

Teaching and Learning Supervisor

Job Description

Post Title: Teaching and Learning Supervisor

Department: Primary Mainstream: FS/KS1/KS2

Reporting to: Head of School/ Assistant Principal

Salary within the range: Grade 6

Hours: 30 hours per week, term time plus 5 days.

Wellspring Academy Trust is a growing Multi-Academy Trust with thirty-three schools, making the Trust one of the largest in the North. We are committed to making a difference to the lives and life chances of the young people and the communities we serve and believe in the potential of our team to achieve remarkable things.

Purpose of the Role

The primary purpose of the Teaching and Learning Supervisor is to lead and facilitate high-quality teaching and learning experiences across the school. This role involves significant responsibility for covering whole classes during planned (e.g., PPA) and unplanned teacher absences, ensuring curriculum continuity and effective pupil engagement. The Supervisor will also be instrumental in delivering targeted interventions, supporting the development of pedagogical strategies, and contributing to the overall enhancement of the school's educational provision. They will work closely with teachers and leadership to elevate learning outcomes for all pupils, fostering a dynamic and inclusive environment where every child can thrive.

Key Responsibilities and duties

Leading on teaching and learning:

1. To contribute to the overall ethos/work/aims of the school.
2. To appreciate and support the role of other professionals, supporting general TAs in their role.
3. To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
4. To establish productive working relationships with pupils, acting as a role model and setting high expectations.
5. To plan and teach classes as and when needed and to also cover PPA, ECT time and Leadership time.
6. To cover sickness absence.
7. To promote the inclusion and acceptance of all pupils within the classroom.
8. To support pupils constantly whilst recognising and responding to their individual needs.
9. To encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
10. To provide feedback to pupils in relation to progress and achievement.

11. To organise and manage appropriate learning environments and resources.
12. To plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
13. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives.
14. To provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
15. To record progress and achievement in lessons/activities and provide evidence of range and level of progress and attainment.
16. To work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
17. To support the role of parents in pupils' learning and contribute to providing constructive feedback on pupil progress/achievement etc.
18. Administer and assess/mark tests and invigilate exams/tests. Produce lesson plans etc.
19. To deliver learning objectives to pupils, adjusting activities according to pupil responses/needs.
20. To deliver local and national learning strategies e.g. English maths, KS2, early years and makes effective use of opportunities provided by other learning activities to support the development of pupils' skills.
21. To use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
22. To select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
23. To advise on appropriate deployment and use of specialist aid/resources/equipment.
24. To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
25. To be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
26. To contribute to the overall ethos/works/aims of the school.
27. To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
28. To take initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
29. To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
30. To deliver out of school learning activities within guidelines established by the school.
31. To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
32. To support and guide other teaching assistants.
33. To liaise between managers/teaching staff and teaching assistants.
34. To represent teaching assistants at teaching staff/management/other appropriate meetings.
35. To undertake training and mentoring for other teaching assistants.
36. To ensure promotion and support of Equal Opportunities and Health and Safety.
37. To support the breakfast club provision when needed
38. To support teaching and learning throughout school when required as directed by the Head of School.
39. To carry out other duties as reasonably requested by the Head of School/ Assistant Principal.
40. To undertake any other duties that are commensurate with the post.

HLTA - PERSON SPECIFICATION	Essential Desirable	How Identified
		Application /Interview
Qualifications		
Meet Higher Level Teaching Assistant standards or equivalent qualification/ experience (or willingness to undertake this as part of the role)	E	A
Excellent numeracy/literacy skills - equivalent to NVQ Level 2 in English and Maths	E	A
Training in relevant learning strategies e.g. literacy Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language. ICT	D	A
Relevant experience		
Relevant experience of teaching children in Primary School - including those with special educational needs, especially to teach whole class.	E	A
Relevant experience of taking ownership and delivering interventions	E	A
Relevant experience of working with children with SEND needs	E	A/I
Relevant experience or willingness to learn how to develop colleagues and impact knowledge	E	A/I
Working knowledge of school safeguarding legislation such as KCSIE	D	A
Working knowledge of delivering strategies and interventions on a child's SEN/EHC Plan	E	A
Understanding of working with disadvantaged pupils	D	A/I
General and Specialist Knowledge		
Effective use of ICT and other specialist equipment/ resources	D	A
Understanding of principles of child development and learning processes	E	A/I
Working knowledge of national(KS1/KS2)/ foundation stage curriculum and other relevant learning programmes	D	A/I
Supporting pupils with SEND training - specific interventions	E	A/I
Trained in delivering specific interventions and also driving learners forward in the classroom	E	A/I
Understanding of statutory frameworks relating to teaching.	E	A/I

