

ST VINCENT'S CATHOLIC PRIMARY SCHOOL
TEACHING ASSISTANT 3 / COVER SUPERVISOR JOB DESCRIPTION and PERSON SPECIFICATION

JOB TITLE: TA3 / Cover Supervisor: SALARY RANGE: Band 4 (Points 21 to 25)

HOURS: Full time = 36.25 per week for a 39 week working year

The governing body fully supports the council's equal opportunities policy and expects all its employees to have a full commitment to this policy and acceptance of personal responsibility for its practical application. All employees are required to comply with and promote the policy and to ensure that discrimination is eliminated.

You will be required to:

- Support and sustain the Catholic ethos and vision of the school, including taking part in Religious Education and Acts of Worship.
- Work under the direct instruction/guidance of teaching/senior staff.
- Undertake work/care/support programmes.
- Enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.
- Carry out work in the classroom or outside the main teaching area.

Main Activities and Responsibilities:

The job description reflects the needs and concerns of the school at present. As these change so may the activities and responsibilities.

- To foster and develop the Catholic ethos of the school.
- To ensure that all children and colleagues are treated with equal respect – in line with the teaching of St. Vincent – as set out in the aims of St. Vincent's School.
- To be a committed and active member of the staff community.
- To ensure that all activities are carried out in accordance with Equal Opportunities legislation.

To undertake any other duties as may reasonably be required commensurate with the level of the post.

JOB DESCRIPTION

NJC LEVEL 3 - 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.

Cover Supervisors. Staff may also supervise whole classes occasionally during the short-term absence of teachers (e.g. illness, Inset, PPA). This will not normally amount to more than 3 consecutive days. The primary focus will be to maintain good order and to keep pupils on task so that they learn well. Such Cover Supervisors will need to respond to questions and generally assist pupils to undertake set learning activities planned by teachers.

SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils across the class
- Assist with the development and implementation of PPPs within the class.
- Provide pastoral support to the pupils and wider school community.
- 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 THE TEACHER

- Provide full class cover supervision as and when required and directed by senior staff.
- 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 and 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, 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 when delivering full class teaching or teaching groups of pupils.
- 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

- Comply with and champion school initiatives.
- 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.

PERSON SPECIFICATION

Experience	<ul style="list-style-type: none"> • Experience of working with children of relevant age.
Examples of recommended qualifications, knowledge and training requirements	<ul style="list-style-type: none"> • Participate in development and training opportunities. • Sound knowledge of the national curriculum. • Sound knowledge of one or more areas of special need and Code of Practice for SEND. • Sound knowledge of the causes and patterns of poor behaviour and strategies to address these. • Sound knowledge of how children learn and how to create and maximize learning opportunities. • To be able to work as part of a team and to have good inter-personal relationships. • To be qualified as a minimum to NVQ level 2 or working towards NVQ3. • To have attended significant Inset relevant to the job. • Desirable to have completed (depending on job / setting) CACHE CPD SEN Level 2 or similar. • Very good numeracy/literacy skills • NVQ 3 for Teaching Assistants or equivalent qualification or experience (or working towards) • 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.
Knowledge/Skills	<ul style="list-style-type: none"> • Appropriate knowledge of first aid. • To be aware of all school policies and procedures. • To have some knowledge of NC requirements, especially literacy, numeracy and PSHE (e.g. ELS/ ALS/ FLS/ LPU/ Springboard). • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. • Can use ICT effectively to support learning. • Use of other equipment/technology i.e. video, photocopier etc. • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. • Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. • Understanding of principles of child development and learning processes. • 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 your own position within these.