

Job Description

POST: Cover Supervisor

RESPONSIBLE TO: HR Officer

SALARY: Scale 5 £26,421 - £28,770 pro rata. (£21, 394 - £23,300 actual)

LOCATION: The Telford Priory School

WORKING PATTERN: 35 hours per week. Term time plus 1 week

DISCLOSURE LEVEL: Enhanced

KEY RELATIONSHIPS: Teachers, Students, Parents, Cover Officer

RESPONSIBLE FOR: N/A

MAIN PURPOSE:

The primary focus of this post will be to ensure good behaviour both in and out of the classroom, keep students on task, respond to questions and generally assist students with their learning and behaviour.

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

SPECIFIC RESPONSIBILITIES:

Supporting students

- Supporting students to access learning using appropriate strategies and resources, as directed by Subject Leaders.
- Provide objective and accurate feedback to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Supporting students within lessons as part of a structured programme of assistance.
- Promoting and helping with extra curricula needs and after-school/holiday activities.
- Record all incidents dealt with on the events log.
- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Support students consistently whilst recognising and responding to their individual needs.

Supporting the school

- Contribute to the overall ethos/work/aims of the school.
- Maintain confidentiality of information in line with the policies and procedures.
- Complete the administrative duties relevant to the role of Cover Supervisor, including planning, record keeping, reports and feedback to staff.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting concerns to the appropriate person.
- Accompany teachers and students on school trips and to assist in other activities as and when required.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Willing to transport students on trips and events in the school minibus (training given)
- In the event of cover not being needed at a particular time, Cover Supervisors will be required to participate in other duties.

- To undertake duties as deemed necessary at the request of the Headteacher commensurate with the scale of the post or below.

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Level 4 qualification, Higher Level Teaching Assistant standards or equivalent qualifications • Good numeracy/literacy skills 	<ul style="list-style-type: none"> • First Aid qualification desirable (or willing to undertake)
Experience, Skills and knowledge	<ul style="list-style-type: none"> • Teaching or support as a High Level Teaching Assistant • Experience of working with students and young people in an education environment • Experience of working with students with additional needs • Confident use of ICT to assist communication and students' learning and progress • Working knowledge of national curriculum and other relevant learning strategies • Understanding of principles of child development and learning processes • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • Excellent communication skills • Understand range of support services/providers • Ability to plan effective actions for students at risk of underachieving • Ability to self-evaluate learning needs and actively seek learning opportunities 	

Personal Qualities	<ul style="list-style-type: none"> • Develops good relationships with others by behaving with integrity, treating people with respect and leading by example. <p>The post holder should be:</p> <ul style="list-style-type: none"> • A patient, active listener • Reliable approachable and flexible • A keen observer • Able to encourage and challenge assumptions • Able to handle sensitive information, maintaining confidentiality when necessary • Able to work in 1:1 mentoring relationships • A good role model • Able to monitor and assess students' learning needs • Able to work collaboratively with other adults, inside and outside school • Have good verbal communication skills to deal with students and adults • Well-organised and capable of prioritising their own work • Able to work effectively to tight time scales 	
Other	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	