



Diocese of Norwich
Education and
Academies Trust



Colkirk C of E Primary Academy, Little Snoring Community Primary Academy & Sculthorpe C of E Primary Academy



Executive Headteacher: Miss Suzannah Hayes

Have Faith - Flourish - Fly High



Job Description ~ Federation Cover Supervisor and Intervention Teaching Assistant

Job Title: Federation Cover Supervisor and Intervention Teaching Assistant

Location: This is a Federation role with the expectation to be able to work at all three sites but would be dependent on pupil needs and staff absence. It is most likely that the role would have a base school.

Responsible to: Executive Head Teacher

Reports to: Executive Head Teacher, Head of School, and Class Teachers

Core purpose of the role

Under the instruction/guidance of teaching or other senior staff and within the overall ethos of the school, undertake care and learning programmes and activities to support individuals, groups of pupils or whole class teaching, including more specialised support for those with special education needs, enable access to learning for pupils and assist the teacher in the management of pupils and the classroom.

Promote our culture of high aspiration that is rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ.

Main duties and responsibilities

Support for Pupils:

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations in terms of learning and behaviour
- Promote the inclusion and acceptance of all students within the classroom
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Help develop and implement documents such as One Page Profiles and Support and Intervention Plans

- Support pupils consistently whilst recognising and responding to their individual needs.
- Activities will be planned around the threshold concepts and children's interests and needs.

Support for Teachers:

- Provide cover, planned and dynamic, including absence and PPA
- Take responsibility for organising and managing appropriate learning environments and responses.
- Responsible for the recording progress and achievements in lessons and activities.
- Provide objective and accurate feedback and reports as required on student achievement, progress, and other matters, ensuring the availability of appropriate evidence
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-regulation and independence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Support the role of parents in students' learning and contribute to/lead* meetings with parents to provide constructive feedback on student progress/achievement etc. (*Lead if covering a class)
- Administer and assess/mark tests and invigilate exams/tests if required
- Support for Curriculum development.
- Produce lesson/intervention plans, worksheet, plans, etc. if required
- Able to select and prepare the necessary resources to teach learning activities.

Support for the Curriculum

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs
- Deliver local and national strategies and a broad and balanced curriculum and make to support the development of students' skills
- Use ICT effectively to support learning activities and develop students' competence and independence in its use
- If appropriate, advise on appropriate deployment and use of specialist aid/resources/equipment
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.

Support for the Academy

- Comply with and assist 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
- Be aware of and support difference and ensure all students have equal access to opportunities to gain experience and develop

- Support the aims and Christian ethos of the school
- Where appropriate, establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- To actively engage in training sessions, meetings, and other-directed tasks, to support the school's priorities and to ensure to secure their own professional development.
- Participate in training and other learning activities as required
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- If required, deliver out of school learning activities within guidelines established by the academy
- To support, uphold and contribute to the development of the Academy's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Take the initiative as appropriate to develop multi-agency approaches to supporting students.
- Committed to working with the staff team to ensure the highest levels of safeguarding are upheld at all times
- To report any safeguarding concerns to the Designated Safeguard Lead
- When appropriate, and as directed by the headteacher, lead, advise and contribute to team development activities, by coaching and mentoring less experienced colleagues to support the achievement of individuals and the school priorities
- To undertake other similar duties and activities within the grade and scope of the post as directed by the Headteacher
- Attend and participate in open evenings and pupil's performances as required.
- Set a good example in terms of dress, punctuality, and attendance
- Uphold the school's behaviour code and uniform regulations
- Follow guidance and procedures related to absence.
- Adhere to the schools' policies and procedures.

Administration

- Support the assessment procedures for children you work with at the Academy
- Support the implementation of One Page Profiles, Support and Intervention Plans or any other plan put in place for pupils
- Monitor and report on the implementation of all Support Plans and assist with record keeping

- Assist, as requested, in the preparation and review of all Support Plans.

Resources

- Help students access specialist learning resources as required
- Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for children you work with.
- Takes responsibility for advising on the appropriate deployment and use of specialist aids/resources/equipment.

General Information

The job description details the main outcomes required and should only be updated to reflect major changes that impact on the outcomes of the job.

All work performed/duties undertaken must be conducted in accordance with DNEAT and academy's policies and procedures, within legislation, and with regards to the needs of our customers and the diverse community we serve.

Job holders will be expected to be flexible in their duties and perform any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

Working Time

This job description allocates responsibilities and duties but does not direct the particular amount of time to be spent carrying them out and no part of it may be so constructed. In allocating time to the performance of responsibilities and duties you must use directed time in accordance with the School Teachers' Pay and Conditions Document and Norfolk Children's Services policies and the school's plans on use of time.

Review

This job description will be reviewed as part of the school's performance management procedures. Annual objectives for professional development will also be agreed at this time as well as a review of those set the previous year. Amendments and modifications to the job description may be made after consultation.

This job description is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to expected professional responsibilities and duties.

Person Specification

| Category | Requirements | Essential / Desirable |
|-----------------------------|---|--|
| Experience | Experience of working with children Experience of working as part of a team Experience of working as a TA, HLTA or Cover Supervisor within a school setting Experience of working with children with a special educational need | E E D D |
| Qualifications and Training | Good Numeracy / Literacy Skills Classroom assistant qualifications or Phonics trained Level 3 or above Qualification in Education or equivalent experience | E E D |
| Knowledge and skills | Excellent verbal and written communication skills Can use ICT effectively to support learning. Awareness of confidentiality Awareness of positive strategies to manage pupil behaviour Good time management skills An understanding of the varied needs of children as they develop socially and academically Experience in delivering first aid, medication, personal and intimate care Excellent organisational skills Understanding of issues related to equal opportunities | E E E D E E E E E E |
| Personal qualities | Have a calm approach and an empathic nature Flexible and approachable A commitment to your own learning and development Patience, understanding, caring. Supportive of the Christian ethos of the school | E E E E E |