
POSITION	Cover Supervisor
SCHOOL	Newington Green or Rotherfield Primary Schools
GRADE	Scale 6

PURPOSE OF THE POST

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

To supervise whole classes during the short-term absence of teachers. Cover Supervisors will give instructions for the lesson as provided by a teacher and the primary focus of the role will be to maintain good order and to keep pupils on task. Cover Supervisors will respond to general questions and provide general feedback to teachers but will not be required to undertake 'specified work' (planning, preparation, delivery, assessment, recording and reporting of achievement, progress and development). Cover Supervisors will not therefore be subject to a 'system of supervision' other than the general supervision applicable to all staff and will act under the professional direction of teachers.

To lead on the playground provision at lunchtime, working in partnership with other staff.

MAIN DUTIES

- Work as part of the staff team at the direction of the Headteacher/Assistant Headteacher/ Class Teacher to support teaching provision and pupils' learning.
- Under the guidance of the Class Teacher, to work with individuals and groups of pupils in class, including those pupils with additional educational needs, Special Educational Needs or ECHPs, to help them to achieve to the best of their ability.
- At the direction of the Class Teacher, to help to plan and organise learning activities. Help to develop and prepare resources, and plan and implement strategies for teaching and learning for individuals and groups of pupils, taking into account their specific needs, including Special Educational Needs.
- Support the teaching of the Curriculum and assist pupils to access the full curriculum. Be familiar with lesson plans, individual targets and learning objectives.

- Monitor the progress of identified pupils, keep written records consistent with school systems and provide the teacher with feedback on pupil progress in relation to provision.
- Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the school's Behaviour Management Policy. Contribute to programmes of support for identified pupils.
- Ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate and agreed, e.g. assisting with lifting.
- Communicate and liaise with other members of the school staff and act as co-ordinator/link person to other teaching assistants.
- Disseminate information to support staff in order to ensure the most effective provision for pupils' academic, emotional and social development and act as mentor to newly recruited Teaching Assistants where required.
- Under the direction of the Class Teacher, communicate and liaise with professionals from outside the school and implement their advice in provision for individuals or groups of pupils.
- Under the guidance of the SENCO, contribute to setting individual targets. Attend and contribute to meetings to review pupils' progress, and contribute to written reports.
- In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of pupils, e.g. by acting as key worker or implementing home-school liaison systems.
- Supervise pupils in the playground and plan and organise playtime activities.
- Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.
- Undertake any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee
- Undertake an area of responsibility e.g. act as co-ordinator for other teaching assistants, co-ordinate training programmes as directed by the headteacher (or representative).

PERSONAL RESPONSIBILITIES

- Be aware of key school plans, policies and procedures, especially the School Development Plan, Health and Safety Procedures and Child Protection Procedures.
- Take part in Performance Management in order to identify and agree development and training needs.
- Within your contracted hours, and as identified in Performance Management Processes, undertake specific training such as may be required to enable you to provide the school with effective support. Training may be provided centrally or in school.

- Within your contracted hours, attend staff meetings as required.
- To promote the safeguarding of children
- Understand the specific learning and physical needs of the pupils you support, and know how to respond appropriately.
- Respect the confidentiality of pupil information and respond sensitively to pupils' needs.
- To take responsibility for safeguarding and promoting the welfare of children.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.
- Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.

COVER SUPERVISOR DUTIES

These duties to be carried out when fulfilling the role of a cover supervisor:

- Supervise pupils engaged in learning activities
- Act as a role model and set high expectations of conduct and behaviour
- Promote the inclusion and acceptance of all pupils within the classroom
- Keep pupils on task and respond to general queries
- Responding to any questions from pupils about process and procedures
- Provide objective and accurate feedback to the teacher on the conduct of the lesson
- Keep appropriate records as agreed with the teacher
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour

PERFORMANCE STANDARDS

- To ensure that the school's customer care standards are met and adhered to.
- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

Reporting to:

Signed ----- Date -----



Rotherfield Primary School

Rotherfield
Primary School

PERSON SPECIFICATION

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REQUIREMENTS

ESSENTIAL CRITERIA

EDUCATION AND EXPERIENCE

- E.1. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) (or by test).
- E.2. Experience of working with children (either paid or unpaid capacity) preferably in an education setting.
- E.3. Attend induction training (for level 1 a willingness to attend); NLS, NNS, ALS, ELS, FLS training as appropriate and training relevant to the post.
- E.4. Attend school training sessions.
- E.5. NVQ Level 3 (or working towards) or equivalent accredited qualification
- E.6. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.

SKILLS, KNOWLEDGE AND ABILITIES

- E.7. Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- E.8. Ability and willingness to work as part of a team
- E.9. Working knowledge of ICT to support learning
- E.10. Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.
- E.11. Ability to communicate effectively with a range of people.
- E.12. Ability to organise the classroom activities e.g. preparing and setting out resources (under direction).
- E.13. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L (under direction).

- E.14. Ability to deal with sensitive information in a confidential manner.
- E.15. Understanding of basic First Aid procedures.
- E.14. Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.
- E.16. A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.
- E.17. A commitment to deliver services within the framework of the school's equal opportunities policy.
- E.18. Understanding of and commitment to work within the scope of school policies and procedures.
- E.19. Knowledge & understanding of the school's health and safety policy.
- E.20. An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to their learning.
- E.21. Willingness to attend and participate in meetings to review pupils' progress.
- E.22. Ability to monitor and evaluate pupils' performance
- E.23. Ability to update and maintain accurate pupil records using the school's systems in place.
- E.24. Ability to deliver NLS units to groups of pupils e.g. ALS, ELS, FLS.
- E.25. Ability to undertake and take a lead responsibility e.g. to act as coordinator for other teaching assistants, to co ordinate training programmes, organise reading recovery programmes etc
- E.26. To induct new TA s
- E.27. Ability to deliver services to customers meeting the school's standard for customer care.
- E.29. A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service
- E.30. A commitment to deliver services with the framework of the school's equal opportunities policy.
- E.31. Ability to form and maintain appropriate relationships and personal boundaries with children and young people.