

JOB DESCRIPTION

ROLE TITLE	Student Centre Supervisor
CONTRACTED HOURS	38 hours per week, 38 weeks. (8:00am – 4:30pm)
LOCATION	Newmarket Academy
GRADE / SCALE POINT – SALARY	Grade 4 Point 9-12
REPORTING TO	Headteacher / SLT Assistant Head Teacher – Inclusion and SEND

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

- To oversee and organise the Student Centre on a day-to-day basis, to ensure that it provides a high quality and consistent service for all.
- To oversee and organise the allocation of Learning Support Assistants, to ensure students are receiving the support they require.
- To assist in the overall raising of student standards and achievements, through early identification of need, delivery of interventions, and raising students' esteem, expectations and aspirations.
- To support the SENCo and liaise with external agencies to ensure individual student needs for education and wellbeing are met.

KEY TASKS & RESPONSIBILITIES

Under the support of the Assistant Head Teacher – SEND and Inclusion:

Student Centre Responsibilities:

- Manage, take responsibility for and supervise the Student Centre on a day-to-day basis.
- Ensure curriculum schemes of work and learning activities are available and presented to students when in the Student Centre.
- Timetable LSA's and manage day-to-day changes that may be required, including LSA allocation during exam periods and trips.
- Organise the delivery of and deliver SEND assessments, recording data on students OPP and on Arbor and CPOMs. (e.g. WRAT, Speech Link, BPVS)
- Organise and deliver interventions within the Student Centre (e.g. Sounds Write, Herts Reading, Language for Behaviours)
- Ensure Curriculum schemes of work are accessible within the Student Centre and be able to provide and support students with work when in the Student Centre.
- Motivate, and support staff to develop high quality practice, embed behaviours and lead effective ways of working within the team.

- Ensure accurate and up-to-date records of meetings, action plans and interventions are maintained to support student progress and ensure that they are regularly reviewed to assess impact.

Support for Pupils:

- Undertake a range of specialised tasks to support learning, e.g. planning, leading and assessing intervention groups;
- Work with pupils, either one-to-one or in small groups, making full use of specialist skills as appropriate;
- Mark pupils' work, as appropriate, maintaining basic records;
- As appropriate, look after sick/upset pupils and attend to physical needs;
- Support learning and development by accompanying and working with pupils outside the classroom on trips, visits and other activities under the direction of the class teachers;
- Undertake basic first aid and administer medication in accordance with the relevant school policy and procedure.

Support for Teachers:

- Provide support for the teacher during lessons, e.g. through directed work on the Literacy or Numeracy strategy and other curriculum areas, or supervising small groups of pupils whilst the teacher is carrying out other activities;
- Liaise with the class teachers, to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for pupils;
- Maintain record of pupil needs and achievements;
- Support and assist the class teacher in maintaining good order and discipline in the classroom and around the school, by actively engaging with pupils to positively promote and enforce the school's behaviour policy;
- Liaise with appropriate agencies about specific pupils, as required by the teacher;
- Assist teaching staff to ensure that the aims and objectives of the school are achieved;
- Teach small group sessions within the Student Centre. (ASDAN, Entry Level English, Maths, Science);
- Support the monitoring of the work of other Teaching Assistants including timetabling, duty rotas and absence cover as appropriate.
- Supervise pupils on the playground and elsewhere on the school site and premises as required as part of the school's agreed duty rota;

Team Working and Personal Professional Development:

- Demonstrate tasks to new colleagues and assist in the induction process;
- Attend and participate in curriculum planning meetings (after school as required)
- Keep up-to-date with school policies and procedures;
- Liaise, advise and consult with other members of the staff team, supporting children when asked to do so;
- Attend relevant in-service training;
- Undertake tasks to support the curriculum and assist with events organised as part of the curriculum;
- Attend and contribute to SEN and appropriate review meetings, if required by the Class Teacher, SENCo and/or SLT and where appropriate, disseminate information to other Teaching Assistants;
- Support implementation of Government initiatives under the direction of line manager.

Health, Safety and Wellbeing:

- Follow Health and Safety procedures at all times, particularly with regard to pupil safety and that of staff colleagues;
- Refer pupils to a school paediatric first aider or the Principal ensuring that the class teacher is aware;
- Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
- Keep up-to-date with and follow, Safeguarding / Child Protection procedures.

