



Job Description

Post Title: Secondary Cover Supervisor

Contract: Permanent, Term-time Only Plus 5 days

Pay Range/Grade: Band 7, SCP 11 - 17

Hours: 37 hours per week

Location: Appleton Academy

Purpose of the Role:

- To implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and could involve the management/preparation of resources.
- To supervise whole classes during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover supervisors will need to respond to questions and generally assist pupils to undertake set activities.
- To work as a Teaching Assistant.

N.B. Cover for short term absences may be provided by persons who are not qualified teachers. The term "cover supervision" occurs when there is no active teaching taking place. Pupils would continue their learning by carrying out pre-prepared exercises/tasks under this supervision.

Supervision & Guidance:

- To work under the guidance of teaching/senior staff and within an agreed system of supervision.

Supervisory Responsibilities:

- Staff may supervise whole classes during the short term absence of teachers.

Key Responsibilities:

Support for Pupils:

- Supervise and provide particular support for learners, including those with special needs, ensuring their safety and access to learning activities.
- Establish constructive relationships with learners and interact according to individual needs.
- Promote the inclusion and acceptance of all learners.
- Encourage learners to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.

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- Provide feedback to learners in relation to progress and achievement under the guidance of the teacher.
- Assist with the development and implementation of Provision Plans and Personal Care programmes.

Support for the Teacher:

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of learners' work.
- Provide detailed and regular feedback to teachers on children's achievement, progress, problems etc.
- Monitor learners' responses to learning activities and accurately record achievement/progress as directed.
- Promote good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour in line with the school's behaviour policy.
- Establish constructive relationships with parents/carers.
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, coursework etc.
- Use strategies, in liaison with the teacher, to support learners to achieve learning goals.
- Assist with the planning of learning activities.

Support for the Curriculum:

- Administer routine tests/assessments and invigilate exams and undertake routine marking of learners' work.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to learner responses.
- Undertake programmes linked to local and national learning strategies recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop learners' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist learners in their use.

Support for the Academy:

- 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.
- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the Academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of learners out of lesson times.
- Accompany teaching staff and learners on visits, trips and out of Academy activities as required and take responsibility for a group under the supervision of the teacher.

Working in Partnerships with Parents/carers and external agencies:



- Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.

Maintaining Professional Competencies:

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.
- Work within and support the school's vision, culture and ethos.
- Engage actively in the performance review process.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Being aware of cultural differences between pupils, dealing with any incidents of racism or sexism in accordance with agreed procedures.
- Support and contribute to the school's responsibility for safeguarding students and follow the school's safeguarding procedures diligently.

Safeguarding and Compliance:

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Deputy Headteachers and/or Headteacher.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Promote the safe of all pupils in the school.

Management of Resources:

- A responsibility to maintain the confidential nature of information relating to the Academy and its learners.
- The provision, use and storage of equipment and materials prepared by the potholder and used by the learners with whom the potholder is working.
- General responsibility for the care of all equipment and materials within the classroom/designated area.

Intermediate Threshold Fluency Duty Required:

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and, Only the requirement to explain difficult concepts may hinder a natural smooth flow of
- language.
- This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
QUALIFICATIONS <ul style="list-style-type: none"> GCSE Maths & English Level C or above Evidence of further education or training Meets the fluency duty – see Job description above. NVQ Level 3 or equivalent Qualifications to work with young people Completion of specific CPD 	E E E D D D	Application
EXPERIENCE <ul style="list-style-type: none"> Supervising groups or whole classes Working with pupils with learning and/or mental health needs or student support capacity or other specific Behaviour Management Working independently and with others Experience of working with children in a school or similar environment Use of management information systems (SIMS etc) and associated ICT Working with external agencies involving children and young people Training related to supporting pupils in basic skills Experience of supporting children with phonics, English or maths. 	E E E E E D D D	Application and interview

<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> • Purpose of lesson planning, how they are formulated, implemented and adapted • Knowledge of strategies for motivating young people and removing barriers to learning • Up to date working knowledge of the primary age-related expectations across the school. • The ability to set high standards expected by school and provide support for pupils and staff • The skills to manage classroom activities and the physical learning space • The ability to negotiate and communicate effectively with good oral and written communication skills, using good interpersonal skills • Highly flexible to the rapidly changing needs of the school. • The ability to deal sensitively with people and resolve conflict • The ability to respond to complex situations • The ability to respond calmly to a variety of situations. • Demonstrate a clear understanding and competence in using ICT • Analyse, interpret, understand relevant data and present it in useful forms to students, staff and parents • Knowledge of the primary curriculum 	<p>E E E E E E E E E D D D</p>	<p>Application and interview</p>
<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Be committed to raising standards • Be someone who can create an atmosphere in which children can thrive and succeed • Have excellent interpersonal skills • Effective communication and organisation skills • Ability to manage workloads and work calmly under pressure 	<p>E E E E E</p>	<p>Application and interview</p>

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Headteacher _____ **Date** / /

