



Cover Assistant – Band 7

<b>Profile Title and Grade</b>	
Cover Assistant Band 7	JOB ID; COVERADMIN7
<b>Purpose of the role</b>	
<p>To supervise whole classes undertaking pre-prepared activities provided by a teacher to address the short term absence of a member of teaching staff. The primary focus is to maintain order, keep pupils on task and ensure active learning is continued. Undertake organisational and administrative tasks to support the cover function in school.</p> <p>n.b. roles at this level do not deliver 'specified work' as defined by the Education Act 2002</p>	
<b>Responsibilities</b>	
<p><u>To provide teaching and learning support to individuals and/or groups of pupils in the learning environment.</u></p> <p>Working under the direct supervision and guidance of a teacher:</p> <ul style="list-style-type: none"><li>• Supervise classes during the short-term absence of teachers to provide continuity of learning ensuring that active learning takes place (delivery across the full primary age range).</li><li>• Supervise pre-planned work/activities and self directed learning that has been set in accordance with the school policy and report any issues arising.</li><li>• Prepare the learning environment for lessons and ensure that resources are available and cleared away at the end of the lesson as appropriate</li><li>• Manage the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment.</li><li>• Promote high standards of behaviour, employ effective de-escalation strategies, and where necessary, exercise appropriate physical intervention</li><li>• Respond to any questions from pupils about processes and procedures.</li><li>• Deal with any immediate problems or emergencies according to the school's policies and procedures.</li><li>• Collect any completed work after the lesson and return it to the appropriate member of staff.</li><li>• Report back as appropriate, using the schools agreed referral procedures, on the behaviour of pupils during the class and any issues arising.</li><li>• Supervise pupils on visits, trips and out of school hour's activities that fall within the normal hours of work of the post holder.</li><li>• It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils.</li><li>• Support senior colleagues in the planning and organising of cover</li><li>• Maintain records of cover undertaken by the school's teaching and support staff and supply teachers and produce reports as required.</li><li>• Provide feedback to senior colleagues relating to the effectiveness of the school's cover strategy and procedures.</li></ul>	
<b>Indicative Knowledge, Skills, Experience</b>	
<ul style="list-style-type: none"><li>• Working at or towards national occupational standards (NOS) in supporting Teaching and Learning (core and relevant optional units as required reflected in the NVQ3 and Level 3 Certificate in Supporting Teaching and Learning on the Qualification and Credit Framework (QCF) framework or equivalent experience.</li><li>• Awareness of policy, procedures and legislation relating to child protection and health and safety</li></ul>	

### **Professional Standards for Teaching and Learning Support Staff**

All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards;

#### Personal and professional conduct

- Uphold the ethos, policies and practices of the school
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school policy and practice
- Recognise differences and respect cultural diversity
- Ongoing commitment to practice development through self-evaluation and awareness

#### Knowledge and understanding

- Be willing to acquire the appropriate skills/qualifications/experience required for the role
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so
- Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role
- Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role

#### Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement
- Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extra-curricular activities
- In line with school policy and procedure, consistently apply effective behaviour management strategies
- Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment

#### Working with others

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers
- Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with
- Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making
- Communicate specialist understanding to other school staff and education professionals to



facilitate consistent decision making on intervention and provision

**School Ethos**

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Attending meetings and liaising and communicating with colleagues in school, parents/carers and internal/external agencies.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- To be aware of requirements in respect of confidentiality, child protection procedures, health and safety, behaviour management, equal opportunities, special educational needs and other policies of the governing body and/or local education authority.
- As and when required as directed by teaching staff, to escort pupils home with an appropriate colleague.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.
- Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary.