

Post title	Cover supervisor - general
Salary and grade:	NJC 22 - 26
FTE:	FTE is £34,812 - £38,511, the pro rata salary will be £29,311 - £32,426. Inclusive of the provisional 3.3% cost of living pay award
Line manager/s:	Head of Department / Senior Leadership Team



Main purpose of the job:

The purpose of the post is to undertake the role of cover supervisor. To provide pre planned cover for meeting and reviews and also adhoc daily cover for staff illness.
When not providing cover – to carry out interventions

Key duties and responsibilities

1. Support for pupils

- (i) Take a lead role in managing and delivering core subjects to pupils.
- (ii) Able to cover regular lessons, contribute to planning and assessment
- (iii) Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
- (iv) Undertake comprehensive assessments of pupils to determine those in need of particular help.
- (v) Assist the Class Teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- (vi) Assist the Assistant Headteacher's in the annual review meetings of EHCP's
- (vii) Take a lead role in the provision of support for pupils with special needs.
- (viii) Establish productive working relationships with pupils, acting as a role model.
- (ix) Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- (x) Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- (xi) Challenge and motivate pupils, promote and reinforce self-esteem.
- (xii) Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

2. Support for the Teacher

- (i) Support pupils' access to learning using appropriate strategies, resources etc.
- (ii) Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- (iii) Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- (iv) Provide objective and accurate feedback and reports, as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.

- (v) Manage record keeping systems and processes.
- (vi) Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access to learning and supporting home to school and community links.
- (vii) Administrative support, e.g., dealing with correspondence, compilation/ analysis/ reporting on attendance, progress etc., making phone calls etc.

3. Support for the Curriculum

- (i) Implement agreed learning activities/ teaching programmes, adjusting activities according to pupil responses/ needs.
- (ii) Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- (iii) Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

4. Support for the School

- (i) Comply with and assist the development of policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- (ii) Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- (iii) Contribute to the overall ethos / aims of the school.
- (iv) Establish constructive relationships and communicate with other agencies / professionals, in liaison with the Teacher, to support achievement and progress of pupils.
- (v) Attend and participate in regular meetings.
- (vi) Participate in training and other learning activities as required.
- (vii) Recognise own strengths and areas of expertise and use these to achieve and support others.
- (viii) Be responsible for the provision of out of school learning activities within guidelines established by the school.
- (ix) Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

General

Postholders should have NVQ level 3 or equivalent in English and Maths will be an additional, minimum requirement, together with training in relevant learning strategies, e.g., Literacy and relevant work experience

The following knowledge/skills will be required:

- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge of national curriculum and other relevant learning programmes.
- Understanding of principals of child development and learning processes and in particular, barriers to learning.
- Ability to plan effective actions for pupils at risk of underachieving.
- Understanding range of support services/providers.

- Understanding of EHCP's, targets and outcomes.
 - Ability to self-evaluate learning needs and actively seek learning opportunities.
 - Ability to relate well to children and adults.
 - Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
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Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

		Essential	Desirable
Qualifications & Skills	Grade C or above in both English & Maths GCSE or equivalent	✓	
	Experience of supporting children with special educational needs and challenging behaviour	✓	
	Team Teach or equivalent trained.		✓
	Previous experience of delivering SALT programmes		✓
Teaching & Learning	Placement of pupil learning at the centre of systems, policies and practice.	✓	
	Ability to make sound judgements the attainment & progress of students.	✓	
	Excellent classroom practitioner	✓	
	Knowledge of the National Curriculum and supportive strategies, accredited pathways.	✓	
	Consistent focus on pupil progress and outcomes	✓	
	Has experience of the development and implementation of Individual Education/ Behaviour/Support/Mentoring plans.	✓	
	Can provide positive feedback to pupils in relation to progress, achievement, behaviour and attendance.	✓	
	Able to deliver a diverse package of learning & pastoral support to pupils.	✓	
Developing self and working with others	Ability to set appropriate and challenging targets for self and others	✓	

		Essential	Desirable
	Ability to make and take decisions both individually part of a team.	✓	
	An understanding of when to consult or seek advice and when to be responsive to feedback	✓	
	Ability to contribute to and share quality practice with the ISWs, teachers and team.	✓	
	Commitment to partnership between staff, parents and students	✓	
	Demonstrate ability to work sensitively and effectively with parents/carers as agreed.	✓	
Securing Accountability	Ability to use information and observations of students and teachers to inform strategies to support learning, behaviour and attendance.	✓	
	Ability to address barriers to learning, discuss relevant issues and achieve a resolution.	✓	
	To demonstrate capacity to work independently or part of team with individuals or groups of children	✓	
Personal Qualities and Attributes	Excellent interpersonal skills with the ability to enthuse and motivate others .	✓	
	Self-reflective practitioner	✓	
	Ability to prioritise	✓	
	Ability to work under pressure	✓	
	Dynamic, positive, creative and constructive	✓	
	Open and approachable	✓	
	Conscientious, honest and reliable	✓	
	Child centred	✓	
	Capacity to make dynamic risk assessments and remain calm in challenging circumstance	✓	
Safeguarding	Suitability to work with, and ability to form and maintain appropriate relationships and personal boundaries with children	✓	
	A commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults	✓	
	An understanding of and commitment to equal opportunities issues both within the work place and the community in general	✓	
	A criminal records check at and enhanced level	✓	
	Exempt from the rehabilitation of Offenders Act, 1974 (All spent convictions to be declared	✓	

