

**JOB DESCRIPTION – Cover Supervisor**

<b>Department:</b>	Teaching	<b>Accountable to:</b>	Senior Teacher
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Salary: £15.92 ph, £26,863.22 Term-time only

**Key Roles and Responsibilities**

1. To supervise lessons when a teacher is absent.
2. Be responsible for the education of the pupils in the class.
3. When these cover arrangements are not required, to offer administrative and/or classroom support as required and be deployed as directed by Senior Leadership Team.
4. Contribute to the overall ethos, work and aims of the school.

**Main Duties**

- Plan, prepare and teach well-structured lessons to assigned classes and develop appropriate resources for this learning.
- Supervise pupil learning by delivering lessons that have been set by the class teacher
- Manage pupils while they are undertaking their work, ensuring a positive and purposeful classroom environment is established
- Adapt teaching methods to meet the individual needs of pupils and apply suitable approaches to learning.
- Follow and contribute to PBS plans
- Assess, monitor, record and report to the class teacher on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Lead the work of support staff within learning activities
- Accompany visits and offsite trips.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Contribute to the invigilation of public examinations if required.
- On occasions where no cover is required, undertake other reasonable duties as directed by senior staff.
- Comply with health and safety policy and systems, report any incidents /accidents / hazards, and take a pro-active approach to health and safety matters in order to protect self and others.
- To undertake such duties, commensurate with the grade of the post and/or hours of work as may reasonably be required.

### **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
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Promote positive values, attitudes dealing promptly with conflict and incidents in line with established policy
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed
- Provide general clerical/administrative support.

### **Whole School Duties**

- 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
- Attend and participate in regular meetings
- 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
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory
- To demonstrate a thorough understanding of safeguarding and safer recruitment policies and procedures, and their application within an educational setting/environment in accordance with the current DfE statutory guidance for Keeping children safe in education

Personal Skills / Characteristics	Criteria	Method of Assessing
<u>1. Experience</u> 1.1 Experience of working with autistic pupils or related communication difficulties 1.2 Knowledge and understanding of good autism practice 1.3 Experience of or potential for managing behaviour that challenges	D D D	AF / I / S AF / I AF / I
<u>2. Qualifications and Training</u> 2.1 Relevant qualification, e.g., NVQ Level III in Health & Social Care or Early Years Care and Education, recognised Teaching Qualification, BTEC Diploma, CACHE Diploma, Teaching Assistant, or combination as identified on the Qualification Matrix 2.2 Literacy and Numeracy Level 2 / GCSE English and Maths Grade C or above 2.3 Level 4 HLTA qualification 2.4 Qualified Teacher Status (QTS)	E E D D	AF / CQ / S CQ AF / CQ / S AF / CQ / S
<u>3. Special Skills and Knowledge</u> 3.1 Ability to read, understand and write clear and accurate short reports 3.2 Ability to contribute to pupil records, reports, etc. 3.3 Understanding of autism spectrum condition 3.4 Commitment to working in partnership with parents 3.5 Working knowledge of Makaton signing and symbols / use of visual clarification systems 3.6 Awareness of Health & Safety practice 3.7 IT skills, e.g., Microsoft office, accessing & using email / internet	D D D D D D D	AF / I AF / I AF / I I AF / I AF / I I

3.8 Ability to contribute and implement programmes of work in consultation with the Class Teacher	D	AF / I / S
<u>4. Personal Qualities</u>		
4.1 Ability to work as a member of a team and on own initiative	D	AF / I / S
4.2 Punctual, reliable with high professional standards	E	AF / I
4.4 Understanding of Equality & Diversity	E	I
4.5 Commitment to objectives of Autism East Midlands	E	I
4.6 Good organisational skills	E	AF / I
4.7 Ability to work flexibly to meet demands of the service, e.g., work location, time tabling, age range	E	AF / I / S
4.8 Maintain professional relationships at all times	E	I
4.9 Commitment to undertake further training and continued professional development	E	AF / I / S
4.10 A commitment to safeguarding and prioritising the welfare of children and young people	E	AF / I

## Emotional Literacy Support Assistant (ELSA Teaching Assistant)

<b>Department:</b>	Education	<b>Accountable to:</b>	Assistant Head Teacher
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### Purpose of the Post:

To support identified pupils with social and emotional support using the structured ELSA intervention.

To plan, lead and assess ELSA activities to support pupils' social and emotional needs based on the ELSA principles.

To be responsible for providing support and care for autistic pupils.

To support Teachers in providing and developing a high-quality specialist education to address the specific individual needs of pupils.

### Duties and Responsibilities:

1. To co-operate with the Headteacher and staff at all levels in providing a caring, happy, safe and secure environment for pupils.
2. To foster and maintain good working relationships and full co-operation with members of staff, parents and professionals.
3. To play an active part in promoting good public relations in the locality so as to increase public awareness and support for the aims and objectives of Autism East Midlands.
4. In consultation with Teachers, plan and implement programmes of work for pupils for whom specific responsibility is given.
5. Plan and deliver individualised programmes of support for children to develop their emotional literacy, including:
  - Awareness of own and other people's emotions
  - Development of an increased range of emotional vocabulary
  - Management of stress, grief, anxiety, anger and conflict
  - Development of social interaction and friendship skills
  - Promotion of a realistic self-concept and good self-esteem
  - Coping with significant life changes including loss and bereavement
6. To support pupils to enable them to access learning, using autism specific, individualised approaches, both with 1:1 and group learning situations.
7. To attend and contribute to classroom, curriculum, staff and other meetings as appropriate, including in-service training and mandatory training.
8. Attend training days and group supervision sessions led by the Educational Psychology Service.

