**Role Profile**

**Cover Supervisor**

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| **Role Summary:** | The successful candidate will be responsible for providing short term or unplanned absence cover for all teachers within Undershaw. This could include supervising form term activities as well as delivering pre-planned lessons. They will liaise regularly with the team around the students, including parents, teachers, therapists and external agencies. Ensure that students are consistently well supervised throughout the day including at unstructured times. Work with the teaching team to develop and regularly update the Individual Positive Behaviour Support Plans and support the student in contributing to this. They will work to ensure that effective provision is in place to meet the students’ needs in line with their EHCP and to take responsibility for tracking this regularly. |
| **Site:** | Main Site and the Arts and Media Centre |
| **Annual Salary:** | £22,602 (actual salary £19,907 pre-rata for term time only) |
| **Hours:** | 8.30am to 4.30pm Monday, Tuesday, Thursday, 8.30am to 5.30pm on a Wednesday and 8.30am to 3.30pm on and Friday including a 0.5 hour unpaid break. |
| **Terms:** | Fixed term until August 2023 (then to be reviewed)  6 months probationary period |
| **Responsible to:** | Line Manager |

**Supporting and delivering learning.**

* To provide consistency and allow for continuity through the curriculum for students whilst their classroom teacher is absent.
* To cover for short-term or unplanned absence of a teacher by supervising form time activities and delivering lessons. In all cases class work will be set by the absent colleague or the appropriate curriculum leader.
* Use specialist teaching skills/SEND training to support students’ learning.
* Establish productive working relationships with students and teaching assistants, acting as a role model.
* Providing high levels of support to all staff involved within the education of the students
* To support teaching assistants and students to ensure that individual support plans are followed.
* Promote the inclusion and acceptance of all students within the classroom, supporting differences and ensuring all students have equal access to opportunities to learn and develop.
* Support students consistently whilst recognising and responding to individual need.
* Encourage students to interact and work cooperatively with others and engage all students in activities.
* Promote independence and actively recognise effort and achievement.
* Monitor and report back to the absent teacher and /or curriculum leader the student responses to learning activities.
* Provide feedback to students on their progress, achievement and attainment.
* Know how to use skills in literacy, numeracy and ICT to support students learning.
* Support or lead Discovery Day activities.
* Attend weekly CPD training and take responsibility for one’s own professional development.
* Accompany staff and pupils on visits, trips and out of school activities within contracted hours as required.
* To be available for teaching assistant cover, invigilating exams and general admin support where required, when not covering lessons.

**Communication and Language Skills**

* Help students develop and practice social skills, facilitate interactions and help develop appropriate relationships.
* To use the Communicate in Print software to create resources which support students’ communication.

**Pastoral Care**

* Develop a positive relationship with students to support progress and attainment and promote self-esteem and independence.
* Assist in student supervision and supporting students in managing their behaviour throughout the day including break and lunch times, in line with school procedures.
* Support the promotion of positive relationships with parents and outside agencies.
* Lead enrichment activities at lunch time to enable students to develop their social communication skills and develop friendships.
* Take responsibility for signing students in and out and safely moving between sites as appropriate.
* Communicate with class TA and teacher following any incidents.

**Record Keeping**

* Provide teachers with objective and accurate feedback and reports as required, on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
* To complete appropriate records for off site visits including all elements of EVOLVE, such as risk assessments when required.
* Support colleagues to write individual student risk assessments when required.
* Keep accurate CPOMS records for the students, including actions for all incidents.

**Safeguarding**

* To comply with safeguarding policies, procedures and code of conduct.
* To demonstrate a personal commitment to safeguarding and student/colleague wellbeing.
* To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy.
* To engage in safeguarding training when required.
* Other reasonable duties at the discretion of the Leadership Team.

**Additional Information:**

Undershaw is committed to safeguarding and promoting the welfare of children and young people in accordance with DFE Safeguarding Children and Safer Recruitment regulations. The school expects all staff and volunteers to share this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation in the light of changing school needs. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder’s responsibilities and duties.

Note: 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 will be reviewed annually.

Signature of Post Holder: Date:

Signature of Headteacher: Date:

**Teaching Assistant Person Specification**

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|  | Essential | Desirable |
| Education and Experience | C Grade (or equivalent) or above in GCSE English  C Grade (or equivalent) or above in GCSE Maths  Experience of working with young people  Previous experience of teaching / working with children | Experience of working in an SEND school environment  Training relevant to education, e.g. literacy, dyslexia, ICT, maths, etc  QTS or HLTA qualification |
| Knowledge, abilities, skills and experience | Understanding of or an interest in, Special Educational Needs and Disabilities  Ability to work autonomously.  Good communication skills both written and verbal  Awareness of safeguarding and child protection issues  Ability to liaise effectively with colleagues  Ability to think creatively and problem solve  High professional standards, judgment, discretion and ability to maintain confidentiality.  Computer Skills (Typing, photocopying, building resources) | Experience of working in a SEND school environment  Experience of running intervention programmes  Knowledge and understanding of curriculum and assessment  Experience of communicating effectively with parents & carers |
| Personal Characteristics | Ability to work unsupervised  A team player willing to step in and help your colleagues  Flexible approach to the task in hand  Willing to undertake training as required  Have a calm approach, and an empathic nature |  |
| Other requirements | Suitability to work with children  Patient and resilient  Good sense of humour  Understanding of the School’s ethos and values | Driving license and own transport |