

# Ryecroft CE Middle School

Job No.	Post Title	Grade	JE Pts	Date
L1689	<b>Curriculum Area Learning Supervisor Level 3</b>	Grade 5	433 NJC	April 2008

## Statement of Purpose

To support the teachers and pupils and to **work as a cover supervisor in the absence of a teacher.**

## Support to Pupils

- Provide structured support, including tutorial support, in accordance with Schemes for Learning designed and supervised by individual teachers.
- Use specialist knowledge/experience to provide appropriate support to pupils in relation to their individual needs, e.g. behaviour management strategies.
- To contribute to raising standards by ensuring expectations are set for pupils.

## Support to Teacher

- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Undertake marking of planned work.
- In conjunction with teacher, record pupils progress, provide feedback to appropriate education professionals, e.g. LEA Officers, Ofsted Inspectors
- To support the teacher to develop appropriate learning plans to raise achievement.
- Co-ordinate and organise pupils attending extra-curricular activities/work experience or other out of college activities under the guidance of a teacher.
- Provide general admin support, e.g. produce worksheets for agreed activities etc.

## Support for the Headteacher

- To act as a Cover Supervisor during teacher absence, taking responsibility for a class of pupils who are carrying out work set by the teacher. Although linked to one curriculum area, the post-holder can be required to work as a Cover Supervisor in any subject and therefore is not expected to have specialist knowledge of all subjects.

## Support to Curriculum

- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Development, prepare and disseminate appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- Produce displays, in liaison with curriculum area members, to promote Environment for Learning.
- Provide support to teachers within the curriculum area.

**NB:** Where necessary this may be overridden to ensure the smooth running of the school in the absence of a qualified teacher.

**Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.
- Assist with the supervision of pupils out of lessons times including before and after school and lunchtimes.
- Support the schools personalised learning agenda.
- Recognise own strengths and areas of expertise and use these to advise and support others.

**Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***

**Person Specification  
Curriculum Area Learning Supervisor  
Level 3**

<b>Essential Criteria</b>	<b>Measured By</b>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working to support children’s learning gained in relevant environment.</li> </ul>	AF/I
<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• Good numeracy and literacy skills.</li> <li>• NVQ 3 for Teaching Assistants or equivalent qualification or experience in a relevant discipline.</li> </ul>	AF
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice.</li> <li>• An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation.</li> <li>• In depth understanding of areas of learning, e.g. Maths, English, Humanities, Modern Foreign Languages.</li> <li>• Understanding of principles of child development and learning processes.</li> <li>• Ability to plan effective actions for pupils at risk of underachieving.</li> <li>• Effective use of ICT to support learning.</li> <li>• Use of other equipment technology – video, photocopier.</li> <li>• Well-developed interpersonal skills to be able to relate well to a wide range of people.</li> <li>• Work constructively as part of a team whilst being able to demonstrate initiative.</li> <li>• Good communication skills.</li> <li>• Good organising, planning and prioritising skills.</li> <li>• Methodical with a good attention to detail.</li> </ul>	AF/I

<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> <li>•</li> </ul>	<p>AF/I</p>
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AF - Application form | - Interview

**Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***