

Support Staff Job Description

Cover Supervision and Teaching Assistant

September 2018

Name :	
Job Role :	Cover Supervision and Teaching Assistant
Contract :	32.5 Hours per week, TTO
Grade :	Grade 4 (point 19-23) pro rata
Line manager :	Director of SEND
Purpose :	<p>To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom.</p> <p>This could include:</p> <ul style="list-style-type: none"> • requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. • To supervise the work of students in class when teachers are absent. • To cover for absent tutors. • To support the learning of identified students/small groups of students as required. • For targeted students, plan and deliver programmes of intervention, and assess students' progress, as directed by the Assistant Principal (Inclusion) • To provide administrative support as required. <p>The primary focus will be to maintain good order and to keep pupils on task.</p>
Requirements of the Role	
Knowledge, Skills, Experience	<ul style="list-style-type: none"> • Good literacy and numeracy skills gained from general education to GCSE or 'O' level/Adult Literacy and Numeracy • A working knowledge of national curriculum and other relevant learning programmes / strategies.
Mental skills and Demands	<ul style="list-style-type: none"> • Some analysis and interpretation required when determining the most appropriate action from a range of alternative options. Elements of creativity and/or forward thinking are fundamental to the post's activities e.g. involved in lesson planning, evaluating pupil response and adjusting lesson and work plans; contributing to Pastoral Support Plans; supporting short term planning looking a few days ahead e.g. on lesson planning, providing input to medium term planning over a few weeks ahead e.g. for social skills work with some input to planning a term or academic year ahead e.g. on a learning programme for a specific pupil who may be, for example, autistic. • Applying sensory concentration, working very closely for periods, including observing reactions and behaviour, with individual and groups of pupils; dealing with interactions between members of the group; mental concentration required when working on Pastoral Support Plans.
Interpersonal/ Communication Skills and Emotional Demands	<ul style="list-style-type: none"> • Using persuasive and negotiating skills to encourage childrens' learning and development and for more complex exchanges with a range of audiences e.g. pupils, parents and carers, colleagues and students, outside agencies; managing/supervising subordinate staff; preparing

	<p>and delivering presentations on a range of subjects e.g. for Inset and training situations; may include the use of 'signing' for appropriate communications e.g. Makaton, Sign and Symbol</p> <ul style="list-style-type: none"> • Working on an ongoing basis with children, some of whom have short or longer term emotional, additional or special needs.
Initiative and Independence	<ul style="list-style-type: none"> • Working under guidance of SLT/teaching/senior support staff, required to deal with unexpected problems, following school procedures, in a variety of school situations e.g. deal with a behavioural situation knowing how and when to seek support; prioritises own workload. • Required to deal with unexpected problems in a variety of school situations, whilst supervising whole classes e.g. deal with a situation with a problem pupil prior to its final resolution, dealing with/responding to problems arising with the learning material provided.
Responsibility for, and Supervision of, People	<ul style="list-style-type: none"> • Contributing to the education and development of children; being aware of and responding to the basic and welfare needs of pupils. • The job involves no direct responsibility for the supervision, direction or co-ordination of other employees. The work may involve demonstration of own duties, or advice and guidance, to new employees, or others.
Resource Management	<ul style="list-style-type: none"> • Job holder no direct responsibility for financial resources. The handling and recording of small amounts of cash/cheques or equivalent may be necessary periodically. • Regular handling, processing and recording of computer and manual information in accordance with data protection principles including routine document preparation, storage, retrieval or amendment; may include careful use of woodworking, metal working and cooking and ICT equipment or other special equipment and reporting any problems with these.
Working Environment	<ul style="list-style-type: none"> • Duties involve regular contact with children and exposure to abuse and/or aggression from young people and/or adults. Some exposure to disagreeable conditions e.g. assisting pupils with toileting and dealing with bodily fluids; during some home visits
Personal Contribution to Academy Life	<ul style="list-style-type: none"> • All employees will be expected to comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job profile • All employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers and to follow the Academy's policy on Professional Conduct • All employees are expected to take responsibility for their professional development, keeping up-to-date with developments in education and meeting their Performance Management objectives • The Principal will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition
Specific Duties	
Planning	<ul style="list-style-type: none"> • Using specialist (curricular/learning) skills/training/experience to support pupils • Assisting in the development and implementation of appropriate behaviour management strategies • Facilitating smooth transition between educational phases • Determining the need for, preparing and maintaining general and specialist equipment and resources
Working with Students	<ul style="list-style-type: none"> • Assisting with the development and implementation of Individual Education/Behaviour/Personal Care Plans • Establishing productive working relationships with pupils, acting as a role model and setting high expectations



