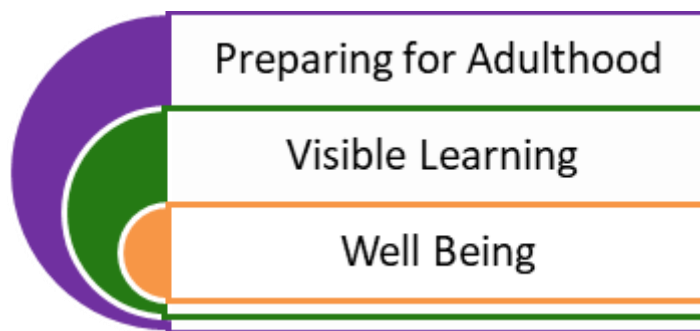


Stormont House School
Cover Supervisor
Job Description/Person Specification
Salary scale 6: £34,770 - £35,862 fte
Actual salary £29,166 - £30,082
Term time, 35hrs per week

Our Vision

Achievement for all in a unique world-class school



Purpose of the Role:

- To supervise teaching groups across the curriculum in following a programme of study during the short-term absence of their class teacher.
- To support interventions in or out of the classroom
- Provide additional class-based support in the absence of teaching assistants.

All staff have the following responsibilities:

- Working positively with people of diverse backgrounds, characteristics and experiences to achieve the School Vision of 'Achievement for all in a unique, world-class school'.
- To ensure that children are well safeguarded, supported and guided in their personal development and academic progress.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.

General Duties and Responsibilities:

- Deliver lessons to whole classes (usually up to 12 students) in the short term absence of their teacher
- Administer clear instructions to the teaching group, based on the work set and actively supervise students as they carry out the instructions and learning activities, keeping students on task and responding to general queries.
- Be aware of and adhere to school policies and procedures in relation to teaching & learning, behaviour, pastoral care, and Special Educational Needs.

- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- Liaise with the teaching staff, where possible, to ensure that instructions are clarified and keeping appropriate records as agreed with the teacher, giving the teacher feedback afterwards.
- Complete the tutor group behaviour log online after each lesson.
- Complete registration of teaching groups when required.
- To actively strive to raise achievement and provide equality of opportunity for all students.
- To act as an exam invigilator when required
- To assist with other support staff duties when not required to supervise classes. This could include acting as Teaching Assistant, interventions with individual or groups of students, display, or clerical work.
- To act as a role model and set high expectations of conduct and behaviour.
- Promote the inclusion and acceptance of all students within the classroom.
- Initiate appropriate play activities and socialisation opportunities for students in unstructured times while maintaining appropriate levels of overall student supervision.
- Accompany staff and students on visits, trips and out of school activities as required and take responsibility for a group if needed.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teachers/ Speech and Language Therapists, to support achievement and progress of students.
- Recognise own strengths and areas of specialist expertise and use these to advise and support others.
- Undertake additional or other duties as may be appropriate to achieve the objectives of the post as directed and deemed appropriate by the Headteacher.

Line Manager: Senior Leadership Team member

We take safeguarding children seriously

As part of the shortlisting process, we will carry out an online search (including social media) on all applicants. Employment is not confirmed until a reference from your current/most recent Headteacher and enhanced clearance from the Disclosure and Barring Scheme (DBS) are received. For those who are employed through an agency their referee's must be the agency they are with and the Headteacher of the school they are currently or most frequently deployed in.

Working hours

Cover Supervisors work 35 hours per week during term time, as follows (including a 30-minute lunch break):

- Monday, Wednesday, Thursday and Friday - 8.15-3.30
- Tues 8.15-4.45 (allows participation in weekly CPD)

Cover supervisors will be allocated a lunchtime duty. When they are covering an absent TA, they will cover that duty. However, when covering a full teaching day, they will have a 1-hour lunch break and stay 30 minutes later than the finish times above.

At a time of rapid educational change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate, and as new needs arise. To avoid 'drift', the particulars

of Job Descriptions should be reviewed annually as part of the appraisal/performance management process.

SELECTION CRITERIA for the post (E-Essential, D-Desirable)

1	NVQ level 3 or equivalent qualification or experience.	D
2	Experience of working with students with learning difficulties/ complex Special Education Needs within a school setting	E
3	An understanding of, and enthusiastic commitment to, <ul style="list-style-type: none"> • The shared school vision • Your personal contribution to moving us closer to that vision • Working effectively with people from diverse backgrounds 	E
4	Competence in the use of IT to support teaching and learning.	E
5	Working knowledge of effective teaching and learning and other relevant learning programmes.	D
6	Understanding of issues related to under-achievement and the barriers to learning that some pupils face.	D
7	Excellent numeracy/communication/literacy skills.	E
8	Ability to act on own initiative and be well organised.	E
9	Ability to communicate effectively with students, adults, families and colleagues.	E
10	Ability to work constructively as part of a team and independently understand classroom roles and responsibilities and own position within these.	E
11	Ability to self-evaluate learning needs and actively seek learning opportunities	E
12	Understanding of Restorative Approaches in Schools	D
13	Evidence of active commitment to ensuring that all children, whatever their needs or background, are well safeguarded, supported and guided in their both their personal development and academic progress	E
14	To have an understanding and commitment to the school's vision and policies.	D
15	To pro-actively ensure that Equalities and Diversity policies are implemented throughout curriculum planning/delivery and pastoral work, being able to give examples of where this has been successful (for example) in tackling potential underachievement	E