Experience working with children of relevant age in a learning environment.	E	A/I
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	D	A/I
Skills and abilities		

Ability to communicate orally and in writing to a range of stakeholders	E	A/I
Ability to self-evaluate learning needs and actively seek learning opportunities	E	A
Ability to prioritise work and meet deadlines	E	A
Ability to form strong relationships with pupils and parents	E	A
Manage complex and diverse situations	E	A/I
Organise, develop and implement programs of intervention	E	A/I
Work successfully with a range of colleagues and other professionals	E	A/I
Commitment to personal professional development	E	A/I
Commitment to equal opportunities	E	A
Ability to plan effective actions for pupils at risk of underachieving	E	A/I
Ability to teach on a 1:1, group and whole class basis under the direction of a teacher	E	A/I
Relevant first aid knowledge or willingness to train	D	A
Ability to organise, lead and motivate a team.	E	A/I
Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.	E	A/I
Good understanding of child development and learning processes.	E	A/I
Full working knowledge of relevant policies/codes of practice/legislation.	E	A/I
Additional Responsibilities		
Commitment to raising standards	E	I
Commitment to improving children's' life chances	E	I
Commitment to inclusive practice	E	I/A
To comply with all policies adopted by the Governing Body for example, Health and Safety, Equal Opportunities and data protection	E	I/A

Operate with the highest standards of personal/professional conduct and integrity	E	A
Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust.	E	A
Willing to undertake training and continuous professional development in connection with the post.	E	A/I
Work in accordance with the Trust's values and behaviours.	E	A/I
Able to demonstrate sound understanding of equality/diversity in the workplace and services provided especially in the access to delivery of the education of pupils and own non-discriminatory practice and attitude	E	A
Satisfactory DBS disclosure to work in an environment dealing with children	E	A
Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults A commitment to safeguarding and promoting welfare for all E A Behaviours and expectations: All staff members are expected to adhere to and promote professional standards including Trust and Victoria's code of conduct and values.		

E A/I

Standard Duties in all Trust Job Description

- Show a commitment to diversity, equal opportunities and anti-discriminatory practice
- Show a commitment to ensuring that children and young people learn in a safe environment
- Participate in relevant and appropriate training and development as require

Method of Working

Wellspring Academy Trust expects all staff to work effectively and cooperatively as part of a team, deliver quality support. This requires dealing with people politely and tactfully, and in accordance with Trust guideline policies and procedures. Wellspring Team members are expected to respect confidentiality and safeguarding practices at all times.

Public Relations

Considerable importance is attached to the public relations aspect of our work. Members of the Team must project a positive image of the Trust at all times and through all act

DBS Certificate

Wellspring Academy Trust takes its duty to safeguard the young people with which it works seriously. All Wellspring Team Members are required to undertake a Disclosure and Barring Service (DBS) check.

General:

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Head of School and develop and promote high standards of professional conduct throughout the Partnership. You will be expected to carry out your duties in line with Oakhill's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management development through school communication.

You will be required to work at any premises which the Trust currently has or subsequently acquires or at which it may, from time to time, provide service

You will be expected to attend and participate in a wide variety of meetings as well as training and development act support Trust, and your own professional development. As part of your wider duties and responsibilities you will be required to promote and actively support the schools responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process