9. Write succinct lesson plans and provide subsequent evaluative feedback.
10. Liaise with parents in line with school policy.
11. Record, monitor and evaluate intervention data to show impact and progress over time from start to end point. This may be communicated with teaching staff and parents/carers.
12. To liaise with families and external agencies in a professional manner and record appropriately within the bounds of confidentiality.
13. To contribute to individual pupil record in consultation with the Class Teacher and specialist staff.
14. To maintain good links with parents through home school diaries, attendance at parents' meetings, home visiting, in consultation with the Class Coordinator and Teachers.
15. To encourage self-advocacy and respect dignity at all times.
16. To work within equal opportunity guidelines whilst demonstrating diversity and respect for individual choices.
17. To protect pupils from danger, harm and abuse in accordance with current safeguarding adults and children legislation and be responsible for the general welfare and security of those within your care.
18. To understand and manage pupil behaviour, following physical intervention guidelines as defined by Autism East Midlands.
19. To bring to the attention of the Class Coordinator and Teachers any significant development and / or behavioural difficulties associated with a particular pupil.
20. To assist with supervision of pupils at break and mealtimes and fully participate in toilet training, personal hygiene and other aspects of the self-care programme.
21. In consultation with the Class Coordinator and Teachers, to maintain a good quality of physical environment, including the maintenance of equipment and organising designated display work.
22. To promote high standards of hygiene and welfare for the pupils within the class, liaising with senior staff as appropriate.
23. To ensure that your conduct within the community does not conflict with the professional expectations of Autism East Midlands.
24. To undertake other duties appropriate to the position as delegated by the Headteacher / Senior Leadership Team.
25. Conform with health and safety requirements set in legislation and adhere to safe working practices, health and safety policies and other policies and procedures of Autism East Midlands.
26. Comply with Health and Safety, Fire Regulations and Autism East Midlands policies.
27. To carry out any other reasonable duties and responsibilities within the overall function commensurate with the grading and level of responsibilities of the post.

## **Equal Opportunities Statement**

Autism East Midlands has a strong commitment to working towards the achievement of equality and opportunity in both service delivery and employment. Autism East Midlands mission statement and strategic objectives directly support these aims. All employees are required to actively support and implement Autism East Midlands Equal Opportunities Policies.

The post holder will be required to undertake such duties as may reasonably be expected. All members of staff are expected to be professional, co-operative and flexible within the needs of the post, the department and Autism East Midlands.

The postholder will be required to undergo and obtain a satisfactory Enhanced Disclosure and Barring Services check.

Personal Skills / Characteristics	Criteria	Method of Assessing
<u>1. Experience</u>		
1.1 Experience of working with autistic pupils	E	AF / I / S
1.2 Experience of delivering ELSA interventions and managing a small case load of pupils	E	AF / I
1.3 Experience of managing behaviour that challenges	D	AF / I
<u>2. Qualifications and Training</u>		
2.1 Record of completion of ELSA training and	E	AF / CQ / S
2.2 Experience of being part of ELSA network and supervision sessions	E	
2.3 Relevant qualification, e.g., NVQ Level III in Health & Social Care or Early Years Care and Education, recognised Teaching Qualification, BTEC Diploma, CACHE Diploma, Teaching Assistant, or combination as identified on the Qualification Matrix	E	AF / CQ / S
2.4 Literacy and Numeracy Level 2 / GCSE English and Maths Grade C or above	D	CQ
<u>3. Special Skills and Knowledge</u>		
3.1 Ability to read, understand and write clear and accurate short reports	E	AF / I
3.2 Ability to contribute to pupil records, reports, etc.	E	AF / I
3.3 Understanding of autism spectrum condition	E	AF / I
3.4 Commitment to working in partnership with parents	E	I
3.5 Working knowledge of Makaton signing and symbols / use of visual clarification systems	D	AF / I
3.6 Awareness of Health & Safety practice	D	AF / I
3.7 IT skills, e.g., Microsoft office, accessing & using email / internet	D	I
3.8 Ability to contribute and implement programmes of work in consultation with the Class Teacher	D	AF / I / S
3.9 Experience of leading ELSA interventions for identified pupils	E	AF / I / S
<u>4. Personal Qualities</u>		
4.1 Ability to work as a member of a team and on own initiative	E	AF / I / S
4.2 Punctual, reliable with high professional standards	E	AF / I
4.4 Understanding of Equality & Diversity	E	I
4.5 Commitment to objectives of Autism East Midlands	E	I
4.6 Good organisational skills	E	AF / I



4.7 Ability to work flexibly to meet demands of the service, e.g., work location, time tabling, age range	E	AF / I / S
4.8 Maintain professional relationships at all times	E	I
4.9 Commitment to undertake further training and continued professional development	E	AF / I / S
4.10 A commitment to safeguarding and prioritising the welfare of children and young people	E	AF / I

D = Desirable E = Essential

### Disability Discrimination Act 1995

The ways in which a disabled person meets the criteria for a post must be assessed as they would be after any reasonable adjustments required had been made. If appropriate, disabled candidates should indicate on the application form if they have needs which should be considered at the short-listing stage.

Short listing will solely be from the completed application form only, against the criteria marked "**S**", therefore you **must** ensure these areas have been demonstrated on the application form. It is not sufficient to state, for example, *"I have knowledge of domestic skills"*. Please refer to 'Guidance Notes – Employment Application Form'.

### SHORT LISTING PANEL:

KEY:	AF = Application Form		CQ = Qualification Certificate		I = Interview	S = Short listing
1.		2.		3.		Interview Offered: YES <input type="checkbox"/> NO <input type="checkbox"/>