



# SEAX Multi-Academy Trust

Employee's Name .....

Employee's Signature ..... Date .....

## Cover Supervisor & Interventions Coordinator

### Job Description & Person Specification

<b>Job Title:</b>	<b>Cover Supervisor &amp; Interventions Coordinator</b>
<b>Grade:</b>	<b>Scale 7 (Points 19-24)</b>
<b>Based at:</b>	<b>Thriftwood College</b>
<b>Reports to:</b>	<b>Executive Headteacher, College Lead, SLT, Class Teacher</b>
<b>Responsible for:</b>	<b>Line Management of Class Support Staff (as agreed)</b>
<b>Liaison with:</b>	<b>Teaching staff, Support staff, Executive Headteacher, College Lead, SLT, Pupils</b>
<b>Job Purpose:</b>	<ul style="list-style-type: none"> <li>• Provide learning activities for classes under the professional direction and supervision of a qualified teacher(s).</li> <li>• Senior Cover Supervisors will plan, prepare and deliver lessons and assess, record and report on development, progress and attainment.</li> <li>• To coordinate a range of interventions to ensure that individual pupil needs are met effectively within the available resources of the College.</li> </ul>
<b>Principal Accountabilities:</b>	<ul style="list-style-type: none"> <li>• Use teaching and learning objectives to plan challenging lessons and to evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.</li> <li>• Effectively liaise with all classroom teaching staff to coordinate interventions to meet need, e.g., sensory support, dyslexia support.</li> <li>• Plan, prepare and deliver motivating lessons in accordance with School/college Teaching &amp; Learning Policy and Curriculum Offer, in consultation with, and under the guidance of a qualified teacher and/or leader.</li> </ul>



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## **Job Description: Cover Supervisor & Interventions Coordinator**

### **Support for Teachers**

- Provide teaching cover for an absent teacher, both on a planned and unplanned basis, across the College;
- Organise and manage appropriate learning environment;
- Use teaching and learning objectives to plan, prepare and deliver lessons and assess, record and report on development, progress and attainment;
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives;
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Be responsible for recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment;
- Establish a clear framework for discipline in line with established policy, anticipating and managing behaviour constructively, promoting self-control and independence;
- Support the role of parents in pupil learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.

### **Support for Pupils**

- 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;
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil learning.

### **Support for the Curriculum**

- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use;
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.

### **Intervention Coordination**

- Work with the Senior Leadership Team and Class Teachers to identify a range of interventions required to meet individual pupil needs;
- Timetable these interventions effectively to support the individual pupils, and in line with the class timetable;
- Liaise with, and provide support to, Learning Support Staff to deliver these timely interventions;
- Work with the Senior Leadership Team and the Pastoral Team to monitor the effectiveness and impact of the intervention on the individuals wellbeing and academic progress;
- Where required, plan and deliver an intervention programme, e.g. Speech & Language support, to meet the needs of the learners.

## General Duties

- Establish constructive **relationships** and be supportive of, and sensitive to, the needs of colleagues, pupils and the wider school community
- Encourage **interaction and teamwork** within the school and Trust; attend relevant school meetings, as required, share ideas and new initiatives
- Respect **confidentiality** and maintain **professionalism** at all times
- Actively engage in relevant training opportunities, taking responsibility for own **professional development**
- Participate in the **performance and development review process**, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- Contribute to the overall **ethos, work and aims** of the school and Trust
- Comply with all **School and Trust policies and procedures**, including the Code of Conduct and those relating to child protection, equal opportunities, health & safety, confidentiality and data protection, reporting concerns to an appropriate person.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

*This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.*

## Person Specification: Cover Supervisor & Interventions Coordinator

Qualifications & Experience			
Detail		Example	Desirable
Specific qualifications & experience	Successful recent experience working with children in a school/early years environment	✓	
	Educated to NQF Level 3, or equivalent	✓	
	Successful evidence of classroom management	✓	
	Experience of working with SEND or a specialism	✓	
	Basic knowledge of people management	✓	
	Evidence of relevant CPD	✓	
	Qualification in First Aid		✓

Knowledge of relevant Procedures	Knowledge of First Aid Understand classroom roles and responsibilities and your own position within these Full working knowledge of relevant policies/codes of practice/legislation	✓ ✓ ✓	
Literacy	Excellent reading and writing skills equivalent to at least NQF Level 2	✓	
Numeracy	Excellent numeracy skills equivalent to at least NQF Level 2	✓	
Technology	Excellent working knowledge of ICT to support learning	✓	
<b>Communication</b>			
Written	Ability to write complex reports, letters etc	✓	
Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively	✓ ✓	
Languages	Specialist language/communication skills if appropriate	✓	
Negotiating	Ability to negotiate effectively with adults and children	✓	
<b>Working with Children &amp; Others</b>			
SEND	Successful completion of training to support SEND	✓	
Child Development	Excellent understanding of child development and learning processes Ability to assess and record progress and performance and recommend appropriate strategies to support development Motivate, inspire and have high expectations of pupils	✓ ✓ ✓	
Health & Wellbeing	Understand and support the importance of physical and emotional wellbeing	✓	

Curriculum	Excellent working knowledge and experience of implementing national curriculum and other relevant learning programmes  Good working knowledge of specialist curriculum area(s) if appropriate  Good understanding of statutory frameworks relating to teaching	✓  ✓  ✓	
Behaviour Management	Ability to apply a range of behaviour management policies and strategies which contribute to a purposeful learning environment	✓	
Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults	✓  ✓	
Team work	Ability to work effectively with a range of adults	✓	
Working with partners	Work effectively as part of a team and contribute to group thinking, planning etc  Ability to work with parents and carers to improve support for children	✓  ✓	
Information	Contribute to the development and implementation of effective systems to share information	✓	
<b>Responsibilities</b>			
Organisational skills	Good organisational skills Ability to remain calm under pressure Ability to be flexible Follow instructions accurately Use own initiative and work independently	✓ ✓ ✓ ✓ ✓	
Line Management	Ability to manage and support the work of others	✓	
Time Management	Ability to manage own time effectively  Ability to adapt quickly and effectively to changing circumstances, situations	✓  ✓	
Creativity	Demonstrate creativity and an ability to resolve problems independently	✓	

General			
Equalities	Awareness of and promotion of equality	✓	
Health & Safety	Good understanding of Health & Safety	✓	
Child Protection & Safeguarding	Good understanding and effective implementation of child protection and safeguarding procedures	✓	
Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality Understanding and implementation of the Trust's Data Protection Policies	✓ ✓	
CPD	Demonstrate a clear commitment to develop and learn in the role Constantly improve own practice/knowledge through self-evaluation and learning from others	✓ ✓	