



# Watcombe Primary School

*Headteacher - Mr Adam Morris*

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## COVER SUPERVISOR

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# Watcombe Primary School

Headteacher - Mr Adam Morris

Dear Applicant,

Due to the promotion of our current post holder to an internal teaching role, we wish to appoint an excellent and inspiring Cover Supervisor to join our strong school team. This role will be a permanent appointment.

You will supervise classes of students across the school during the absence of teaching staff to ensure learning continues following cohesive planning. You must have experience working in a school environment and it is important that you are personable, friendly, adaptable and able to work both within a team and under your own initiative.

You must have experience working in a school environment and it is important that you are personable, friendly, adaptable and able to work both within a team and under your own initiative. As Cover Supervisor you will need to demonstrate a good understanding of teaching and learning, and be able to communicate at all levels with pupils, staff and parents.

This post will suit:

- An early career teacher who is seeking a post to further develop their skills and experience before taking a teaching role;
- Teachers who love the role of working with children but do not want the full responsibility of a teaching role;
- Teachers looking to return to the sector after a career break who wish to update their skills and knowledge;
- Experienced Teaching Assistants or Cover Supervisors

The detailed roles and responsibilities for the post can be viewed on the Person Specifications and Job Descriptions. Please read these carefully and consider how your skills and experience match requirements.

You would be joining a happy team that highly values the strengths and individuality of all of our children, their families and staff. We strive to ensure that everyone is able to achieve their highest potential in all areas of development through individualised learning. This is highly successful and results in the children making excellent progress in their learning and achievements.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The above is subject to a satisfactory DBS Enhanced Disclosure Certificate with Barred List check (child) via the Disclosure and Barring Service.

School visits are warmly welcomed. Please contact us on 01803 327419 to arrange a visit. Please also feel free to browse the information on the school website to find out more about us: To apply for this role please visit <https://www.watcombe-primary.torbay.sch.uk/vacancies/>

We look forward to receiving your application form.

**Level 4 Teaching Assistant: Cover Supervisor**

**Salary Grade F spinal points 12-17 £22,183 (pro rata £17,971)**

**35 hrs a week**

**Also there is a potential for non-term time work with a partner company. (Optional)**

**Closing date: Monday 27 September 2021 @ 9am**

**Interview date: w/c 4 October 2021**

Yours sincerely

Fiona Prior

Chair of Governors



**'Working together to make things better'**

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Website: [www.watcombe-primary.torbay.sch.uk](http://www.watcombe-primary.torbay.sch.uk)

**JOB DESCRIPTION**



**Name:**

**JOB TITLE: COVER SUPERVISOR**  
**SUPPORTING AND DELIVERING LEARNING**

**GRADE: LEVEL FOUR**

**RESPONSIBLE TO: School Improvement Leaders, DEPUTY HEAD, HEAD**

**MAIN PURPOSE OF JOB**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals and groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

Responsibility 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.

**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.
- Develop and implement Individual Education Plans
- 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 TEACHERS**

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons and other work as appropriate
- 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
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work 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 or lead meetings with parents to provide constructive feedback on pupil progress and achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

**SUPPORT FOR THE CURRICULUM**

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses and needs.
- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- 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**
- **Advise on appropriate deployment and use of specialist resources and equipment**

**SUPPORT FOR THE SCHOOL**

- **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 differences and ensure all pupils have equal access to opportunities to learn and develop**
- **Contribute to the overall ethos, work and 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**
- **Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils**
- **Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others**
- **Deliver out of school learning activities within guidelines established by the school**
- **Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class**

**LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE**

- **Manage other teaching assistants**
- **Liaise between managers/teaching staff and teaching assistants**
- **Hold regular team meetings with staff**
- **Represent teaching assistants at teaching staff/management/other appropriate meetings**
- **Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants**

Signed \_\_\_\_\_

Signed \_\_\_\_\_ Headteacher

Date \_\_\_\_\_

## WATCOMBE PRIMARY SCHOOL

### LEVEL 4 TEACHING ASSISTANT PERSON SPECIFICATION

| Areas of requirement                         | Essential  | Desirable   |
|--|--|---|
| <b>PROFESSIONAL QUALIFICATIONS</b>           | <ul style="list-style-type: none"> <li>• English and maths to GCSE (grade C or above) standard or equivalent</li> <li>• Meet the HLTA standards or demonstrate equivalent experience.</li> <li>• NVQ 3 – relevant to role</li> </ul>   | <ul style="list-style-type: none"> <li>• HLTA qualifications</li> <li>• Safeguarding training</li> <li>• Other relevant qualifications</li> <li>• Appropriate first aid training</li> <li>• Training in the relevant learning strategies</li> </ul> |
| <b>EXPERIENCE</b>                            | <ul style="list-style-type: none"> <li>• Experience of working with children of the SPECIFIC AGE relating to the post being applied for including</li> <li>• Excellent understanding of relevant teaching and learning materials for age group</li> <li>• Working with a range of agencies to ensure best opportunities for pupils</li> <li>• Safeguarding with children</li> <li>• Working with small groups and whole class for teaching and learning opportunities</li> <li>• Working as a team – organising a team</li> </ul>  |   |
| <b>SKILLS, KNOWLEDGE &amp; UNDERSTANDING</b> | <ul style="list-style-type: none"> <li>• Have high expectations of behaviour and achievement and have strategies to promote this.</li> <li>• Understanding and apply a range of behaviour management strategies</li> <li>• Positively support inclusion in the classroom and across the school.</li> <li>• Excellent understanding of the fundamental principles that support learning (questioning / facilitation / motivation)</li> <li>• Experience of implementing IEPs</li> <li>• Specific knowledge of expectations and curriculum for SPECIFIC AGE relating to the post being applied for including: Spelling, punctuation and Grammar and the appropriate methods of calculation.</li> <li>• Understanding and knowledge of SEND and a range of strategies employed to support learning</li> <li>• Experience of planning, delivering and evaluating learning within relevant year group</li> <li>• Experience of planning, delivering and evaluating learning within relevant year group</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding of THRIVE behaviour management approach</li> </ul>   |

|                                      |   |  |
|--------------------------------------|---|--|
|                                      | <ul style="list-style-type: none"> <li>• Safeguarding procedures</li> <li>• Knowledge of support services that are available</li> <li>• Ability to use ICT to support learning</li> <li>• Thorough understanding of child development.</li> <li>• Understanding of relevant policies / codes of conduct</li> <li>• Develop a specific area of specialism to support child development.</li> </ul>   |  |
| <b>DISPOSITIONS &amp; ATTRIBUTES</b> | <ul style="list-style-type: none"> <li>• An excellent communicator</li> <li>• To evaluate effectively and demonstrate a commitment to improving practice.</li> <li>• To set high standards as a role model for pupils and staff.</li> <li>• Approachable, caring and relates well to others.</li> <li>• Able to work individually and in teams being a committed team member / leader - well organised able to motivate.</li> <li>• Pro- active and prepared to use initiative.</li> <li>• Organised with effective time management</li> <li>• Adaptable – able manage changing priorities</li> <li>• Enthusiasm to develop and extend own subject knowledge</li> </ul> |  |
| <b>COMMUNITY</b>                     | <ul style="list-style-type: none"> <li>• Able to initiate communication with parents and other professionals and maintain professional dialogue..</li> <li>• Able to play an active role in the school community.</li> </ul>  | <ul style="list-style-type: none"> <li>• Run an extra curricular club</li> </ul> |