



Caerphilly County Borough Council Job Description and Person Specification



POST IDENTIFICATION

Post Title:	Cover Supervisor (Level 3)
Position Reference:	RCCSCS216
Job Evaluation ID:	012SCH
Grade:	Grade 5
School:	Risca CCS
Responsible to:	Assistant Headteacher
Employment Status:	<i>Permanent</i> <i>Term Time Only (32.5 Hours, 75% Percentage Salary)</i>

JOB PURPOSE

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. This could include those 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. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task when covering for absent teachers. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

KEY RESULT AREAS

- To be determined at local level by the School.



DETAILED TASK PROFILE

Support for pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for teachers

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- 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
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

Support for the curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources



Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required

KEY WORKING RELATIONSHIPS

- A significant amount of time is spent supporting pupils and working alongside other teaching professionals in a classroom environment.

RESPONSIBILITIES FOR STAFF

Post Titles, Numbers and Level of Accountability

- None

RESPONSIBILITIES FOR RESOURCES

Financial; Plant; Buildings or Equipment

- Responsibility for the proper use and safekeeping of small items of equipment and low cost materials or for the accurate handling of financial resources.



Data Systems

- Responsibility for the safekeeping and manipulation of data/record systems in manual or electronic form.

WORKING ENVIRONMENT

- School / classroom based

ORGANISATIONAL RESPONSIBILITIES

- Understands and demonstrates the principles of confidentiality
- To work within the policies and procedures of the Council including recognising the duty to protect vulnerable adults, children and young people.
- Understands and demonstrates commitment to the Council's Equal Opportunities policies.
- Demonstrate commitment to ongoing personal development
- **The duties & responsibilities are difficult to define in detail and may vary from time to time without changing the general character of the duties or level of responsibilities entailed. The post-holder is therefore expected to undertake such other duties as may be requested provided the general character of the duties or level of responsibility does not change.**



PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATION	NVQ 3 for Teaching Assistants OR equivalent qualification or experience	
KNOWLEDGE	<p>Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.</p> <p>Appropriate first aid training</p> <p>Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation</p> <p>Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</p> <p>Understanding of principles of child development and learning processes</p>	
SKILLS	<p>Can use ICT effectively to support learning</p> <p>Use of other equipment technology – video, photocopier</p>	
EXPERIENCE	Experience working with children of	



	relevant age	
OTHER	<p>Ability to self-evaluate learning needs and actively seek learning opportunities</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p>	

COMPETENCY FRAMEWORK

CORE COMPETENCIES

AREA OF COMPETENCE	COMPETENCIES	COMPETENCIES (POST BAR) (ONLY COMPLETE FOR POSTS WITH BARRED PROGRESSION)
Job Knowledge	Level 2: Understands where role fits in the team and can demonstrate a range of skills in the post. Understands the processes and practices that impact on the post. Is proactive in seeking development opportunities to expand knowledge skills and experience.	
Communicating & Persuading	Level 2: Communicates with colleagues and customers in an appropriate way consistent with their level of understanding. Confirms understanding with others and shows appreciation of the views and opinions of colleagues and customers. Can find common ground on which to move forward.	
Customer Service	Level 2: Ensures that customers feel that the service they have received is personal. Works effectively to resolve problems before they happen. Able to manage customers' expectations effectively. Has an effective rapport with customers building	



	trust and confidence.	
Innovation & Change	Level 2: Actively supports changes that are introduced and generates own ideas about how the job and department may be improved. Makes suggestions regarding process and performance of the team.	
Problem Solving	Level 2: Builds a logical approach to address operational problems or difficult situations. Uses acquired knowledge and skills within the work area. Breaks the problem down into manageable parts and calls upon wider expertise where necessary. Ensures solution is fit for purpose. Makes suggesting for solutions to manager where appropriate.	
Decision Making & Judgement	Level 2: Contributes to decision making. Makes decisions within the scope of the role. Takes action when opportunities present themselves and acts decisively as appropriate. Is able to justify and explain decisions and solve problems.	
Planning & Organising	Level 2: Anticipates and plans how to deal with changes in workloads. Estimates accurately the time needed to complete work. Reprioritises work where necessary to accommodate urgent tasks whilst still achieving goals.	



Personal Drive & Effectiveness	Level 2: Looks at opportunities to continuously improve performance, knowledge and skills. Delivers to plans and targets. Willingly accepts challenging goals. Works effectively without direct supervision. Displays resilience and tenacity to demands faced. Seeks feedback from others on own performance.	
Teamwork	Level 2: Understands the impact of own role on others. Keeps colleagues updated and informed on what is being done. Is approachable and sensitive towards others. Builds productive relationships with colleagues and sees the collective benefits of pulling together.	

MANAGEMENT COMPETENCIES

AREA OF COMPETENCE	COMPETENCIES	COMPETENCIES (POST BAR) (ONLY COMPLETE FOR POSTS WITH BARRED PROGRESSION)
People	NA	
Political Understanding	NA	
Leadership	NA	
Resources & Performance	NA	

