

Job Description

Independent Study Room Supervisor

Reporting to: Assistant Headteacher for Behaviour

Band/Scale: OLOL Band 3, Scale Points 6 – 9

Core purpose

This postholder will be responsible for ensuring ISR users take advantage of learning opportunities at all times, behave appropriately and respect property, learning materials, staff and other students.

Specific areas of responsibility and key tasks:

1. Liaise with Curriculum Leaders to ensure that high-quality materials to enable learning are provided and updated regularly. Resources should be available for every subject, year group and ability range, and should include appropriate learning materials to help all groups, e.g. EAL students and those with special educational needs.
2. Ensure resources in the room are maintained to a high standard, reporting any breakages/damage promptly. Hold a secure store of basic stationery, e.g. pens, paper etc.
3. Arrange for informative, attractive and up to date display materials to facilitate learning. Ensure these are updated regularly and cover the full range of subjects/age range.
4. Ensure that work completed is returned to the class teacher for marking and assessment.
5. Supervise and assist students in using the ISR resources to their best advantage and ensure that set work is completed.
6. Respond to students about the work, as appropriate and give support and guidance to those with particular barriers to learning.
7. Ensure that students referred to the ISR behave according to the Academy behaviour policy and that they spend their time in there engaged in appropriate learning activities.
8. Contact parents when a referral has taken place, noting reason and answering queries.
9. Ensure Inclusion team are notified when a student with a key worker has been referred.
10. Record data on ISR referrals, produce behaviour, lateness and attendance reports for tutors, DoLs and Achievement Leaders and analyse data to detect trend patterns using Arbor. Devise, where appropriate, additional tracking systems for monitoring and evaluating the work of the unit.
11. To support the Assistant Headteacher (Behaviour & Attitudes) with monitoring /administration of detentions
12. To support students working in ISR as directed.

Skills and abilities

The postholder will be expected to demonstrate the following skills and abilities at all times during the discharge of their duties:

1. Work on own initiative and to demonstrate the ability to solve unexpected or new problems in a methodical, efficient manner.
2. Learn new skills and expand current skill set and to be able to pass on knowledge and techniques to others.
3. Demonstrate good general interpersonal and communication skills.
4. Deal with conflicting demands and work flexibly.

Whole Academy Responsibilities

- Be a positive influence on the climate and culture of the Academy, acting as a role model at all times.
- Support and uphold the Catholic ethos and values of the Academy.
- Be aware of and comply with all policies and procedures relating to safeguarding, child protection, health and safety, confidentiality, data protection, and copyright, reporting any concerns to the appropriate line manager.
- Maintain strict confidentiality regarding students, families, and Academy information, ensuring secure storage and disposal of sensitive records in line with GDPR and relevant legislation.
- Promote and support equality, diversity, and inclusion across the Academy.
- Attend and participate in relevant meetings, training sessions, and professional development activities as required.

The Our Lady of Lourdes Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed, and would not in itself justify a reconsideration of the grading of the post.

Person Specification

Qualifications and Experience

Criteria	Essential	Desirable
GCSE English and Mathematics (Grade C/4 or above) or equivalent	✓	
Experience of working with young people in an educational setting	✓	
Experience of behaviour management and supporting students with behavioural needs	✓	
Experience of working with students with SEND and/or EAL needs		✓
Experience of liaising effectively with parents/carers	✓	
Experience of using management information systems, such as Arbor		✓
Experience of working within a secondary school environment		✓

Knowledge and Understanding

Criteria	Essential	Desirable
Understanding of effective strategies for supporting student learning and engagement	✓	
Understanding of behaviour management principles and restorative approaches	✓	
Understanding of safeguarding and child protection responsibilities	✓	
Knowledge of equality, diversity and inclusion principles	✓	
Knowledge of SEND and barriers to learning	✓	
Understanding of confidentiality and data protection requirements	✓	
Understanding of school attendance, behaviour and pastoral systems		✓

Skills and Abilities

Criteria	Essential	Desirable
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Excellent interpersonal and communication skills, both verbal and written	✓	
Ability to build positive relationships with students, staff and parents/carers	✓	
Ability to work independently and use initiative to resolve issues effectively	✓	
Ability to manage competing priorities and work flexibly under pressure	✓	
Ability to motivate students and encourage positive engagement with learning	✓	
Strong organisational and administrative skills	✓	
Ability to analyse information and identify trends from behaviour, attendance and punctuality data	✓	
Competence in using ICT systems, including Microsoft Office applications and school databases	✓	
Ability to maintain accurate and confidential records	✓	
Ability to contribute positively to a team and support colleagues	✓	

Personal Attributes

Criteria	Essential	Desirable
Calm, professional and resilient approach when managing challenging situations	✓	
Positive role model for students and colleagues	✓	
Commitment to high standards and continuous improvement	✓	
Commitment to safeguarding and promoting the welfare of children and young people	✓	
Ability to show empathy whilst maintaining professional boundaries	✓	
Reliable, trustworthy and discreet when handling sensitive information	✓	
Flexible and adaptable approach to work	✓	

Willingness to participate in training and professional development	✓	
Commitment to supporting the Catholic ethos and values of the Academy	✓	
Special Requirements		
Criteria	Essential	Desirable
Satisfactory enhanced DBS clearance and relevant safeguarding checks	✓	
Ability to work within Academy policies and procedures	✓	
Commitment to promoting equality, diversity and inclusion	✓	
Willingness to attend meetings, training and Academy events as required	✓	