



coop

Academies Trust

As a colleague at Co-op Academies Trust, you'll work within a diverse learning community, striving to deliver an outstanding working and learning experience for all. You will be joining a supportive, committed, and passionate team who work hard to ensure that everyone in our Trust can achieve their potential. And of course, you'll do all this whilst capturing the spirit of our vision and values and whilst role-modelling exceptional professional behaviours.

## How to apply

**The closing date for applications is Monday 28th April at 9am with interviews taking place on the 2nd May 2025.**

Applications can be made using the following link-

## Benefits

What you do here really counts. And we offer a range of benefits and rewards to recognise the part you play in our success. Whether they benefit your finances, your wellbeing, or your family, in or outside work. From career progression and working and making a difference within your local community, to a whole range of financial discounts and benefits, working at Co-op Academies Trust isn't just your standard job.

We offer competitive salaries and access to the Local Government Pension Scheme, as well as travel season ticket loans, 24-hour access to free money support, and for colleagues who want to save or need help managing finances we have savings and loan products which can be deducted from your pay.

We want you to stay happy and healthy. So as a support staff colleague you'll get the school holiday periods off work. And even better, we offer a free flu vaccine, cycle to work scheme; 24-hour access to free health and wellbeing support and discounted gym membership at Nuffield gyms.

We also offer a 10% discount on Co-op branded Food, with regular increased promotional discounts and offers at various points in the year.

## Our Values

Co-op Academies Trust is committed to the values shared by cooperatives everywhere:

Self-help	we support learners, parents, carers and staff to help themselves
Self-responsibility	we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions
Democracy	we give our learners, parents, carers and staff a say in the way we run our schools
Equality	we believe that the voice of each individual should be heard

Equity	we run our schools in a way that is fair and unbiased
Solidarity	we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

We strive to demonstrate the following ethical values in everything we do:

Openness	we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances
Honesty	we act in a professional and respectful manner in our dealings with everyone
Social responsibility	we maximise our impact on the people in our communities while minimising our footprint on the world
Caring for others	we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

# Job title: SEND Cover Supervisor

Salary / grade range	C1 (SCP 12-17) 32.5 Hours Per Week Term time plus one week Actual Salary- £19,874- £21,640
Location	Co-op Academy Brierley

## Purpose of role:

To implement agreed work programmes with individuals/groups, in or out of the classroom.

This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

Cover supervisors may also supervise whole classes during the planned or unplanned short-term absence of teachers. The primary focus will be to maintain a safe and engaging learning environment. Cover Supervisors will need to respond and adapt the provision in the classroom to meet the needs of learners.

The ideal candidate must have experience of working with children with Complex Needs, Communication and Interaction difficulties and supporting learning across the curriculum. Additional training and support will be made available to the successful candidates.

## Key accountabilities

### Supervisory/Managerial Responsibilities

- To supervise whole classes during the short-term absence of teacher

### Supervision and Guidance

- To work under the guidance of teaching/senior staff and within an agreed system of supervision

### Range of Decision Making

- To make decisions using initiative where appropriate within established working practices. The post holder will be expected to use good common sense and initiative in all matters relating to:
  - the conduct and behaviour of individuals, groups of pupils and whole classes
  - the correct use and care of materials by individual and small groups of pupils
  - the safety, mobility and hygiene and well-being of the pupils

### Responsibility for Assets, Materials etc

- To maintain the confidential nature of information relating to the schools, its pupils, parents and carers
- To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff
- The provision, use and storage of equipment and materials prepared by the post holder and used by the children with whom the post holder is working

### Range of Duties

#### Support for pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Provide feedback to pupils in relation to progress and achievement
- Challenge and motivate pupils, promote and reinforce self-esteem
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes (including meeting personal care, hygiene needs, and therapy and medical interventions needs, of the pupils)
- Support pupils constantly whilst recognising and responding to their individual needs

#### Support for Teachers

- Create and maintain a purposeful, orderly and productive working environment
- Work with the teacher to establish an appropriate learning environment
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Assist in the development of lesson/work plans, and provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities, etc
- Ensure timely and accurate design, preparation and use of specialist equipment/resources/materials
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives
- Undertake marking of pupils' work and accurately record achievement/progress; administer routine assessments in line with school's policies.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested

- 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
- Promote and ensure the health and safety of pupils at all times
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc
- Contribute to planning, development and organisation of systems/procedures/policies

#### Support for the curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Help pupils to access learning activities through agreed specialist support
- Manage and maintain equipment for agreed specialist support, checking for quality/safety, undertaking repairs within own capabilities and arrange for other repairs/modifications to be carried out by others.

#### Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To be responsible for promoting and safeguarding the welfare of students within the academy and implementing all associated policies (eg Child Protection)
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/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
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- Recognise own strengths and areas of expertise and use these to advise and support others
- May be required to work within the full age-range of the school
- May be required to work with pupils with the full range of SEN within the school
- Will be required to support a specified area

## Cover supervision

- Supervise whole classes in agreement with the Head teacher
- Maintain good order and keep students on task undertaking pre-prepared work
- Respond to pupil's questions and generally assist them to undertake set activities
- Deal with any immediate problems or emergencies using the schools' policies and procedures
- Transfer the work and resources back to the teacher and feed back on any issues
- Report back as appropriate using the agreed referral procedure on the attendance/behaviour of pupils in the class.
- Develop skills to deliver ICT packages to pupils

The above list is not exhaustive or exclusive. The role requires the post holder to be professional, cooperative and flexible in line with business needs of the Trust. The post holder is required to undertake additional such duties as may reasonably be expected within the scope and grading for the post.

Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.

This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to services.

This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The Academy is committed to the safeguarding and welfare of children and young people and expects all its employees and volunteers to share this commitment. This post is exempt under the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020, and the successful applicant will be subject to an enhanced check by the DBS

**Personal attributes required (based on job description):**

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• NVQ Level 3 in relevant discipline or equivalent/higher qualification or experience</li> <li>• GCSE English and Maths (A-C) or equivalent (e.g. Adult Literacy/Numeracy level 2)</li> </ul>	Desirable	A
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working with pupils of relevant age, assisting in their development</li> <li>• Experience of working with pupils with a range of special educational needs</li> <li>• Experience of working as part of a team</li> <li>• Specific technical / resource experience e.g. cooking, art, ICT</li> <li>• Experience of/willingness to train in behaviour management and physical intervention – Team Teach</li> <li>• Experience of/willingness to train in Communication approaches to access the curriculum</li> <li>• Experience of/willingness to train in the use of hoists and physical positioning</li> <li>• Experience of/willingness to train in therapy and medical interventions</li> <li>• Experience of/willingness to train in specialist feeding techniques</li> <li>• Experience of working as a cover supervisor</li> </ul>	Desirable	A/I
<p><b>Skills, ability and knowledge</b></p> <ul style="list-style-type: none"> <li>• Excellent communication skills</li> <li>• An ability to plan and deliver programmes and interventions to meet specific needs</li> <li>• An understanding of an inclusive school environment</li> </ul>	Desirable	A/I



<ul style="list-style-type: none"> <li>● ICT literate</li> <li>● The ability to understand and empathise with the school community</li> <li>● The ability to prioritise and manage records and paperwork</li> <li>● The ability to contribute effectively to the planning and preparation of learning activities</li> </ul>		
<p><b>Personal qualities</b></p> <ul style="list-style-type: none"> <li>● Ability to relate well to pupils and adults</li> <li>● Ability to work constructively as part of a team</li> <li>● Ability to remain calm under pressure</li> <li>● Demonstrate good co-operative, interpersonal and listening skills</li> <li>● Demonstrate a commitment to working with children of the relevant age</li> <li>● Ability to understand classroom roles and responsibilities and your own position within these</li> <li>● Flexibility and willingness to accept change</li> <li>● Willingness to share knowledge, expertise and experience</li> <li>● Ability to prioritise conflicting demands and pressures</li> <li>● Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>● Ability to work proactively and independently</li> <li>● Approachable, courteous and able to present a positive image of the school to callers and visitors</li> <li>● Maintain confidentiality in matters relating to the school, its pupils, parents and carers</li> </ul>	Desirable	A/I
<p><b>Training</b></p> <ul style="list-style-type: none"> <li>● Willingness to participate in development and training opportunities</li> <li>● Training or willingness to undertake training in the relevant learning strategies e.g., literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, Maths, English, etc</li> <li>● Evidence of previous personal development</li> <li>● An understanding of Child Protection and safeguarding</li> <li>● Cover supervisor training</li> </ul>	Desirable	A/I

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.