

### Job Description

<b>Job Title</b>	Learning Supervisor
<b>Grade/Salary</b>	Grade 7 (Scale Points 18 – 23)
<b>Reporting To</b>	You will have a named line manager (e.g. a HLTA, Learning Manager or Senior Leader).

#### **Job Purpose**

- Provide classroom supervision in the absence of colleagues, ensuring continuity in the learning environment.
- Maintain accurate records during the absence of the Teacher, including providing constructive feedback to the teacher and maintaining accurate registers.

#### **Key Responsibilities and Accountabilities**

##### **The post holder will:**

- Complement the professional work of teachers by taking responsibility for agreed learning activities. These activities may involve working with individuals, groups, or entire classes on a short-term basis.

#### **Teaching and Learning**

- Deliver learning activities to students within an agreed system of supervision, adapting activities based on students responses and needs.
- Monitor and evaluate student responses to learning activities using various assessment and monitoring strategies aligned with pre-determined learning objectives.
- Provide objective and accurate feedback and reports, as necessary, on student achievement, progress, and related matters, ensuring the availability of appropriate evidence.
- Document progress and achievement in lessons and during activities systematically and providing evidence of the breadth and level of progress and attainment.
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Provide pastoral support to students, where necessary.
- Supervise students not working to the regular timetable.
- Attend to students' personal needs and provide advice to assist in their social, health & hygiene development.
- Participate in comprehensive assessment of students to determine those in need of help.
- Assist the Teacher with the development and implementation of Individual Education, Behaviour, Support, or Mentoring plans.
- Support provision for students with special educational needs and disabilities.
- Establish productive working relationships with students, acting as a role model.
- Develop 1:1 mentoring arrangement with students and provide support for distressed students.
- Promote the speedy/effective transfer of students across Phases and integration of those who have been absent;
- Challenge and motivate students, promote and reinforce self-esteem.

- Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.
- Support students' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate students' responses and progress against action plans through observation and planned recording.
- 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.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support students.
- Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.

#### **Contribution to whole school**

- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

#### **Responsibilities for people (line management)**

- Manage Learning Support Assistants when required.
- Liaise between managers/teaching staff and Learning Support Assistants.
- Hold regular team meetings with managed staff.
- Represent Learning Support Assistants at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other Learning Support Assistants.

#### **Responsibilities for Resources**

- Effective use of materials and resources.

#### **Responsibilities for Budgets**

- None.

### **Performance Management and Review**

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line-manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required.
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Appraisal Policy.

### **Core responsibilities and duties**

#### **All postholders are required to:**

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place.
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall vision and values of the Trust.
- Appreciate and support the role of other professionals.
- Work effectively as part of team.
- Attend relevant meetings, as required.
- Participate in training and other learning activities and performance development as required.
- Treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
- Be proactive in seeking appropriate advice and guidance where required.
- Flexible and willing to work between different sites as required.

**The duties and responsibilities highlighted in this description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.**

### Person Specification

			Assessed by:	
No.	Categories	Essential or Desirable	App Form	Interview or Task
<b>Qualifications</b>				
1.	4 or more GCSEs at Grade 4/Grade C or higher, including English and Maths (or equivalent grades/qualifications).	E	✓	
2.	Level 3 Qualification (NVQ, A Level, BTEC) or equivalent relevant to role.	D	✓	
3.	Education to degree level or equivalent relevant experience.	D	✓	
4.	Understanding of Safeguarding and Child Protection issues.	D	✓	✓
<b>Experience</b>				
5.	Experience of basic technology, PC, internet, MS Office packages.	E	✓	✓
6.	Experience of monitoring and recording progress of learners.	D	✓	✓
7.	Previous experience of working with children of the relevant age range in a learning environment.	E	✓	✓
8.	Experience of working with or supporting SEN/D students or students with behavioural issues.	E	✓	✓
9.	Experience of dealing with a variety of situations.	E	✓	✓
<b>Abilities, Skills and Knowledge</b>				
10.	Work as an effective team member and apply directions/instructions.	E	✓	✓
11.	Working knowledge and experience of supervising groups of young people;	E	✓	✓
12.	Ability to relate well to children and young people;	E	✓	✓
13.	Ability to apply written and verbal instructions.	E	✓	✓
14.	Ability to set up basic, and routinely use, equipment and resources under the instruction of the teacher.	E	✓	✓
15.	Ability to communicate effectively with young people and adults (parents, other staff.	E	✓	✓
16.	Initiative to support learning, with guidance and support from the teacher.	E	✓	✓
17.	High personal standards.	E	✓	✓
18.	An excellent record of attendance and punctuality.	E	✓	
19.	Respect confidentiality, have integrity and be reliable.	E	✓	✓