	<ul style="list-style-type: none"> • Promoting the inclusion and acceptance of all pupils within an educational environment • Supporting pupils consistently whilst recognising and responding to their individual needs • Encouraging pupils to interact positively and work cooperatively with others and engage all pupils in activities • Promoting independence and employ strategies to recognise and reward achievement of self reliance • Providing feedback to pupils in relation to progress, achievement and problems • Attending to pupils' personal needs and provide advice to assist in their social, health and hygiene development • Supporting provision for pupils with special needs • Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives • Undertaking marking of pupils' work and accurately recording achievement/progress • Promoting 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 • Administering and assessing routine tests and invigilate exams/tests • Providing general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc • Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses • Implementing local and national learning strategies e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills • Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use • Helping pupils to access learning activities through specialist support • Undertaking planned supervision of pupils' learning activities including those not in a classroom setting • Supervising pupils on visits, trips and out of school activities as required • Supervising and working with students in the inclusion room • Occasional cover of the First Aid room
<p>Communication</p>	<ul style="list-style-type: none"> • Working with the teacher to establish an appropriate learning environment • Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate • Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. • Being responsible for keeping and updating records as agreed with the teacher or other appropriate staff member, contributing to the review of systems/records as requested • Liaising sensitively and effectively with parents/carers as agreed with the teacher/other relevant staff member within your role/responsibility and participate in feedback sessions/meetings • Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
<p>Cover Supervision</p>	<ul style="list-style-type: none"> • To undertake activities with either individuals or groups of children to ensure their safety and facilitate their physical, emotional and educational development • To monitor individual children's needs and report these to their designated supervisor as appropriate.

	<ul style="list-style-type: none"> • To keep such records of children’s development as required by the school • To work with a member of the student support team to enhance individual and small group learning across the school. This may involve supporting colleagues in classrooms or leading small group work • To mentor individuals who are underachieving and small groups of students • To supervise students to complete work left by absent teachers in accordance with school policy • To assist students in completing the work that has been set by the teacher • To manage student behaviour in the lessons supervised to ensure a constructive working environment. Support will be available from other colleagues, in accordance with school policy • To report on the behaviour of pupils during the class using the school’s agreed referral procedures • To assist in preparing the learning environment and the materials used during each lesson • To supervise entry and departure of students in accordance with school policy • To collect any work completed after the lesson and return it to an agreed person/place • To leave the room in good order at the end of the lesson • To record and report attendance at lessons in accordance with school policy • To safeguard and promote the welfare of children
Leading Intervention	<ul style="list-style-type: none"> • To work with small groups of KS3 students identified by the SENCO as follows: <ul style="list-style-type: none"> ○ To devise a range of activities aimed at improving self-esteem/self-image, improving behaviour, encouraging communication and team-work ○ To set relevant SMART targets for students ○ To monitor and track progress in soft skills via self/peer assessment ○ To plan and deliver weekly sessions on a rota ○ To evaluate the effectiveness of the sessions by monitoring progress and with reference to PARS entries • To provide evaluative feedback to the SENCO at the end of each cycle
Admin	<ul style="list-style-type: none"> • Providing general clerical/admin support e.g. produce worksheets for agreed activities etc
Safeguarding	<ul style="list-style-type: none"> • At all times to safeguard and promote the welfare of children in line with KCSiE

The job description is not a finalised definition of the post, it will be reviewed at key points based on your skills, experience and interests and may be subject to amendment from time to time after discussion with the post holder and without changing the level of responsibility of the post.

Signed :

Date :

Name :