

**Insert name of establishment**

**Cover Supervisor/Teaching Assistants -  
Special School – (Level 4)**

**Role Profile and Person Specification**

**July 2024**

# <ST. GILES' SCHOOL>

## Job Description

<b>Job Title:</b>	<b>Cover Supervisor/Teaching Assistants – Special School - (Level 4)</b>
<b>School /Academy:</b>	<b>St. Giles' School</b>
<b>Grade Range:</b>	<b>Grade 7 - Scp 23 – 25 (with management responsibilities) FTE</b>
<b>Hours per week:</b>	<b>8.30am to 4.00pm – 33 hours 45 minutes (45 minutes unpaid lunch each day)</b>
<b>Work Pattern:</b>	<b>Term Time Only Temporary from 1<sup>st</sup> September 2024 to 31<sup>st</sup> August 2025</b>
<b>Location:</b>	<b>St. Giles' School</b>
<b>Reports to:</b>	<b>Head of Department, SLT and LMT</b>
<b>Responsible for:</b>	<b>Cover within a department(s)</b>
<b>Role Purpose and Role Dimensions:</b>	<p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve cover, planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.</p> <p>Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties as may be necessary from time to time.</p>
<b>Commitment to Diversity:</b>	<p>As a member of the School Team to take individual and collective professional responsibility for championing the School/Academy's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.</p>
<b>Key External Contacts:</b>	<ul style="list-style-type: none"><li>▪ Parents / carers</li><li>▪ Medical, therapy and other multi-agency services</li></ul>
<b>Key Internal Contacts:</b>	<ul style="list-style-type: none"><li>▪ More experienced teaching assistants</li><li>▪ Class teacher</li><li>▪ Heads of Department</li><li>▪ Head Teacher or Deputy Head Teacher</li></ul>
<b>Financial Dimensions:</b>	
<b>Key Areas for Decision Making:</b>	<ul style="list-style-type: none"><li>▪ When to share / report concerns regarding pupil's physical or emotional needs</li><li>▪ Monitoring pupil progress and raise concerns regarding achievement against agreed targets.</li><li>▪</li></ul>
<b>Other Considerations:</b>	<p>Whilst there are some Statemented pupils in mainstream schools, the environment in a special school is far more intense and continuously presents a variety of challenging situations for staff at all levels.</p>

## Key Accountabilities and Result Areas:

### Support for Pupils

## Key Elements:

### This will involve:

#### Core Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.

#### Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Establishing productive working relationships with pupils, acting as a role model and setting high expectations.
- Developing and implementing IEPs and termly forecasts/learning programmes.
- Supporting pupils consistently whilst recognising and responding to their individual needs.
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance.

## Support for the Teacher

### This will involve:

#### Core Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Within an agreed system of supervision, planning challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Lead on cover within the department(s).
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Providing objective and accurate feedback and reporting as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Being responsible for maintaining knowledge of student's behaviour programmes.
- Attending staff training from 4pm to 5pm after school once a week.
- Attending parents/carers evenings.
- Attending other school events as per the discretion of line managers to support training and their role.

#### Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Organising and managing appropriate learning environment and resources.
- Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing/marking tests and invigilating exams/tests.
- Production of lesson plans, worksheet, plans etc.

## Key Accountabilities and Result Areas:

### Support for the Curriculum

## Key Elements:

### This will involve:

#### Core Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Delivering learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Delivering local and national learning strategies e.g. literacy, numeracy, KS3, early years and making effective use of opportunities provided by other learning activities to support the development of pupils' skills.

#### Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Using ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advising on appropriate deployment and use of specialist aid/resources/equipment.

### Support for the School

### This will involve:

#### Core Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognising own strengths and areas of specialist expertise and using these to lead, advise and support others

#### Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Complying with and assisting with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Delivering out of school learning activities within guidelines established by the school.
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

## Key Accountabilities and Result Areas:

### Support for the School (continued)

## Key Elements:

### Line management responsibilities where appropriate - may not be a requirement

- Managing other teaching assistants.
- Liaising between managers/teaching staff and teaching assistants.
- Holding regular team meetings with managed staff.
- Representing teaching assistants at teaching staff/management/other appropriate meetings.
- Undertaking recruitment/induction/appraisal/training/mentoring for other teaching assistants.

### Green Statement

#### This will involve:

- Seeking opportunities for contributing to sustainable development of the borough, in accordance with the School/Academy's Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

### Data Protection

#### This will involve:

- Being aware of the School/Academy's legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements.
- Treating all information acquired through employment, both formally and informally, in accordance with the **Workforce Data Protection Policy**.

### Confidentiality

#### This will involve:

- Treating all information acquired through employment, both formally and informally, in confidence.

There are strict rules and protocols defining employee access to and use of the School/Academy's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

### Equalities and Diversity

The School/Academy has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams.

## Key Accountabilities and Result Areas:

### Safeguarding

## Key Elements:

### This will involve:

- Displays commitment to the protection and safeguarding of children and young people.
- Values and respects the views and needs of children and young people.
- Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.

### Customer Care

### This will involve:

- Ability to demonstrate a commitment to the School/Academy's Customer Care Policy.

### Health and Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

### To contribute as an effective and collaborative member of the School Team

### This will involve:

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the School/Academy
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions

## Person Specification

### Job Title:

Cover Supervisor/Teaching Assistants – Special School (Level 4)

### Essential knowledge:

- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.
- Training in relevant learning strategies e.g. literacy.
- Specialist skills/training in curriculum or learning area e.g. bi-lingual, Makaton, ICT.
- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.
- Good understanding of child development and learning processes.
- Understanding of statutory frameworks relating to teaching.

### Essential skills and abilities:

- Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.
- Can use ICT effectively to support learning.
- Excellent communication skills together with the ability to communicate fluently in English to fulfil the requirements of the post.
- Ability to organise, lead and motivate a team.
- Constantly improve own practice/knowledge through self-evaluation and learning from others.
- 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.
- Be able to react constructively to challenging situations involving the care and management of individual children.
- Displays commitment to the protection and safeguarding of children and young people.
- Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children
- Participate in development and training opportunities.

### Essential experience:

- Experience working with children and/or young people of relevant age in a learning environment

### Special conditions:

- Enhanced DBS check
- Above average exposure to pupils with traumatic, degenerative, terminal conditions, or who have difficult and demanding behavioural problems, will require the postholder to cope with above average levels of emotional stress.
- Close contact with pupils will result in some exposure to bodily fluids.
- Will require Hepatitis B vaccination.
- Particularly in schools that have pupils with behavioural difficulties, postholder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols.

Further advice on specific points in this role profile can be obtained from their HR provider.