

## JOB DESCRIPTION

**POST TITLE:** Senior Cover Supervisor (Term Time Only)

**POST RESPONSIBLE TO:** Director of Pastoral and Additional Needs

**SALARY:** Grade 4, SP 5-11. FTE £25,583 to £28,142

(Pro ratas £22,401 - £24,641)

Term-time only

## JOB PURPOSE

To provide cover supervision for whole classes when the teacher is absent at Year 9, Key Stage 4 and Post 16. This role will include the supervision of personalised learning sessions at Year 9, Key Stage 4 and other supporting learning activities when there is no staff absence, which will include running small group interventions and mentoring key students. To assist with break, lunchtime and after-school break duties, as part of the rota.

## DUTIES AND RESPONSIBILITIES

### Support for Learners

- Establish constructive relationships with learners and interact with them according to their individual needs;
- Promote the inclusion and acceptance of all learners; encourage them to interact and work cooperatively with others, and engage all in activities.
- Encourage learners to interact with each other and engage in activities set by the teacher.

Set challenging and demanding expectations and promote self-esteem and independence;

Discharge a timetabled teaching commitment when not required to act as a cover supervisor for both whole classes and small groups of students; and

- Act as a mentor to key students to improve, with the eventual aim of improving their academic performance.

### Support for Teachers

- Providing cover supervision when the teacher responsible is on short-term absence, which includes:
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of learners' work;
- Use strategies, in liaison with the teacher, to support learners to achieve their learning goals;
- Monitor learners' responses to learning activities and accurately record achievement/progress as directed;
- Provide detailed and regular feedback to teachers on learners' achievements/progress or barriers to learning;

- Promote good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging learners to take responsibility for their own behaviour;
- Establish de-escalation routines in line with the behaviour policy of the academy;

### **Support for the Curriculum**

- Support the use of ICT in learning activities and develop the learners' competence and independence in its use;
- Prepare, maintain, and use equipment/resources required to meet the lesson plans/relevant learning activity and assist learners in their use;
- Liaise with employer partners where necessary, appropriately sharing learner data.

### **Support for the Academy**

- To offer enrichment activities under the direction of the Pastoral Lead responsible for enrichment.
- To provide administrative support.
- To assist, as part of a team, in invigilating examinations (either internal or external);
- To act as a co-tutor.
- Be aware of - and support – differences and ensure all learners have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the academy, which includes:
  - Appreciating and supporting the role of other professionals;
  - Attending and participating in relevant meetings, as required;
  - Assisting with the supervision of learners out of lesson times;
  - Accompanying teaching staff and learners on visits and out-of-school activities, as required, and taking responsibility for a group under the supervision of the teacher;
  - Participating in training and other learning activities and performance development, as required;
  - Showing a duty of care, taking appropriate action to comply with Health & Safety requirements, safeguarding, security, confidentiality and data protection at all times, reporting all concerns to an appropriate person;
  - Demonstrating and promoting a commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory;
  - Act as a role model to learners and provide guidance and personal support when required.
- The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

**Person Specification for Cover Supervisor**

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively

<b>REQUIREMENTS</b> The post holder must be able to demonstrate:	ESSENTIAL (E) or DESIRABLE (D) REQUIREMENTS
<b>QUALIFICATIONS</b>	
Level 3 Qualification	E
GCSE or equivalent qualification in English and Maths at grade C or above	E
Degree or equivalent in relevant subject	D
<b>EXPERIENCE</b>	
Relevant worked based professional experience	D
Understanding of behaviour for learning	D
Experience, understanding and demonstration of barriers to learning and how to overcome this	D
Understanding of what outstanding teaching, learning and assessment strategies look like	D
<b>KNOWLEDGE AND SKILLS</b>	
Ability to create an ethos which enables all learners to achieve their potential	E
To be able to work effectively as a team	E
Excellent interpersonal skills and ability to work in partnership with a diverse range of stakeholders	E
Good literacy, numeracy and ICT skills	E
An ability to inspire learners in Y10 to Y13	E
Ability to organise, plan and prioritise	E
Excellent communication skills	E
Knowledge and understanding of current curriculum developments	D
Ability to analyse and interpret learner performance data and set targets	D

Knowledge and understanding of health and safety and safeguarding	D
<b>PERSONAL ATTRIBUTES</b>	
A commitment to equal opportunities and a strong belief in inclusive education practices and that learning for all students is supported	E
To work under pressure and meet deadlines	E
To be able to be led by teaching staff but prepared to challenge practice in order to improve learning outcomes	E
Confidentiality and discretion	E
A commitment to safeguarding to learners within the academy	E
Enthusiasm, optimism and energy	E
Ability to organise, plan and prioritise	E
Flexibility and adaptability	E

All offers are subject to clearance of references and enhanced DBS checks

## FURTHER PARTICULARS

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*“We have some of the best companies and supply chains in our local area, and they all desperately need new talent and skills to help them grow. That is why the WMG Academy for Young Engineers is so important.”*

*The late Professor Lord Bhattacharyya, Chairman, WMG*

### The WMG Academy for Young Engineers

The WMG Academy for Young Engineers Multi Academy Trust was formed in March 2015. Following the successful opening of the Coventry Academy in September 2014, the WMG Academy Trust opened its second Academy in September 2016 in North Solihull.

