

Pioneer Academies Community Trust (PACT)

Job Description

ACADEMY: Parkside Primary Academy

JOB TITLE Learning, Attainment and Progress Supervisor	
JOB REFERENCE NO:	GRADE: Grade 4

RESPONSIBLE TO:	The Headteacher, working under the instruction / guidance of teaching staff
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EMPLOYEE SUPERVISION:	Headteacher / SLT
DATE AGREED:	BY WHOM:

Purpose of the Job:
 The Learning, Attainment and Progress Supervisor’s (LAPS) main role is to provide additional learning and support for pupils in order for pupils to make accelerated progress and close the attainment gap. The LAPS will undertake planned interventions, small group and 1-1 work whilst also monitoring the impact of these interventions/additional learning and reporting this back to the Headteacher, Assistant Head and Subject Leaders as well as class teachers.

The LAPS will also be required to supervise whole classes with teacher provided resources to cover PPA/management time. The primary focus will be to maintain good order and keep pupils on track with their learning, respond to questions and assist pupils to undertake set activities.

Under the guidance of teaching/senior staff, implementing agreed work programmes with individuals/groups/classes, 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/ presentation of resources.

Under the guidance of staff; provide specialist support in a specific curricula/ resource area, including preparation, and maintenance of resources and support to staff and pupils. Working under guidance; provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

Key Areas:

- Support for pupils
- Support for teachers
- Support for the curriculum
- Support for leaders
- Support for the school

DUTIES AND RESPONSIBILITIES:

1 Support For Pupils:

- i) Use specialist (curricular/ learning) skills/ training/ experience to support pupils
- ii) Assist with the development and implementation of Individual Education/ Behaviour/ Support/ mentoring plans
- iii) Establish productive working relationships with pupils, acting as a role model and setting high expectations
- iv) Promote the inclusion and acceptance of all pupils within the classroom
- v) Support pupils consistently whilst recognising and responding to their individual needs
- vi) Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- vii) Attend multi-agency meetings as required and provide written and/or verbal reports
- viii) Promote independence and employ strategies to recognise and reward achievement of self-reliance
- ix) Provide feedback to pupils in relation to progress, achievement, behaviour and attendance
- x) Provide pastoral support to pupils
- xi) Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- xii) Attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development
- xiii) Participate in comprehensive assessment of pupils to determine those in need of particular help
- xiv) Support provision for pupils with special needs
- xv) Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- xvi) Promote the speedy/ effective transfer of pupils phases/ integration of those who have been absent
- xvii) Provide information and advice to enable pupils to make choices about their own learning/ behaviour/ attendance
- xviii) Challenge and motivate pupils, promote and reinforce self-esteem.
- xix) Be trained and skilled in supporting children with specific needs both physically and mentally, and have knowledge and understanding of hygiene care relating to their needs.

2 Support For Teachers:

- i) Work with the teacher to establish an appropriate learning environment
- ii) Work with the teacher and other staff in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- iii) Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- iv) 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
- v) Be responsible for maintaining and updating records, information and data as agreed with the teacher, contributing to reviews of systems/ records as requested and producing analysis and

reports as required

- vi) Supervise whole classes with teacher provided resources to cover PPA/management time
- vii) Undertake marking of pupils' work and accurately record achievement/ progress
- viii) Promote and ensure health and safety, 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
- ix) Liaise sensitively and effectively with parents/ carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/ meetings with parents , or as directed by the teacher
- x) Administer and assess routine tests and invigilate exams/ tests.
- xi) Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- xii) Create and maintain a purposeful, orderly and productive working environment
- xiii) Ensure timely and accurate design, preparation and use of specialist equipment/ resources/ materials
- xiv) Assist in the development of lesson/ work plans, administration of coursework, work sheets etc.
- xv) Contribute to planning, development and organisation of systems/ procedures
- xvi) Support pupils' access to learning using appropriate strategies, resources etc.
- xvii) Assist in the development and implementation of appropriate behaviour management strategies and monitoring of systems relating to attendance and integration

