



## **WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION**

<b>Job Title:</b>	Cover and Behaviour Inclusion Supervisor
<b>Location:</b>	Across the Trust (based at Plymstock School currently)
<b>Grade/salary:</b>	Plymouth Grade D SCP 8 - 14 FTE £26,824 - £29,540 per annum
<b>Hours:</b>	30.83 hours per week x 39 weeks per annum
<b>Reports to:</b>	Assistant Headteacher
<b>Responsible for:</b>	N/A
<b>Key relationships:</b>	Cover Manager, Behaviour Lead, Heads of Year, Pastoral and SEND Teams

### **Job Purpose**

To work alongside the Cover Manager, Behaviour Lead and the Head of Year, with a focus on supporting students particularly those who are identified as having barriers to their learning and progress. Covering lessons to support students to continue their progress in the curriculum area by delivering pre-determined materials. Supporting students, including those unable to access learning due to behavioural difficulties. Running the Reflection Rooms supports students in the same way while building relationships for future interactions.

### **Duties and Responsibilities**

1. To register and record student attendance in lessons, in the Reset Room and in Internal Reflection.
2. To support students in completing their work.
3. To distribute/locate the necessary resources for their learning.
4. To ensure orderly entry and exit of classrooms; manage student entry to the Reset Rooms, getting them to complete a reflection on their exit from the classroom environment or as soon as they are regulated to do so.
5. To ensure a calm and purposeful atmosphere for working in the classroom or in the Reset Rooms.
6. Manage students in the classroom and in the Reset Room, ensuring that they are 'ready to learn' in that environment and are supported to understand the process of reintegration if in the Reset Room.
7. Working as part of a team in the reset rooms, with the oversight of the Lead and support where applicable.
8. Monitor student work within the classroom and within the Reset Room, ensuring students are able to access learning resources and are maximise learning time.
9. To manage resources effectively and ensure classrooms/ Reflection Rooms are left tidy for the next lesson.
10. To follow school systems and procedures on behaviour management, including the use of ClassCharts, maintaining its use and ensuring effective communication. Using software to record confidential and sensitive information appropriately.

11. Consult with the Cover Manager and Behaviour Lead / Deputy Headteacher for a decision about a longer-term response to any serious incident.
12. Communicate initial responses to behaviour incidents with parents, staff and students in a timely manner.
13. Work one-to-one with disengaged students whose behaviour is considered their biggest barrier to learning, supporting them in ways of improving this. Working with the Lead on identifying the students who would benefit from additional input.
14. Facilitate and support restorative conversation meetings between students or students/staff, on a regular basis.
15. Encourage high standards of behaviour and dress in students and liaise with the Tutor and Year Team Leaders regularly.
16. Provide consistent supervision in the Reset Room during the school break times, focusing on positive engagement and community-based activities. This will be mainly based inside the room but there may be occasions when a walk around the site will benefit a particular student.
17. Support with the after-school detentions, after-school homework/ revision clubs and/ or any other after-school sessions as required.
18. Maintain excellent record keeping with regards to information, statements, observations, emails and phone calls.
19. Be aware of social and personal factors relevant to the student within and outside of school.
20. Provide objective and accurate feedback and reports as required.
21. To be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop.
22. Be an effective role model for the standards of behaviour expected of students and staff.
23. Set the “tone” for interactions with students in the school spirit, promoting our ethos of ‘community, integrity and opportunity’.
24. To contribute to the overall ethos, aims and improvement priorities of the school.
25. To appreciate and support the role of other professionals.
26. To attend and participate in relevant meetings as required.
27. To participate in training and other learning activities and performance management as required.
28. Any other duties which may be allocated after consultation with the post-holder.
29. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
30. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
31. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
32. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

*This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.*

## PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
<b>QUALIFICATIONS:</b>			
Minimum of 5 GCSEs A* to C (9-4) or equivalent, including Maths and English	E	X	
A levels and/or Degree equivalent qualifications	D	X	
<b>EXPERIENCE:</b>			
Experience of working in a school, or with young people and any supervisory experience is desirable	E	X	X
Experience of working as a Cover Supervisor or in a supply/cover capacity	D	X	X
<b>KNOWLEDGE, SKILLS AND ABILITIES:</b>			
Good written and oral communication skills	E	X	X
Understanding of the routine requirements of classroom management	D	X	X
A firm, but friendly approach and be self-confident in dealing with young people	E	X	X
Commitment to the protection and safeguarding of children	E	X	X
Tenacity and Resilience	E	X	X
Excellent planning and organisational skills	E	X	X
Self-motivation	E	X	X
Flexibility	E	X	X
Professionalism	E	X	X
<b>VALUES-BASED BEHAVIOURS:</b>			
<b>Compassion:</b>			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	X		X
<b>Aspiration:</b>			
Works to high expectations, modelling the delivery of high-quality outcomes	X		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	X		X

<b>Integrity:</b>			
Acting always in the interests of children and young people,	<b>X</b>		<b>X</b>
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	<b>X</b>		<b>X</b>
Communicating with transparency and respect, creating a working environment based on trust and honesty	<b>X</b>		<b>X</b>
<b>Collaboration:</b>			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	<b>X</b>		<b>X</b>