

## Job Profile

Insert School				
Job Number	Post Title	Grade	Points	Date
L1689	Curriculum Area Learning Supervisor Level 3	Grade 5	433 NJC	April 2008

### Reporting Relationships

**Responsible to:** Mrs Sharon Page

**Responsible for:**

### School Purpose and Values

*Learning is what we are about. We want our students to be fully engaged in their learning and to recognise that they have a part to play in their own education. To foster this our students are taught how to learn through the development of personal learning and thinking skills alongside co-operative learning. These skills provide the qualities needed for success in learning and life.*

### Purpose and values of department

*The Department is moving forward at a rapid pace. Teaching and Learning has massively improved due to a range of new initiatives and a clear focus on enabling every child to achieve their potential. New schemes of work across all the key stages have ensured that lessons are skill based and that classroom interaction is dynamic and stimulating. Accurate assessment is essential and this year we have placed a huge emphasis on making both formative and summative assessment far more rigorous. Recent OFSTED lesson observations rated teaching in the department as “good” and assessment as “exemplary”.*

### Statement of Purpose

To support the teachers and students within a designated curriculum area. 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 students in relation to their individual needs, e.g. behaviour management strategies.
- To contribute to raising standards by ensuring expectations are set for students.

### Support to Teacher

- Supervise students for a particular curriculum activity under the supervision and guidance of a qualified teacher.

- Undertake marking of planned work.
- In conjunction with teacher, record students progress, provide feed back 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 students 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 students 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 students.
- 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.

### **Professional Accountabilities** (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to 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. In addition they are to contribute to the achievement of the school's objectives through:

#### **Safeguarding**

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

#### **Financial Management**

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

#### **People Management**

- To comply and engage with people management polices and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

#### **Equalities**

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

### **Climate Change**

- Delivering energy conservation practices in line with the County Council's corporate climate change strategy.

### **Health and Safety**

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

#### **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.***

#### **Note 2:**

***The potential range of "incidents" is infinite, but common themes include the following:***

- ***changing patterns of friendship;***
- ***bullying;***
- ***"falling out";***
- ***family issues brought into school;***
- ***confrontational behaviour towards teachers, often with an underlying cause;***
- ***not being "ready to learn".***

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

Minimum Criteria for Two Ticks *	Criteria	Measured by
	<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>	A/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>	A/I
	<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>	
	<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> </ul>	T/A/I

	<ul style="list-style-type: none"> <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>	
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A = Assessed at Application

I = Assessed at Interview

T = Assessed through Test

**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.***



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

We are proud to display the **Two Ticks Symbol**, which is a recognition given by Jobcentre plus to employers who agree to meet specific requirements regarding the recruitment, employment, retention and career development of disabled people.

If you need a copy of this information in large print, Braille, another language, on cassette or disc, please ask us by contacting the  
**SSC Recruitment Team on 01785 276480**