Formed between a partnership of the University of Warwick and with the support of national, regional and local businesses such as Jaguar Land Rover, National Grid, and Rolls-Royce, the Trust is committed to providing a better way of learning for the Engineers of the future.

The Trust is made up of members from industry, including the EEF, the Local Authorities Chamber of Commerce and the University of Warwick, who have led the development of the WMG Academies and oversee their running from a strategic perspective. They are supported by a board of trustees and governors, all with relevant business and education experience, who shape the experience of our learners.

Each WMG Academy focuses on engineering, information, digital and communication technologies and caters for up to 640 learners of 14-19 years of age from Coventry, Warwickshire and Solihull. The WMG Academy initiates and supports the development of well-educated and industry-trained learners who not only have the qualifications but also the functional skills, knowledge and personal qualities to make an impact in the worlds of work, further and higher education.

As well as a core curriculum at Key Stage 4, which includes GCSEs in the core subject's maths, science, Maths and Engineering Manufacture, students can select from options, which include a humanities subject and free option subjects. In addition, all Key Stage 4 students can follow additional Level 2 Cambridge Nationals courses in Engineering, worth a further 2 GCSEs equivalent.

Students at Key Stage 5 can follow a flexible pathway bespoke to their needs. Students can choose to take just STEM A-Levels or combine 3 traditional A-Levels with the Level 3 OCR Technical in Engineering, worth the equivalent of 1 A-Level. Alternatively, many students at post-16 can study a Level 3 BTEC Engineering qualification at Certificate or Diploma level. Further BTEC qualifications are available in ICT and Science, and students can mix qualifications to suit their needs and interests.

### Our vision

We will ensure that our learners have raised aspirations that will provide the motivational drive to succeed. Strong employer and further and higher education links, as well as a professional ethos and culture, will ensure the learners will be in demand from employers.

## **Further Particulars**

Our unique status of working very closely with some of the biggest employers in the region means that we have shaped the curriculum from day one to ensure we produce learners with a professional ethos and culture that is in high demand in today's working world.

Teamwork is the norm, and learners work together to develop the skills that employers value. We are committed to developing teamwork, problem solving, creativity, leadership, communication, resilience and an ability to respond to change. As staff, it is our role to model those skills and behaviours to our learners in everything that we do.

### **WMG Academy for Young Engineers, Coventry**

Opened in September 2014 by Ratan Tata, the Coventry Academy has over 500 students on roll. Located close to the Westwood area in Canley and the University of Warwick, the Coventry Academy was designed with a large Engineering Hall filled with over £1M worth of specialist equipment. Three additional dedicated CAD/CAM areas allow industry-standard software to be used by students in their Engineering projects.

Students at the Coventry Academy come from a wide catchment area which includes Solihull in the north through to Kenilworth, Warwick and Rugby in the south.

The Academy follows an 8.30 am – 4.15 pm (Tuesday and Wednesday) with enrichment opportunities offered to students that include football, F1 in schools, Green Power and Engineering clubs. Students also have access to resources at Warwick University. On Mondays and Fridays, students leave at 3.15 pm.

### **WMG Academy for Young Engineers, Solihull**

Opened in September 2016, the Solihull Academy boasts over £2M of specialist equipment and ICT. Developed along a similar open plan design to Coventry, the Solihull Academy occupies a slightly bigger footprint.

Dedicated ICT facilities include 3 CAD suites and student PC access in all teaching rooms, giving unrivalled access to industry-standard software. These facilities allow innovative teaching pedagogy through digital technologies. A large Engineering Hall, complemented by 'Make and Do' areas above, allows a flexible group-work approach to learning.

The Academy occupies land adjacent to the Chelmsley Wood shopping Centre, North Solihull, and draws from a wide catchment of East Birmingham, Solihull, and North Warwickshire. The Solihull Academy follows the template of the Coventry Academy and has the additional flexibility of incorporating some enrichment into the Academy Day due to its proximity to North Solihull Sports Centre and having its own multi-use games area and activity hall.