Job Description

Job Title	Cover Supervisor Inclusion Team		
Location	Tavistock College		
Reporting to	Vice Principal (Inclusion)		
Post Number		Grade	D
Directorate/Section	CYPS		
Effective date of JD	January 2013	JE Job Number	718

Job Purpose

The purpose of the role is to work as part of the College intervention and inclusion team supporting students and to supervise them to complete their work when extracted from lessons or during a period of internal exclusion. The role will require you to work with students to support them in their learning in a variety of subject areas. In addition, as part of the curriculum intervention team, you may be required to work with small groups as well as one to one support and mentoring of students that need additional curriculum intervention.

Main duties and responsibilities

- To undertake individual and small group supervision in the Inclusion Hub, supporting students to work through activities and tasks that have been previously prepared by the teacher.
- Liaising with teaching staff with regard to work set for particular students.
- To develop knowledge of the curriculum as required by the College.
- To apply consistently the College's Behaviour for Learning Policy and report any difficulties to the Behaviour Intervention Coordinator or Senior Leadership Team.
- Managing the behaviour of students to ensure a constructive environment whilst undertaking their learning.
- Deal with any immediate problems or emergencies in accordance with the College's policies and procedures.
- Collect any completed work and resources after the lesson and returning them to the teacher.
- To set homework previously prepared by the teacher.
- Work as an integral part of the College staff and within the Inclusion Hub Team.
- Reporting back, as appropriate, using the College agreed referral procedures, on the behaviour of students, and any other issues arising.
- Support students through intervention, one to one and small group work as directed by the Inclusion Team.
- To undertake processional development and training where required.
- To accompany students on trips, visits and other educational activities as and when required.
- To undertake a 'duty' as part of the College's duty system (including break).
- Invigilate internal and/or external examinations.
- To support the College after school detentions.
- To carry out basic administrative duties associated with the role which may include inputting student behaviour and achievement data into SIMS.

Job Description

Person specification

Attribute	Essential	Desirable	Method of Assessment
Qualifications and Education	° Evidence of significant continued professional development ° A GCSE grade C or level 2 equivalent in Maths and English	° Suitable degree	° Application
Knowledge and Experience	° Evidence of working with young people who may have a barrier to learning or display challenging behaviour ° Experience with education or youth work ° Creative and innovative approaches to learning and classroom practice ° Some knowledge and understanding of the effective use of data to support learning. ° Small group work or intervention experience	° Ability to use information technology to enhance teaching, including interactive whiteboards, digital photography, video cameras and lap tops ° Mentoring experience ° De-escalation strategies or emotional intelligence training. ° Experience or knowledge of using school MIS systems / IT packages for basic administration.	° Application ° Interview ° Assessment
Personal Skills and Qualities	° Ability to deal with students who may exhibit challenging behaviour to achieve a positive outcome. ° Motivated and committed to improving the learning experiences for young people ° Effective interpersonal skills and communication to develop sound relationships with staff ° Ability to manage time, self-manage and organise yourself ° Ability to inspire young people about learning	° Able to promote learning and enhance skills beyond the curriculum and classroom ° Desire for promotion and further professional development to support this ° Ability to promote good teaching and learning across the learning community	° Application ° Interview ° Assessment

Job Description

1.   Supervision and Management:

- Supervising (sometimes alone) small groups of students (up to10 students) as well as individuals who may have a barrier to learning or exhibit challenging behaviour.

2.   Creativity and Innovation:

- Use of initiative at all times within the classroom setting with regard to work and behaviour. eg. Extra assistance offered to less able students, or setting them achievable goals such as completing 1 or 2 rather than all tasks. Incentives and rewards offered to groups with challenging behaviour, such as a subject related 'games' at the end of the lesson on the work we have done.
- Interpretation of work set and providing detailed explanations to students, e.g., reading of work set and checking students' workbooks to establish what has already been accomplished.
- Facilitation of behaviour management by presenting work to be completed in a creative way. Explanations given on board if subject is complex or students don't understand – talking through of examples relevant to students and/or use of mind maps etc. to perhaps plan an essay.
- Creation/sourcing of specified work when work provided is absent/unsuitable/insufficient. Approx 20% of time. This is necessary as often the actual work (or similar) may already have been completed by students – particularly when staff member has been absent for a number of days. It may become necessary to use classroom or personal resources (such as PowerPoint files etc. created for this situation) to devise meaningful work for the students to do.
- General behaviour management of challenging behaviour exhibited by some students.
- Conflict resolution of potential 'flashpoints' with students that the postholder does not have regular contact with. Information on behaviour issues and/or learning difficulties with specific students can be unknown; it is therefore necessary to know where this information can be quickly sourced (while actually in the classroom), and/or to recognise patterns of deteriorating behaviour with certain students and proactively deal with this to prevent escalation.

