



Curriculum Area Learning  
Supervisor  
APPLICATION  
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**Full-time position – 37 hours/week**

**Grade 5 - £20,749-£21,813**

**Term Time Only**

## Information about the school

Hednesford Valley High School is a generic Special School set in Cannock Chase, an Area of Outstanding National Beauty. We educate students on two sites, with years 7-11 at our main site and our Sixth Form is set in a dedicated building at Cannock Chase High School. We currently have 179 students on roll.

We have amazing students with a range of learning needs, who are supported by dedicated staff with a passion for transforming the lives of our students. If you join our team, you will be part of a school where students love to learn, and staff love to teach. We truly are a family. This is not just a statement; our data supports this. Our attendance and positive behaviour are above national data and we have just received amazing feedback from our recent parent/carer questionnaire.



The latest Ofsted Inspection dated 6<sup>th</sup> March 2019 - the school was judged to be Good.



*"The curriculum for key stage 4 pupils has been designed to provide a broad curriculum experience with a combination of vocational and academic subjects which effectively prepare pupils for their next steps in education. This continues into the sixth form, where the curriculum is centred around work experience, work-based activities and careers advice."*

# Curriculum Area Learning Supervisor Job Description

Job No.	Post Title	Grade	Date
L1689	Curriculum Area Learning Supervisor	Grade 5	Jan 2020

## Statement of Purpose

To support the teachers and students within a designated curriculum area. To work as a cover supervisor in the absence of a teacher

## Support to Students

- \* Provide structured support, including tutorial support, in accordance with Schemes for Learning designed and supervised by individual teachers.
- \* Use specialist knowledge/experience to provide appropriate support to students in relation to their individual needs e.g. behaviour management strategies.
- \* To contribute to raising standards by ensuring expectations are set for students.
- \* To support with personal care of students.

## Support to Teacher

- \* Supervise students for a particular curriculum activity/area of the school under the supervision and guidance of a qualified teacher.
- \* Undertake marking of planned work.
- \* In conjunction with teacher, record students' progress, provide feedback to appropriate education professionals, e.g. LEA Officers, Ofsted Inspectors
- \* To support the teacher to develop appropriate learning plans to raise achievement.
- \* Co-ordinate and organise students attending extra-curricular activities/work experience or other out of school activities under the guidance of a teacher.
- \* Provide general admin support, e.g. produce worksheets for agreed activities etc.

## Support for the Headteacher

- \* To act as a Cover Supervisor during teacher absence, taking responsibility for a class of students who are carrying out work set by the teacher. The post-holder can be required to work as a Cover Supervisor in any subject and therefore is not expected to have specialist knowledge of all subjects

## Support for the Curriculum

- \* Contribute to curriculum planning, evaluation and implementation.
- \* Contribute to development of school policies and procedures by participation in working groups.
- \* Development, prepare and disseminate appropriate materials.
- \* Determine the need for, prepare and use specialist equipment, plans and resources to support students.
- \* Produce displays, in liaison with curriculum area members, to promote Environment for Learning
- \* Although linked to one curriculum area/area of the school, the post holder can be moved to another curriculum area/area of the school based on the needs of the curriculum/school.
- \* Provide support to teachers within the curriculum area.

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**NB:** Where necessary this may be overridden to ensure the smooth running of the school in the absence of a qualified teacher.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with student needs as appropriate during the school day.
- Assist with the supervision of students out of lessons times including before and after school and lunchtimes.
- Support the school's personalised learning agenda.
- Recognise own strengths and areas of expertise and use these to advise and support others.

## Safeguarding

School is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible for or comes into contact with.

## Health & Safety

The post holder will be responsible for his/her own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the school Health & Safety policies.

## Policies & Procedures

The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

## Other Conditions

### Equal Opportunities

School is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.

### Variation to Job Descriptions

Due to the changing customer demands, duties and responsibilities are likely to vary from time to time and the School therefore retains the right to amend job descriptions to reflect changing requirements.