3 Support For the Curriculum:

- i) Implement agreed learning activities/ teaching programmes, adjusting activities according to pupil responses/ needs
- ii) Implement National Curriculum Learning Programmes 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
- iii) Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- iv) Help pupils to access learning activities through specialist support
- v) Determine the need for, prepare and maintain general and specialist equipment and resources
- vi) Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
- vii) Maintenance of specialist equipment, check for quality/ safety, undertake specialist repairs/modifications within own capabilities and arrange for other repairs/modifications to be carried out.
- viii) Provide specialist advice and guidance as required
- ix) Implement agreed work programmes/practical lessons under the guidance of the teacher
- x) Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- xi) Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- xii) Use ICT effectively to send and retrieve information and support teaching and learning.

4. Support For Leaders

- i) Uphold the ethos, culture and values of Parkside Primary Academy
- ii) Support leaders by helping to achieve excellent outcomes for pupils
- iii) Contribute positively to Parkside's inclusive environment.

5 Support For the School:

- i) 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 in accordance with policy
- ii) Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- iii) Contribute to overall ethos/work/aims of the school.
- iv) Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- v) Attend and participate in relevant meetings as required
- vi) Participate in development opportunities and other learning activities and performance development as required
- vii) Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, e.g. clubs, extra curriculum activities
- viii) Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- ix) Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under supervision of the Teacher

5 General:

- i. To undertake any other duties, commensurate within the grade, at the discretion of the headteacher.
- ii. Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection.
- iii. To develop and promote high standards throughout the PACT

6 Other:

- i. Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.

Date Job Description Revised: May 2024

By whom: R Ward

Pioneer Academies Community Trust (PACT)



When filling in the application form please demonstrate with clear, concise examples how you meet the requirements of the post. You will be assessed in relation to the *Essential and Minor* criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applicants for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act, we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

Post Title: Associate Professional Cover Supervisor		Academy:	Grade: 4	
Criteria No	Attributes	Criteria	How Identified	Rank
1.	Experience	Recent relevant experience	A/I	Desirable
2.		Experience working with children of relevant age	A/I	Desirable
3.		Experience in specific area in a learning environment	A/I	Desirable
4.		Experience of working with pupils with additional needs	A/I	Desirable
5.		Supervisory experience	A/I	Desirable
6.	Education and Training Attainments	Numeracy/ literacy skills	A/I	Essential
7.		Qualified graduate, or alternatively hold 'A' level or Level 3 NVQ equivalent qualifications in addition to GCSE English and Maths at grade A* - C or 5 – 9 equivalent	A/I	Essential
8.		Training in the relevant strategies e.g. literacy and /or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc	A/I	Desirable
9.		Appropriate first aid training Specific training in specialist area	A/I	Desirable

10.	General and Special Knowledge	Effective use of ICT and other specialist equipment/ resources	A/I	Essential
11.		Use of other equipment technology – video photocopier	A/I	Essential
12.		Full working knowledge of relevant policies/ codes of practice and awareness of relevant legislation	A/I	Essential
13.		Working knowledge of national/ foundation stage curriculum and other relevant learning programmes/ strategies	A/I	Desirable
14.		Understanding of principles of child development and learning processes	A/I	Desirable
15.	Skills & Attributes	Ability to self-evaluate learning needs and actively seek learning opportunities	A/I	Essential
16.		Ability to relate well to children and adults. Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	A/I	Essential
19.		Ability to plan effective actions for pupils at risk of underachieving	A/I	Desirable
21.	Additional factors	Full driving license	A	Desirable
22.		Demonstrate a commitment to Equal Opportunities	A/I	Essential
23.		To comply with all PACT policies adopted by the Local Governing Body for example, Health and Safety, Equal Opportunities and data protection.	A/I	Essential