



## JOB DESCRIPTION

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**JOB TITLE:** SENIOR EDUCATIONAL TEACHING ASSISTANT (COVER SUPERVISION)

**GRADE:** 7, (SCP 14-17)

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### PURPOSE OF JOB

The key purpose of the role is to cover lessons for teaching staff in their absence and will be expected to engage in the key tasks as detailed below.

### KEY TASKS

- To take responsibility for groups or classes of students in the short-term absence (5 days or less) of their usual teacher.
  - Supervising work that has been set in accordance with school policy;
  - Liaising with teaching staff with regards to work set for a class;
  - Managing the behaviour of students to ensure a constructive environment whilst undertaking work;
  - Responding to any questions from students about process and procedure;
  - Dealing with any immediate problems or emergencies in accordance with the school's policies and procedures;
  - Collecting any completed work and resources after the lesson and returning them to the appropriate teacher or curriculum leader;
  - Reporting back, as appropriate, using the school's agreed referral procedures, on the behaviour of students during the class, and any other issues arising;
  - Registration of a class including morning registration
- To support the work of one or more curriculum areas.
- To take part in whole school INSET activities to enhance job effectiveness.
- To accompany students on trips, visits and other educational activities.
- To undertake 'duties' as part of the school's duty rota (including breaks and lunches).
- Support the work of classroom teachers when not deployed directly covering a class.
- Support and contribute to the development of an "activity bank" of resources.
- Support and contribute to the creation and maintenance of classroom displays.
- Invigilate internal and/or external examinations.
- To act as a First Aider, for which training will be provided.
- To support general school administration when demand for cover is low.
- Supervision of the daily homework club.

## **General**

As part of your wider duties and responsibilities you are required to promote and actively support the School/Trust responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

Please visit [www.honleyhigh.co.uk](http://www.honleyhigh.co.uk) to view our safeguarding policy.

Carry out your duties with due regard to current and future School/Trust policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

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**RESPONSIBLE TO:**     **Headteacher/HR Manager/Curriculum Area Leader**

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**RESPONSIBLE FOR:**     **None**

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HONLEY HIGH SCHOOL

## PERSON SPECIFICATION

**JOB TITLE:** Senior Educational Teaching Assistant (Cover Supervision)

**GRADE:** 7

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	<b>RELEVANT EXPERIENCE</b>	1.1	Previous experience of working with young people age 11-16 in a formal setting without immediate supervision	Application Form / Selection Process.	B
		1.2	Experience of working in a school environment	Application Form / Selection Process	A
2.	<b>EDUCATION AND TRAINING ATTAINMENTS</b>	2.1	Level 2 qualifications in maths/numeracy and English/literacy (GCSE grade A-C equivalent)	Application Form / Selection Process	A
		2.2	Level 3 qualification in your preferred field for deployment	Application Form / Certificate	B
3.	<b>GENERAL AND SPECIAL KNOWLEDGE</b>	3.1	Understanding of the secondary curriculum – as stated in the advert a particular interest in PE and Creative Arts, Science and Maths would be beneficial but is not essential – please include details in your application form	Application form / Selection Process	A
		3.2	Knowledge of child protection and health and safety procedures	Application form / Selection Process	A
		3.3	Knowledge of the understanding of child development and student learning	Application form / Selection Process	A

4.	<b>SKILLS AND ABILITIES</b>	4.1	Ability to effectively manage pupil behaviour in accordance with school policy and procedures	Application Form/ Selection Process.	A
		4.2	Ability to use own initiative to work flexibly and respond positively to a range of situations	Application Form / Selection Process	A
		4.3	Ability and willingness to undertake professional development as required	Application Process / Selection Process	A
		4.4	Ability to contribute to effective use for ICT to support learning	Application Form / Selection Process	A
		4.5	To assist the faculty and wider team in school related activities	Application Form / Selection Process	A
		4.6	Good interpersonal and communication skills	Application Form / Selection Process	A
		4.7	Ability to work effectively as part of a team	Application Form / Selection Process	A
5.	<b>ANY ADDITIONAL FACTORS</b>	5.1	Understanding of relevant policies/codes of practise and awareness of relevant legislation.	Application Form / Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.