TEACH POOLE – MULTI ACADEMY TRUST

JOB DESCRIPTION

Job Title:	**Cover Supervisor**
School:	**TEACH Poole**
Salary Grade:	**E (Point 7 – 11)**
Responsible to:	**Headteacher**
Responsible for:	**N/A**
Contracted Hours:	**12 hours per week**
Working Times:	**8.30 am – 3.15 pm (45 min lunch)**

Main Job Purpose

1) Work within the school as part of a team, under the general direction of the Headteacher who will be responsible for the overall policy of the educational programme and for matters of control and discipline within the school.
2) Teaching Assistants at this level may work with whole classes, smaller groups, or be assigned to work with particular pupils who may have particular requirements or Statements of their Special Needs.
3) The post holder will be required to undertake appropriate cover supervision in the absence of the teacher.

Main Responsibilities and Duties

Support the pupil by:

1) Undertaking activities with either individuals or groups of children and, the whole class; ensuring their safety; and facilitating their physical, emotional and educational development.
2) Carrying out pre-determined educational activities and work programmes whilst promoting independent learning, which may include working without a teacher being present.
3) Working to establish a supportive relationship with the children and parents concerned.
4) Encouraging acceptance and inclusion of children with special needs.
5) Promoting and reinforcing the children's self-esteem.

Support the teacher by:

6) Monitoring individual children's needs and reporting these to their designated supervisor as appropriate.
7) Keeping such records of the children's development as are required by the school.
8) Assisting teaching staff in the planning and assessment of the work programmes for individuals and groups of children.
9) Assisting teaching staff in the smooth transition between educational phases.
10) Providing cover supervision for the whole class in the absence, but under the general direction, of a qualified teacher in accordance with school policy.

Support the school by:

11) Being aware of and working in accordance with the school's policies and procedures.
12) Respecting confidential issues linked to home, other pupils, teachers, work or school, keeping confidences as appropriate, and acting on these matters as directed by the teacher.
13) Leading and supporting the work of an individual or team of Teaching Assistants and/or Personal Care Assistants, including students.
14) Being a member of the school/unit Management Planning team.
15) Undertaking any other curriculum duties which may be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions.
16) Supporting Teaching Assistant students in school settings.

Support personal development by:

17) Participating in the school's appraisal and employee development procedures.
18) Attending relevant training and development opportunities as required by the Headteacher.

Generally:

19) Support the school's fire and emergency procedures by being familiar with the instructions for staff and children, located in all of the teaching areas, and take appropriate action should the need arise.
20) Retain the confidentiality of all aspects of school life.
21) Comply with all decisions, policies and standing orders of the Trust and the Borough of Poole; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
22) Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the school's agreed procedure.

<u>Supervision and Management of People</u>

1) Some supervisory responsibility for temporarily assigned or shared employees, undertaking on-the-job training or the allocation and checking of work for quality and quantity.

Knowledge and Skills

1) An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent NVQ Level 3 is desirable, together with a qualification relevant to supporting the learning process in schools such as NVQ3/BTEC in Learning Support or equivalent occupational national standard for teaching assistants.
2) Experience of working with children in an educational setting is essential.
3) The post holder will require discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication.
4) An ability to support pupils in achieving their individual targets and, where appropriate, more specialised knowledge in specific curriculum areas.
5) An ability to undertake work concerning more involved tasks confined to one function or area of activity, which requires a good standard of practical knowledge and skills in that area of activity.

Creativity and Innovation

1) Within prescribed school guidelines and under the direction of the teacher, implement a range of strategies to engage individuals and groups of pupils, often with differing requirements, in learning activities.
2) Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.
3) Creativity is a feature of the job, but is exercised within the general framework of recognised procedures.
4) Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

Contacts and Relationships

1) Daily contact with the Deputy Headteacher, Year Leader and/or class teacher in determining the deployment of teaching assistance in the classroom and in determining group and individual learning strategies and support.
2) Contact with parents and classroom teachers regarding pupils' needs, progress and development. This will include contact with outside agencies (e.g. Social Services) in the overall support of individual pupils' development and care and in the development of the inclusive learning agenda for schools.

Decisions

1) Assist in the development and review of the school's strategies, policies, guidelines and rules, and in consultation with the Headteacher, Deputy Headteacher and/or class teacher, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
2) Guidance is normally readily available from the Headteacher, Deputy Headteacher and/or class teacher, and more complex or controversial decisions will be referred to them.

3) There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

Resources

1) Little or no responsibility for physical or financial resources.

Work Environment

1) The post holder may be required to deal with routine issues which arise but which will not involve a change to the programme.
2) The post holder may be required to exert moderate physical effort, for example periods of crouching/bending to engage pupils in activities. There may be an occasional need to physically lift pupils for safety or care needs.
3) The post holder will be expected to challenge behaviour of pupils.
4) There will be a requirement to attend to pupils with soiled clothing due to sickness or toileting problems, which may include cleaning up soiled surfaces.
5) The post holder should expect to work within an environment with very low level furniture, to meet the needs of Early Years and KS1 age groups as required.

Prepared by: TEACH Poole
Date: November 2026

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ATTRIBUTES	CRITERIA	METHOD OF ASSESSMENT
Experience	• Experience of working with children • Experience of working with children in an educational environment • Experience of working with children who have a variety of educational needs	Application form Interview References
Qualifications & Training	• 5 GCSE's with a minimum grade C or above in English and Mathematics, or equivalent qualifications or relevant experience • Working towards NVQ Level 3 or equivalent • NVQ Level 3 qualification or equivalent	Application form Certificates Interview
Aptitudes & Abilities	• Excellent verbal communication skills • Patience and commitment • Ability to remain calm and make decisions whilst under pressure • Good organisational and planning skills • Excellent evaluation and monitoring skills • Ability to work under own initiative • Ability to respond sensitively and flexibly to competing demands from pupils • Ability to handle confidential information with discretion • Ability to supervise and mentor others • Ability to cope with children's personal hygiene needs and respond sensitively to pupils' needs • Ability to support children with Special Educational Needs • Ability to lead groups of children, applying appropriate behaviour and learning strategies • Ability to lead whole classes effectively • Ability to apply a wide range of strategies for the benefit of the pupil	Application form Interview References
Knowledge	• Understanding of the school's health and safety policy • Understanding of basic first aid procedures • Knowledge and understanding of the National Curriculum • Understanding of lesson plans • Excellent knowledge of KCSIE document • Understanding of Individual Education Plans • Knowledge of school's behaviour and management policy and procedures • Knowledge of Child Safeguarding	Application form Interview References
Attitude / Motivation	• A commitment to developing children as independent learners • A commitment to developing yourself through continuing education and training	Application form Interview References

	• Enthusiasm • Empathy • Self motivated • Team player • A can-do attitude to overcoming obstacles • Preparedness to go above and beyond • Resilience and stamina	
Other Factors	• A flexible and adaptable approach • Willingness to continue and maintain professional development • Commitment to Equal Opportunities • Enhanced DBS check	Application form Interview References DBS process