

JOHN SPENCE COMMUNITY HIGH SCHOOL
Staff Job Profiles

1. **POST** Special Support Assistant/Cover Supervisor
2. **Band 4** Term Time + 5 Days
3. **POSTHOLDER**
4. **Line Management : Accountable to:** Headteacher/ Assistant SENCO
5. **Specific Tasks**

Teaching Assistant:

- To work under 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 students on task. Cover supervisors will need to respond to questions and generally assist students to undertake set activities.

Support for Students:

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

Support for the Teacher:

- 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 students 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 student assessment, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher/SENCO, contributing to reviews of systems/records as requested
- Undertake marking of students' work and accurately record achievement/progress
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour

- Liaise sensitively and effectively with parent/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed
- Administer and assess routine tests and invigilate exams/test
- Provide general clerical/admin support e.g. administer course work, produce worksheets for agreed activities etc.

Support for the Curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to student 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 students competence and independence in its use
- Determine the need for, prepare and maintain general and specialist equipment, plans and resources to support students

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 students 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, to support achievement and progress of students
- 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 students out of school hours learning activities
- Supervise students on visits, trips and out of school activities as required

Cover Supervisor:

To work under the direct instruction of the Headteacher or designated member of staff usually in the classroom. To supervise the learning of whole classes during short-term absence of the class teacher as they undertake the work set, to invigilate tests and examinations and to accompany staff and students on educational visits.

- **Supporting the Child by:**
 - Answering student queries about process and procedures relating to the lesson and the work set
 - Registering and recording student attendance in lessons
- **Supporting the Teacher by:**
 - Supervising the work of whole classes set by their class/subject teacher in accordance with school policy
 - Collecting completed work after the lesson and returning it to the appropriate teacher

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Person Specification

Post **Special Support Assistant/Cover Supervisor**

Area	Criteria	Requirement
Skills/Knowledge/Aptitude	<ul style="list-style-type: none"> • Can use ICT Effectively to support learning • Evidence of excellent interpersonal and communication skills • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation • Working knowledge of national/foundation curriculum and other relevant learning programmes/strategies • Knowledge and understanding of Policies for Behaviour Management, Medications, Health & Safety, Special Education Needs, Equal Opportunities (including Physical Intervention) • Understanding the principals of child development and learning processes • Ability to use initiative and a range of strategies to build relationships with pupils so as to command their respect and deal with classroom behaviour as a whole and, also, individual behaviour needs in order to produce a constructive working environment in class • 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 his or her own position within these 	Desirable Essential Essential Essential Desirable Desirable Essential Essential Essential
Qualifications and Training	<ul style="list-style-type: none"> • Good numeracy / literacy skills • NVQ3 for teaching assistants or equivalent qualification or experience • Educated to Degree Level • Training in the relevant strategies e.g. literacy and / or in particular curriculum or learning area e.g. bilingual, sign language, dyslexia, ICT, maths, English 	Essential Essential Desirable Desirable Desirable
Experience	<ul style="list-style-type: none"> • Experience of working with children of relevant age 	Desirable
Disposition	<ul style="list-style-type: none"> • Enthusiastic, Flexible and Highly Committed 	Desirable