Additional:

- Undertake any other duties reasonably requested by the Headteacher or Line Manager;

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Technical or Specialist	<ul style="list-style-type: none"> GCSE Maths and English grade 'C' or above or grade 4 and above. Experience of organising and taking responsibility for others, timetabling and supervisory knowledge and experience. Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing / examination frameworks in the subjects and age ranges in which they are involved. Experience of contributing to lesson planning and delivery of group sessions. Understanding of the specialist area to support pupils' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved Knowledge of the key factors that can affect the way pupils learn. Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour. Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties. Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits. 	<ul style="list-style-type: none"> Knowledge of School / Trust Computer systems Further qualifications - Education to A Level standard (Level 3) or equivalent. Specifically related Education / LSA related qualification e.g. HLTA status / NVQ 3. Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice Experience of planning, preparing and delivering lessons Knowledge and understanding of Suffolk support services.
Literacy and Numeracy	<ul style="list-style-type: none"> Secondary education up to GCSE level or equivalent Ability to set out letters / documents and to use grammar correctly Able to carry out basic calculations accurately Computer literate Ability to support teachers in evaluating pupils' progress through a range of assessment activities Contribute to maintaining and analysing records of pupils' progress 	<ul style="list-style-type: none"> Competent and confident in use and interpretation of databases and spreadsheets.

	<ul style="list-style-type: none"> • Ability to read and understand school policies and procedures relevant to area of work • Ability to complete reports such as incident report form, behaviour diary, progress report etc Organisational • Ability to maintain pupil's records. 	
Organisational	<ul style="list-style-type: none"> • Good administrative, organisational and co-ordinator skills. • Calmness under pressure • Able to work independently and as part of a team • Solution Focused approach 	<ul style="list-style-type: none"> • Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post • Knowledge and experience of timetabling staff.
Equipment / Materials	<ul style="list-style-type: none"> • High level, accurate keyboard skills. • Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers 	
Research	<ul style="list-style-type: none"> • Able to use the internet effectively for routine research 	
Problem Solving	<ul style="list-style-type: none"> • Ability to identify a problem and identify a solution. • Ability to resolve a range of day-to-day problems, using own initiative. • Know when it is appropriate to refer upwards 	
Creative Thinking	<ul style="list-style-type: none"> • Ability to contribute effectively to planning and preparation of lessons. This includes both short and medium term planning • Creating a positive learning environment • Creative ways of learning/making learning interesting and engaging students. • Ability to be creative when finding solutions and problem solving. 	
Planning	<ul style="list-style-type: none"> • Organised and methodical approach to admin tasks • Ability to manage and coordinate support staff. 	

	<ul style="list-style-type: none"> • Ability to manage, co-ordinate and supervise the day-to-day goings of the Student Centre • Planning their role in lessons including how they will provide feedback to pupils and colleagues on pupil's learning and behaviour • Contribute effectively and collate schemes of work and curriculum resources for the Student Centre. • Selected and prepare suitable teaching materials that meet the diversity of pupils' needs and interests • Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures 	
Interpersonal and Communication	<ul style="list-style-type: none"> • Tact and diplomacy second nature • Articulate with a good grasp of the English language • Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable • Understanding of the necessity and ability to maintain absolutely confidentiality • Pleasant and helpful telephone and face-to-face manner • Ability to function effectively as part of a team • Excellent interpersonal skills, with the ability to enthuse and motivate young people. • Excellent negotiating skills and the ability to diffuse situations • When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability • Sensitivity to pupils' needs • Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved • Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, 	

	<p>following relevant policies and procedures</p> <ul style="list-style-type: none"> • Ability to support teachers in evaluating pupils' progress through a range of assessment activities • Monitoring pupils' responses to learning tasks and modify their approach accordingly • Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn • Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their learning • Ability to advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present • Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom • Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility • Advising and guiding pupils on the best way to handle situations, under the teacher's direction • Encouraging pupils to participate in or complete tasks • Ability to conciliate between pupils in relationship / friendship disputes 	
Keyboard	<ul style="list-style-type: none"> • High level keyboard skills 	
Manual Skills	<ul style="list-style-type: none"> • Routine manual handling skills • Use of craft knives, glue guns etc when displaying work or assisting pupils in practical lessons • Help pupils to use tools and equipment as required to support learning 	<ul style="list-style-type: none"> • Knowledge and experience with personal care.
Level of Autonomy	<ul style="list-style-type: none"> • Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time. 	

