



## **St George's Academy**

**“Aiming high to achieve excellence for all”**

### **SIXTH FORM STUDY SUPPORT LEADER Job Description**

|                        |                                        |
|------------------------|----------------------------------------|
| <b>Salary:</b>         | NJC Scale 4, pts 7 to 11               |
| <b>Hours:</b>          | 32.5 hours per week, 38 weeks per year |
| <b>Contract type:</b>  | Full time or Part time Considered      |
| <b>Responsible to:</b> | Vice-Principal                         |

#### **PURPOSE OF JOB**

The Sixth Form Study Support Leader will be responsible for supporting Sixth Form students. This role is designed to support learning, ensuring that students further develop the effective learning skills that they need in order to experience success. It arises as part of the pandemic recovery programme and is therefore fixed term for one-year in the first instance, but has the potential to be extended if funding and impact are evident.

#### **MAIN RESPONSIBILITIES, TASKS AND DUTIES**

All responsibilities, tasks and duties to be carried out in line with Academy guidelines and policies.

- To supervise and facilitate a personalised learning hour once a week for each student in Year 12.
- To gather data from range of sources to help identify key priorities for each student in Year 12.
- To deliver on a Thrive programme for supporting mental health.
- To deliver on a Study skills programme to support time management, meeting deadlines, assimilating information etc.
- To supervise students undertaking independent work on online maths programmes.
- To develop and maintain effective and supportive relationships with the Sixth Form students.
- To maintain effective channels of communication with tutors and subject teachers.
- To liaise with subject teachers to identify any specific barriers to learning for individuals.
- To work closely with individual students to identify their perceived barriers to learning.
- To complete the administrative duties relevant to the role: including planning, register taking, record keeping, data analysis and reports.
- To meet regularly with the designated line manager to discuss identified pupils, make use of advice and supervision to develop competencies.
- Any other duties, as may be required from time to time commensurate with the grade as appropriate.

#### **GENERAL**

- To be responsible for personal continued professional development and take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- To adhere to Health and Safety Regulations.
- To keep confidential any issues related to St George's Academy which are deemed confidential.
- To participate in appropriate meetings.
- To contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision.

- To make a positive contribution to the wider life and ethos of the school.
- To uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- To support equal opportunities and promote anti-discriminatory practice.

It is important to recognise that any job description outlines only the minimum expectations of the post-holder and should not constrain any colleague wishing to take on additional responsibilities and activities that could positively affect their own, their team's or the school's development and improvement. All members of staff must be prepared to work flexibly, undertaking aspects of colleagues' work of a similar or lower level of complexity, in order to ensure:

- **Cover of the school's needs throughout the day**
- **Appropriate cover for colleagues when absent for any reason**

All Academy staff have a responsibility to safeguard and promote the welfare of children and young people within the Academy. This includes helping to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy.

All Academy Staff are expected to make themselves familiar of the Academy Policies and Procedures and to adhere to these. These can all be found on the Academy X Drive.

This job description may be amended from time to time in discussion with the post holder.

## **PERSON SPECIFICATION**

### **Sixth Form Study Support Leader**

|                         | ESSENTIAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | DESIRABLE                                                                                                                                                                      | ASCERTAINED BY                                                                                                                                             |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. EXPERIENCE           | <ul style="list-style-type: none"> <li>• Experience of working with young people aged 11-19 in a school environment, particularly students in KS5.</li> <li>• Proven track record of successfully working with young people, demonstrating impact on learning behaviours and outcomes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Experience of working with Thrive programmes or study skills or similar</li> </ul>                                                    | <p>Application form</p> <p>Application form/interview</p>                                                                                                  |
| 2. KNOWLEDGE            | <ul style="list-style-type: none"> <li>• Good level of ICT skills including knowledge of Microsoft Excel, Word and Power Point.</li> <li>• Understand the importance of safeguarding within a school environment.</li> <li>• Knowledge and understanding of strategies to remove barriers to learning in young people.</li> <li>• Knowledge and understanding of strategies to support positive mental health.</li> <li>• Demonstrates a sound understanding of the qualities of support and effective learning and how these can be applied to raise student attainment.</li> <li>• Knowledge of methods for setting realistic goals for impacting on learning.</li> <li>• Knowledge of data protection and confidentiality procedures.</li> </ul> |                                                                                                                                                                                | <p>Interview/Application</p> <p>Interview/Application</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview/Application</p> |
| 3. SKILLS AND APTITUDES | <ul style="list-style-type: none"> <li>• An ability to communicate effectively with students, parents, teachers and external organisations.</li> <li>• To demonstrate empathy, communication, listening and interpersonal skills when dealing with young adults, colleagues and parents/carers.</li> <li>• Ability to make sound judgements when prioritising tasks and knowing when to refer.</li> </ul>                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Ability to find creative and imaginative solutions to problems</li> <li>• Experience of action planning, data analysis and</li> </ul> | <p>Interview</p> <p>Interview</p> <p>Interview</p>                                                                                                         |

|                                | ESSENTIAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | DESIRABLE                                                                                                                                                                                                                                     | ASCERTAINED BY                                                                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>• Have the ability to work calmly under pressure and to adapt quickly and effectively to changing circumstances.</li> <li>• Ability to make accurate assessment of big picture and identify where activity would have the most impact.</li> <li>• An ability to use own initiative, work independently, motivate and inspire with a creative approach to problem solving.</li> <li>• Good interpersonal and communication skills (both oral and written) with the ability to relate to all levels of staff.</li> <li>• The ability to critically evaluate own performance.</li> <li>• Flexible with effective time management skills.</li> <li>• Ability to set, maintain and actively promote high standards of student behaviour / attitude towards learning.</li> </ul> | <p>assessment procedures to raise student achievement</p> <ul style="list-style-type: none"> <li>• Ability to holistically consider a range of information, and make incisive decisions regarding a plan that would lead to impact</li> </ul> | <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> |
| 4. QUALIFICATIONS AND TRAINING | <ul style="list-style-type: none"> <li>• Educated to GCSE (grade 4 or above) level or equivalent in Maths and English.</li> <li>• Evidence of continuing professional development.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Additional qualifications / training relating to education</li> <li>• Advanced level maths qualification</li> </ul>                                                                                  | <p>Application form</p> <p>Interview/Application</p>                                                                   |
| 5. ATTITUDE AND MOTIVATION     | <ul style="list-style-type: none"> <li>• Calm and patient when dealing with others.</li> <li>• A desire to remove barriers to learning for young adults.</li> <li>• Demonstrates accountability and ownership for own work duties and activities.</li> <li>• An ability to work within a team environment and be supportive of the overall team effort.</li> <li>• Demonstrates a 'can do' approach, self-motivation, ability to prioritise work and the ability to work autonomously.</li> <li>• Attendance at some evening and early morning meetings may be required</li> </ul>                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Clear commitment to raise aspirations and outcomes for all students regardless of context</li> </ul>                                                                                                 | <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Application form / interview</p>                |