



TESTWOOD SCHOOL

Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Testwood School evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Testwood School staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

ROLE PROFILE FORM

Section A

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| | Testwood School |
| Role Title: | Study Supervisor |
| Reports To - (Supervisor/manager's role title) : | Inclusion Manager / Assistant Headteacher |
| Role Purpose: (why the role exists) | Under the professional direction of a teacher to supervise whole classes during the short term absence of a class teacher |

Section B
ROLE REQUIREMENTS

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

| Accountabilities | Accountability Statements | % of Time |
|------------------------|---|-----------|
| Support for pupils | <ul style="list-style-type: none"> • To supervise whole single classes of pupils using material planned by a teacher to engage pupils in learning activities. • Establish productive working relationships with pupils acting as a role model and setting high expectations of work and behaviour. • Assisting the inclusion of all children to ensure optimum learning opportunities including dealing with behaviour issues in accordance with the school behaviour policy. • Respond to pupils' general queries and keep pupils on task. | |
| Support for teachers | <ul style="list-style-type: none"> • Provide objective and accurate feedback to the teacher on the conduct of the lesson including keeping appropriate records as agreed with the teacher. • Comply with instructions requested by the usual class teacher. • Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour. | |
| Support for curriculum | <ul style="list-style-type: none"> • Make appropriate use of equipment and resources. • Comply with lesson plans and instructions from class teacher. | |
| Support for the school | <ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • Undertaking playtime or lunchtime supervision of pupils. • In line with the operational needs of the school, undertake other duties (e.g. supervising examinations) when needed. • Participate in training and continuing professional development. • Attend relevant school meetings as required. | |

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| Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability | <ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace. | |
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Section C -The key decision making areas in the role

- A cover supervisor will deal with pupil behaviour and make judgements when to refer incidents to a senior member of staff/class teacher.
- A cover supervisor will work without the close presence of a teacher.
- A cover supervisor will be required to produce general feedback to the class teacher and keep records as appropriate – as such the post holder will decide on what feedback to give.

Section D - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- A cover supervisor undertakes whole class or grouped class supervision in the absence of a class teacher.
- There are no financial responsibilities attached to this post.

Section E - The main contacts – external/internal customer contacts and purpose

- Internal (in school) – pupils, other colleagues, teachers, Headteacher, members of governing body.
- External (outside school) – (usually under the direction of the teacher) parents/carers.

Section F - Working conditions – environment, and physical effort or strain.

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility for maintaining calm.
- May need to be skilled in restraint techniques for dealing with difficult children.
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying.
- Health and Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.

Section G - Context/additional information

- Due to the nature of the role, the post holder will need to adapt to different classes and groups of children and will therefore need to demonstrate flexibility.
- It has a high confidentiality component and needs to hold the trust of both the pupils and colleagues. It may include acquiring information on child protection/family sensitive issues which must be treated carefully and appropriately.
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school.

PROGRESSION IN ROLE

Section H - Entry: Necessary role-related knowledge, skills and experience at selection

- Empathy with pupils and sympathetic to their needs
- Trained at least to NVQ3 standard
- Minimum of 2 year's relevant experience in a teaching/learning/child support working environment
- Good literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discrete and able to respect confidentiality on particular issues
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
- Team Worker

Section I – Initial induction/training required to become effective in the role

Estimated time to become operationally effective Up to 3 months

- knowledge of school and school systems/policies
- understanding of curriculum, particularly literacy and numeracy requirements
- approach towards pupil discipline and behaviour
- relationship between and respective responsibilities of teacher and Cover Supervisor
- professional relationships between staff and pupils
- support from “mentor”
- manual handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with whole classes of children

Section J – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards pupil discipline
- Good organisational ability
- Able to provide objective and accurate feedback to the teacher on the conduct of the lesson including keeping appropriate records
- Competent in working with group of pupils without direct supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Taking responsibility for whole class under the overall direction and during temporary absence of teacher
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents/carers, education psychologist, speech therapist)

Section K - Adding value: What characteristics will the advanced role holder demonstrate?

- Ability to work effectively and relatively independently without daily supervision
- Ability to adapt quickly and effectively to changing circumstances/situations.
- Ability to undertake training for other Cover Supervisors.