3.   Links with other officers, Service users or Members of the Public:

- All other staff within the school. On a day to day basis liaising with subject teachers and heads of faculty with regard to work content and student behaviour. Also with heads of year and academic support coordinators with regards to student issues, this includes monitoring, sanctions and parental contact.
- All students (excluding 6th Form) within the school. This includes following up sanctions such as attendance at detentions; discussion of uniform issues; taking of tutor time when tutor is absent; accompanying students out of school (such as on Geography fieldwork trips).
- Occasional contact with parents and the general public. This can take the form of ensuring students behave respectfully and represent the school well when out on trips; occasional contact with parents when contacting regarding behaviour that contradicts the College BfL policy.

4.   Levels of Responsibility:

- Complete autonomy at all times within classroom situation to make decisions (within school guidelines and procedures) in response to situations encountered. eg. Use of behaviour management policy to deal with issues within the classroom.
- Interpretation of school rules and regulations at all times to ensure a safe and conducive learning environment
- Assessment of students work as required. eg. It is often students' expectations that the work they have completed in the lesson is checked and marked to a some extent. When a test has been set by a teacher this should be marked and the students aware of how they have done by the end of that lesson.
- Pastoral care provided as required on a daily basis. During morning registration (as well as other times as required). This necessitates dealing with a wide range of student related issues and enquiries from uniform and behaviour problems to assistance with timetabling or even bullying or problems relating to family and firends.

- Administration duties: It is expected the postholder will assist with administrative tasks for the Inclusion Team but primarily for the Behaviour Intervention Coordinator. These can include (but not limited to) assembling sets of printed material into envelopes for sending to parents; entering of behaviour and other data into school database; resource creation and displays of student work within the Hub; typing of behaviour, uniform, truancy and other letters to go to parents.

5.   Effects of Decisions:

- Decisions regarding behaviour (in and out of class) will be recorded in order to be communicated to appropriate parties (which may include all staff up to the Principal and externally to Educational Welfare Officer and parents).Therefore it is important that these decisions are correct and supported by appropriate documentation etc. failure to do so can reflect badly on staff and, ultimately, the school.
- Students seeking advice on pastoral matters need to be dealt with carefully and sympathetically and referred to the appropriate authority / college personnel to avoid conflict and breach of confidentiality

6.   Resources:

- Responsibility for equipment within the classroom ie. taking any necessary steps to prevent damage to equipment, furniture and building fabric.
- Responsible for correct use of equipment by students and ensuring health and safety and particularly security procedures are adhered to. eg. within IT rooms, the use of 'AB Tutor Control' software to monitor what the students are doing on individual PC's.

7.   Work Demands:

- Immediate assimilation of previously unseen subject matter for pupils work.
- Immediate assimilation of unfamiliar subject matter to facilitate communication of work to be done to students.
- Priorities and work allocation each day are dependent on which students require supervising and support.
- Priorities and work allocation may be subject to change at short notice in response to occurrences during day.
- Ability to work under high levels pressure due to above demands and the unpredictable nature of student behaviour.

8.   Physical Demands:

- Approx 92% in classrooms with the balance in administrative or communal areas.
- Fast travel sometimes required throughout school, necessitating negotiating stairs and crowded communal areas

9.   Working Conditions:

- Unsuitable rooms sometimes allocated (approx 5% of time) for subject eg. Art in standard classroom
- Large variants in temperature between areas of school

10.   Work Context:

- Generally minimal risk, but with occasional physical risk from identified students or may also involve confrontational situations with other students.
- Generally high noise levels
- Boisterous, physical behaviour from students in communal areas

11.   Knowledge and Skills:

- Good basic IT and PC skills, with willingness and ability to learn
- A good working knowledge of all school subjects required to effectively cover lessons; set specified work (as necessary) and assist students to carry out work
- Specialist knowledge needed/assumed for subject(s) if postholder is qualified
- Ability to assimilate additional knowledge and skills as required eg. First aid, driving mini bus etc.

Job GLPC profile

SMP	CandI	CandR	D.D	D.C	Res	WDM	PDM	WCN	WCT	KandS	Score

Signatures:

Job Description agreed by:

Line/Originating Manager:_____**Date:**_____

Job Holder (if in place):_____**Date:**_____

Head of Service:_____**Date:**_____

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