**Job Description**

**Post Title: Teaching and Learning Supervisor**

**Location: Derby Moor Spencer Academy**

**Salary/Pay Range: NJC 7 – NJC 11**

**Hours of work: 37 hours per week, 39 weeks per year (Term Time Only)**

**Working hours will be: Monday – Thursday 8.15am – 4.15pm,**

**Friday 8.15am – 3.45pm (exclusive of 30-minute lunch break)**

**Reporting to: Principal via Assistant Principal**

**Purpose of Role**

* To supervise students as directed by the HR and Cover Administrator.
* To support Faculty Areas to which the post is attached.

A teaching and Learning Supervisor should also attend the following meetings:

* All whole school staff meetings.
* Faculty Team Meetings – for your attached faculty.
* House Team Meetings – for your attached house.
* CPD training.

**Main Duties and Responsibilities**

* To communicate the work set by the class teacher to the students and support all students in completing the work to ensure effective learning takes place.
* To manage students effectively in line with the school’s behaviour policy.
* To oversee the use of books and equipment necessary for the lesson and to oversee the collecting of books and equipment at the end of the lesson and ensure they are returned to the appropriate place.
* To ensure that the students tidy up and leave the classroom in good order.
* To return work etc. to the class teacher and inform him/her of the point reached by the students.
* To report any problems, difficulties, successes etc. to the class teacher via the cover lesson sheet.
* To support the work of the Faculty to which the post is attached by:
	+ Producing and storing learning resources
	+ Providing additional support to lessons within the faculty area when not directed to cover a class
* To plan and prepare lessons as directed in order to support the attached faculty
* To accompany staff on school educational visits and work under the direction of the trip organiser.
* To carry out exam invigilation as directed by line manager.
* To carry out administrative duties as directed by the Assistant Vice Principal – Exams & Data, the Senior Teacher or the Staffing and Facilities booking administrator
* To be part of the cover / buddy rota for First Aid provision (training will be provided)

**Personal and Professional Conduct**

A Teaching and Learning Supervisor is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout their career:

* Teaching and Learning Supervisors uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
* treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.
* having regard for the need to safeguard students’ well-being, in accordance with statutory provisions.
* showing tolerance of and respect for the rights of others.
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law.
* Teaching and Learning Supervisors must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
* Teaching and Learning Supervisors must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

**Pastoral Guidance**

It is the duty of Teaching and Learning Supervisors to promote the general progress and well-being of individual students and of any group of students assigned to him/her.

* To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
* To make records and reports on the personal and social needs of students.
* To communicate and consult with the parents of students.
* To communicate and co-operate with persons or bodies outside the school.
* To participate in meetings arranged for any of the purposes described above.
* To attend assemblies, to register the attendance of students and to supervise students.

**General**

* Appraisal –To participate in the Academy Appraisal process and undertake professional development as required.
* Policies –To be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
* Safeguarding – To ensure you act according to the principles of best practice, and in accordance with the requirements of the Keeping Children Safe in Education guidance, as issued by the Department for Education.
* All non-teaching staff will work on Teacher Training Days.
* Holiday leave will be in line with the policy for non-teaching staff i.e. for this role Annual Leave cannot be taken during term time.
* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Adhere to all internal and external deadlines.
* Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
* All job descriptions are subject to change as the needs of the academy changes.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

**Additional Information**

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name of Post holder:

Signature:

Date:

**Person Specification**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications and experience**  |
| Degree or Equivalent |  | x |
| Demonstrate further professional development through qualifications or training |  | x |
| Experience of working with young people | x |  |
| Experience of working in a busy environment | x |  |
| Ability to apply the use of ICT for teaching and learning | x |  |
| Experience of working with students with varying emotional needs |  | x |
| Experience of working in a Secondary educational environment |  | x |
| **Knowledge and skills** |
| Excellent oral communication skills with ability to clarify and explain instructions | x |  |
| Excellent numeracy/literacy skills | x |  |
| Demonstrate creativity and imagination showing an ability to adapt teaching styles to the needs of pupils | x |  |
| Knowledge and understanding of how a lesson is delivered | x |  |
| Demonstrate ability to prioritise and multitask | x |  |
| Good organisational and time management skills | x |  |
| Knowledge and understanding of issues relating to young people | x |  |
| Have strategies to engage students across the ability range |  | x |
| Knowledge and understanding of potential barriers to learning and what makes for effective learning in a classroom setting |  | x |
| Ability to produce reports and present data |  | x |
| **Personal qualities** |
| Able to demonstrate a flexible approach to work | x |  |
| Able to work well within, and contribute to, a team  | x |  |
| Confident, polite and friendly manner | x |  |
| Willingness to participate in CPD and undertake specific training | x |  |
| Be able to take direction but be prepared to take initiative when required | x |  |
| Ability to motivate and encourage students and gain their respect | x |  |
| Ability to react positively in challenging situations | x |  |
| Demonstrable ability to handle conflicting demands effectively |  | x |