

Grading

Job Description and Employee Specification

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| <u>Job title:</u> Learning Supervisor | <u>Service area:</u> Education, Learning & Achievement |
| <u>Post number:</u> | <u>Division:</u> Schools |
| <u>Grade:</u> 5 | <u>Section/team:</u> |
| <u>Overall purpose of job:</u> To supervise students in learning activities during the absence of teaching staff. | |
| Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. | |
| <u>Main responsibilities:</u> <ul style="list-style-type: none"> To undertake classroom supervision including an active role in the delivery of the lesson planned by the absent teaching staff and ensuring any relevant information from the lesson is communicated effectively To collate a bank of supervision of work for curriculum areas in liaison with Curriculum Leaders / Class Teachers. To deliver pre-set work programmes to students. To lead tutorial sessions including registration, delivery of messages, escorting classes to assemblies etc. To undertake examination and test invigilation (both internal and external) maintaining rules set by the external examination boards and in-house regulators. To use judgement to determine when to provide appropriate interventions to facilitate students learning. To assist with personal and pastoral support for pupils. On a rota basis with other staff, to be responsible for and supervise after school detentions. To be prepared to offer extracurricular and/or enrichment opportunities for students after school or during Inspire Time To undertake appropriate interventions to ensure the consistent application of the school behaviour management policies within the classroom. | |
| <u>Knowledge, skill and experience:</u> <ul style="list-style-type: none"> Knowledge and experience of the school behaviour policies. Knowledge and experience of the way teachers interact and work with students in classroom situations. Knowledge and understanding of working with pupils. Knowledge of strategies which help and promote good behaviour and discipline. Knowledge of pupil development. | |

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- Experience of working with pupils in small groups.
- Ability to use and set up visual aids for use with pupils.
- Good communication skills both verbal and written.
- Basic counselling/mediation skills.
- Tact and persuasive skills.
- Time management and organisation skills.
- Basic ICT capability.

Creativity and innovation:

- Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities.
- Monitors and is responsive to pupil personal needs and communication.
- Communicates effectively with teachers and other professionals whenever the need arises and recognises the need to communicate.
- Collate and maintain appropriate learning materials for use in the absence of pre-determined work being set.

Contacts and relationships:

Teachers: in daily contact with subject teachers.

Pupils: in daily contact with pupils in normal lessons.

Other Staff: in daily contact with support staff who are involved in lesson support work.

Parents: shares information about pupil progress.

Decision making:

- The post holder will be expected to assist pupils in their studies by providing short term tuition when learning difficulties are experienced.
- Determines when additional resources are required to facilitate the learning of pupils in the classroom.
- Discusses with academic staff strategies for supporting the learning activities of pupils
- Implements agreed de-escalation strategies to minimise risks of pupil behaviour becoming disruptive.
- Takes action to meet pupil needs to avoid unacceptable behaviours arising.
- Responds to on the spot incidents requiring immediate attention/decisions on/off the school premises without direct contact with a senior member of staff.

Responsibility for resources:

- The postholder will be personally responsible for their own learning resources to the value of £ 100.
- They will also be responsible for resources teachers have left out in their classroom.

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WORK ENVIRONMENT

Work demands:

- Ensuring cover is provided punctually for timetabled lessons.
- Disruptions will be caused by the absence of teachers.

Physical demands:

- The postholder will have significant periods of physical activity, including standing, bending, crouching, lifting and turning.

Working conditions:

- The postholder will working predominantly in classrooms for the most part of the day. These may be noisy and may vary in temperature and ventilation.
- May be involved in after school activities, as well as off-site activities.

Work context:

- At risk when dealing with behavioural and confrontation issues with students.
- May be at risk from verbal abuse and/or emotional harm.

Position in organisation:

Indicate how many staff the post is directly accountable for:

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Are posts in more than one location? Yes ☐ No ☒

Is this at the same site? Are the posts managed highly mobile?

Is the supervision/management shared with another post in the structure? Yes ☐ No ☒

Please indicate which post(s): None

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.

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POST NUMBER _____ JOB TITLE Learning Supervisor HOURS PER WEEK 30

| | ESSENTIAL | DESIRABLE | HOW MEASURED |
|---|--|---|---|
| EXPERIENCE | <ul style="list-style-type: none"> • Experience of working with children or young people • Experience of using IT to support learning • Experience of using a range of strategies to promote positive behaviour • Experience of responding to and adjusting supervised activities based on student learning • Current First Aid at Work certificate recognised by HSE, or willingness to undertake the training | <ul style="list-style-type: none"> • Experience of working in a secondary school • Experience of facilitating learning successfully – leading sessions with children in an educational or non-educational setting | Application Form Interview Certificates |
| EDUCATION, TRAINING AND QUALIFICATIONS | <ul style="list-style-type: none"> • GCSE English or equivalent at grade C or above • GCSE Maths or equivalent at grade C or above | <ul style="list-style-type: none"> • Post-16 qualifications such as A Levels or Level 3 BTECs • Degree • DBS check undertaken within the last two years | Application Form Certificates |

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| SKILLS AND KNOWLEDGE | <ul style="list-style-type: none"> • Proficient IT skills • Time management and excellent organisation skills • Ability to work with others • Ability to work under pressure to tight deadlines • Knowledge of strategies which promote good behaviour and discipline | <ul style="list-style-type: none"> • Knowledge of health and safety • Knowledge of education policies • Safeguarding training | Application Form Reference Interview Task |
|-----------------------------|--|--|--|

| | ESSENTIAL | DESIRABLE | HOW MEASURED |
|---------------------------|--|---|--|
| PERSONAL QUALITIES | <ul style="list-style-type: none"> • Excellent interpersonal skills • Commitment to diversity, safeguarding and health and safety • Excellent verbal and written communication skills • Professional integrity and an ability to maintain the utmost confidentiality • Commitment to continuous professional development • Ability to form and maintain appropriate relationships and personal boundaries with children • Ability to deal effectively with challenging situations, demonstrating initiative and prioritising actions • Ability to provide high quality customer care, dealing with issues and complaints swiftly and efficiently | <ul style="list-style-type: none"> • Sense of humour • Approachable • Empathetic to individual needs of students | Application Form References Interview DBS Check |

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| | <ul style="list-style-type: none"> Ability to work as part of a team, demonstrating flexibility and interdependence Commitment to the school's aims and objectives, and ability to articulate this to others | | |
| WORKING ARRANGEMENTS | <ul style="list-style-type: none"> Following recognised school procedures | | Interview |

The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes** ☐ **No** ☐
- Political restriction **Yes** ☐ **No** ☐
- The ability to speak fluent English under the Immigration Act 2016 **Yes** ☐ **No** ☐

Employee:

(signed) _____ (print) _____ Date: _____

Manager:

(signed) _____ (print) _____ Date: _____