### Note 1:

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post-holder and the relevant trade union before submitting for re-evaluation***

# Curriculum Area Learning Supervisor Person Specification

<b>Post Title</b>	<b>CURRICULUM AREA LEARNING SUPERVISOR</b>
<b>Salary Grade/Range</b>	<b>Grade 5 – Pt 6-Pt 9</b> <b>Starting salary £19,078 Term-Time only</b> <b><u>Term-Time salary calculation:</u></b> <i>Full-Time salary = £21,968 / 52.14 paid weeks x 45.28 term time paid weeks (incl holidays) = £19,078</i>
<b>Hours/Weeks</b>	<b>37 hours/week Term Time Only</b> <b>Mon-Thurs : 8.30-4.30 pm, Fri: 8.30-4.00pm</b>
<b>Responsible to:</b>	<b>Class Teacher</b>

Essential Criteria	Measured By
<b>Experience</b> <ul style="list-style-type: none"> <li>Experience of working to support children's learning gained in relevant environment.</li> </ul>	AF/I
<b>Qualifications/Training</b> <ul style="list-style-type: none"> <li>Good numeracy and literacy skills.</li> <li>NVQ 3 for Teaching Assistants or equivalent qualification or experience in a relevant discipline.</li> </ul>	AF
<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>Full working knowledge of relevant policies/codes of practice.</li> <li>An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation.</li> <li>In depth understanding of areas of learning e.g. Maths, English, Humanities, Modern Foreign Languages.</li> <li>Understanding of principles of child development and learning processes.</li> <li>Ability to plan effective actions for students at risk of underachieving.</li> <li>Effective use of ICT to support learning.</li> <li>Use of other equipment technology – video, photocopier.</li> <li>Well-developed interpersonal skills to be able to relate well to a wide range of people.</li> <li>Work constructively as part of a team whilst being able to demonstrate initiative.</li> <li>Good communication skills.</li> <li>Good organising, planning and prioritising skills</li> <li>Methodical with a good attention to detail.</li> </ul>	AF/I
<b>Behavioural Attributes</b> <ul style="list-style-type: none"> <li>Customer focused.</li> <li>Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>Open, honest and an active listener.</li> <li>Takes responsibility and accountability.</li> <li>Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> </ul>	

# Curriculum Area Learning Supervisor Person Specification

## Behavioural Attributes

- Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.
- Is committed to the provision and improvement of quality service provision.
- Is adaptable to change/embraces and welcomes change.
- Acts with pace and urgency being energetic, enthusiastic and decisive.
- Communicates effectively.
- Has the ability to learn from experiences and challenges.
- Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.

AF/I

AF - Application form  
I - Interview

### Note 1:

*In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:*

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*

# KEY DATES & INFORMATION

**Vacancy Closing Date:** 10:00 am 4<sup>th</sup> December 2023

**Interviews:** 13<sup>th</sup> December 2023

**Start Date:** 8<sup>th</sup> January 2024

If you do not hear from us by Monday 11<sup>th</sup> December 2023 your application has been unsuccessful, and no further correspondence will be issued. Candidates who are shortlisted will be informed by telephone/email.

Selected candidates must be available to attend interview on the dates shown below. Further details of the interview process and arrangements will be provided to those shortlisted.

Hednesford Valley High School,  
Stanley Road,  
Cannock  
Staffordshire  
WS12 4JS  
Tel: 01543 423714  
Email: [l.fox@hvh.staffs.sch.uk](mailto:l.fox@hvh.staffs.sch.uk)

# APPLICATION PROCESS

Application is by completion of the Application form which is available on the school website:  
[www.hvh.staffs.sch.uk/vacancies](http://www.hvh.staffs.sch.uk/vacancies) please note that CVs are not accepted. Please ensure that any covering letter is not longer than 2 sides of A4 paper.

Application should be returned to school c/o Mrs Louise Fox, Support Business Manager, it can be returned to the address above or by emailing [l.fox@hvh.staffs.sch.uk](mailto:l.fox@hvh.staffs.sch.uk)

For shortlisted candidates, references will be sought ahead of the interview process. Please provide details of two people who can provide you with a professional reference, one must be from your current employer. Email addresses must be professional emails and not personal emails. If you work in a school the reference must be from your Headteacher. Please also advise them that you have given their name and that they may be approached to provide a timely reference. Shortlisted candidates may be subject to online social media checks.

The School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

This position is subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

The following policies are available on the school website  
<https://www.hvh.staffs.sch.uk/Policies/>

- Safeguarding Children & Adults Policy
- Safeguarding Policy
- Safer Recruitment Policy
- Link to Privacy Notice for job applicants

Thank you for your interest in this vacancy.