



Learning Supervisor

Job description and person specification

Salary: NJC L4
Reporting to: SENCO
Conditions: 37 hours a week / Term-time + 5 days
Location: Putteridge High School, Luton

Putting students first in order to remove barriers to learning is the key responsibility of all staff at Putteridge High School. We will ensure that every young person: achieves aspirational goals; can make decisions which lead to a safe and healthy lifestyle; enjoys their time at PHS and can make positive contributions through active involvement in their learning and in the school and wider community.

Purpose of the role:

Support the class teacher in all aspects of teaching and enhance learning opportunities for pupils, bringing to bear knowledge and practical experience gained through working with pupils, and through their theoretical and academic experience/achievement.

Deliver ELSA sessions and support to learners identified as requiring SEMH interventions in both group and 1:1 settings.

Principal Responsibilities:

1. Under the direction of the class teacher, following agreed lesson plans, support the teaching and learning of individuals or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Facilitate the intellectual and social development of pupils, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching. Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.
2. To monitor waiting lists detailing learners who would benefit from receiving ELSA support.
3. To ensure detailed records of ELSA sessions are kept as well as communicating with relevant staff members as to the progress and outcomes of ELSA sessions.
4. Contribute to the planning of teaching and learning for the whole class and/or individual pupils on a short, medium and long-term basis. Covering lessons when required for an agreed amount per week and contributing to the planning of lessons and work programmes, the devising of activities and target setting.
5. Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets (and Individual Educational Plans where relevant) keeping detailed records of individual's progress. Assist teachers in

the evaluation and revision of lessons and work programmes for individuals and groups of pupils.

6. Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed. Supervise whole groups in particular curriculum activities and the class for agreed periods.
7. Develop and maintain supportive relationships with parents, carers and others of the pupil's community. Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, education welfare officers, to meet the personal and educational needs of individual pupils. Coach and train others in these strategies.
8. Contribute to the care, health and welfare of pupils in accordance with the school's health and safety and related policies.
9. As required, lead specific aspects of teaching, learning and personal development, for example projects or activities. An area of specific responsibility will be discussed and given depending on experience.
10. Contribute to the order and cleanliness of the classroom environment.
11. To undertake other non-strategic duties or responsibilities reasonably required by the SENCO / Headteacher

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head Teacher.
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out.
- All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and students and being flexible in a busy pressurised environment.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- 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.

The Chiltern Learning Trust is committed to its schools working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across schools within the Trust by agreement with the Head Teacher.

Safeguarding Children

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.

Learning Supervisor: Person specification

Physical Effort: The job is likely to involve some lifting of children and equipment and pushing wheelchairs on a regular basis. Training will be provided.

Working Environment: There could be a requirement to deal with vomit and bodily fluids when children are unwell.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable experience of planning, monitoring and assessment of pupils' work.	1,2		
	Substantial experience of working in an educational setting.	1,2		
	Some experience of working with people with a range of special needs.	1,2		
	Experience of working in a school environment is essential for this post.	1,2		
Skills / Abilities	Able to contribute constructively to and work effectively as a member of a team.	1,2		
	Able to use own initiative in working with parents/carers and the child's community within an agreed framework of policies and procedures.	1,2		
	Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc.	1,2		
	Able to keep accurate records and use these to inform judgements.	1,2,5		

	<p>Able to support learning in numeracy at relevant Key Stage.</p> <p>Able to support learning in literacy at relevant Key Stage.</p> <p>Information technology skills in word processing, the use of databases and spreadsheets to support record keeping and children's learning.</p> <p>Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English</p>	<p>1,2,5</p> <p>1,2,5</p> <p>1,2,5</p> <p>1,2</p>		
Competencies	<p>Able to form appropriate relationships with young people.</p> <p>Emotional resilience in working with challenging behaviours.</p> <p>Able to demonstrate appropriate motivation to work with young people.</p> <p>Appropriate attitudes to use of authority and maintaining discipline.</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>		
Equality Issues	<p>Able to recognise and act upon common forms of discrimination.</p> <p>Able to understand the issues for pupils' education in an urban, multi-cultural context.</p>	<p>1,2</p> <p>1,2</p>		
Specialist Knowledge	<p>Demonstrable knowledge of how pupils learn including some knowledge of how pupils acquire a second or additional language.</p> <p>Demonstrable knowledge of curriculum requirements.</p> <p>Some knowledge of policies and procedures in areas such as child protection, behaviour management.</p>	<p>1,2</p> <p>1,2,5</p> <p>1,2,5</p>	Use of GSuite / Google Drive	1,2

Education and Training	Able to commit to relevant job training.	1,2		
	NVQ in childcare Level 3, NNEB or equivalent qualification.	1,2,4		
	Willingness to undertake First Aid training and to apply this in the school.	1,2		
Other Requirements	Ability to work flexibly to meet the needs of the school and the position.	1,2		
	Willin to be responsive to the demands of a changing environment.	1,2		
	Willingness to undertake further work related training.	1,2		
	Willingness to contribute to the support of children in all areas of personal development and hygiene including toileting and programmes.	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Putteridge High School's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).