during the short-term absence of the class teacher under the guidance of teaching/senior staff, including implementing work programmes, managing student behaviour and assisting students in relevant activities in line with academy policies and procedures.

Support for Students

- Supervising work that has been set by teaching staff.
- Assist with the development and implementation of Education Health and Care Plans.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.

Support for Teacher

- Provide feedback to students in relation to progress and achievement.
- Dealing with any immediate problems or emergencies according to the school's policies and procedures.
- Collecting any completed work after the lesson and returning it to the appropriate teacher.
- Managing behaviour of pupils whilst they are undertaking this work to ensure a constructive environment, according to the school's behaviour policy.
- Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising.
- Completing tracking sheets and information on pupil attendance and rewards.

Support for the Curriculum

- Support the use of ICT where appropriate.
- Make appropriate use of equipment and resources.

Support to School

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Assist with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.

- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Recognise own strengths and areas of expertise and use these to advice and support others.

Note 1: The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Post holder signature	
Principal signature	
Date	

Person Specification

Essential Criteria	Measured by
Experience <ul style="list-style-type: none"> • Three years experience of working to support children’s learning gained in a relevant environment. 	Application form / interview
Qualifications/Training <ul style="list-style-type: none"> • Excellent numeracy/literacy skills equivalent to at least GCSE grade C and above. • NVQ 3 for Teaching Assistant (or recognised equivalent qualification). 	Application form / interview
Knowledge/Skills <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation. • In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • Effective use of ICT to support learning. • Use of other equipment technology – video, photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Excellent communication skills. 	Application form / interview
Behavioural Attributes <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	Application form / interview

Note 1: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*