



The King Edward VI High School

Learning Supervisor Recruitment Pack



The Three Rivers Learning Trust

The Three Rivers Learning Trust was established in 2011 and consists of a single high school, The King Edward VI High School and three feeder middle schools, Newminster, Dr Thomlinson and Chantry as well as four first schools, Abbeyfields, Thropton, Harbottle and Stobhillgate. All of the schools have a long and proud history of providing an excellent education service to their local populations. The Learning Trust is managed by a single Board of Trustees to ensure the integration of educational provision for students between 3 and 19. We are seen locally as a centre of educational excellence

and have recently been selected to be the Teaching School Hub for Newcastle, Northumberland & North Tyneside. We recognise the mutual benefits to our Learning Trust through reciprocal staff development opportunities, training events, and the generation of new ways of working through system leadership. Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The Three Rivers Learning Trust mission

We are a collaborative and caring learning community where all partners are treated equally and with respect. We believe that by sharing and working together we enhance learning and other opportunities. We want to prepare our children and young people for life, ensuring that they have the skills, abilities and motivation to succeed.

Our vision

To provide engaging and enriching opportunities for all our **students** to become **accomplished**.

To empower all our **people** to become **fulfilled** in their work.

To provide education services which **delight** our **parents and carers**.

To share **excellence** and become more **operationally** efficient.

Our values

Integrity - We do the right thing and do things right

Inclusion - We deliver comprehensive education which is accessible for all

Innovation - We continually strive to find ways to learn and improve

About The King Edward VI High School

Welcome to our school. The King Edward VI School is a high achieving school, with a reputation for academic excellence for all. We provide for over 1400 students from years 9-13 and have a thriving Sixth Form of around 450 students. We pride ourselves on being a fully inclusive and truly comprehensive school built on traditional principles and high standards.

We aim to prepare all in our care to leave the school fully equipped to meet the challenges they may face, and with a sense of service to their communities. We value our positive relations between staff and students and are proud of our friendly and purposeful atmosphere.

Our dedicated staff ensure that students are challenged to meet their potential, in a supportive environment. We have a holistic view of education and pride ourselves on offering a fully rounded educational experience. It is not only in the academic sphere where our students excel. Our commitment to extra-curricular activities is very strong, and we offer our students an extensive

enrichment and extra-curricular programme. We believe there is something here for everyone.

We are very proud of our staff, students and our legacy. Please take a moment to look through our website to get an insight into what our school has to offer.

We have many amazing people working here. People who are knowledgeable, passionate and committed. Some people spend their career with us, some because they've found their niche, others are with us because of the opportunities to grow and develop. We want great people working for us. To get the best, we will always offer the best in terms of employment and opportunity. Diversity and inclusion are important to us - we are all individual and shaped by our personal characteristics, backgrounds, knowledge, skills and experience. We believe we provide a great place to work.

Ms Clare Savage
Headteacher



Job Advert

The King Edward VI School
Part of The Three Rivers Learning Trust
13-18 years High School
Headteacher: Ms Clare Savage

Job title: Learning Supervisor
Responsible to: Assistant Headteacher
Pay scale: Band 4, 37 hours (term time plus 5 days)
(Starting salary £17,259 per annum)

We have a vacancy for a Learning Supervisor from November 2021 to supervise classes during short term teacher absences. The role is temporary until 31 August 2022. The role also includes assisting with a variety of curriculum and pastoral support and administration tasks. Candidates should have a good general education standard and be able to demonstrate excellent numeracy and literacy skills.

The ability to relate to young people is essential. We are an outstanding school (OfSTED 2014), in an established and expanding Multi Academy Trust. Our school is committed to safeguarding and promoting the welfare of children and young people and an enhanced DBS disclosure will be required for the successful candidate.

Please visit the school's website for further details about this post and to download a recruitment pack.

Closing date: 12 noon on 1 November 2021

Completing an Application Form

If you have a Gmail account:

- Open the Application document
- Click 'Sign in' at the top right of the page
- Go to File > Make a copy
- Complete the application form in the Google Doc

Without a Gmail account:

- Open the Application document
- Go to File > Download as > Microsoft Word
- Complete the application form in Microsoft Word



Job Description

Job purpose

To provide short-term cover for absent teachers, supervising classes, assisting with a variety of department based tasks including curriculum support, planning, administration, exam invigilation, assisting with school trips and providing pastoral support.

Clients

Internal (Teachers, Other Staff, Students, Governors) and External (Parents, Visitors, Members of the Public)

Duties and key result areas

Main Purpose of the Role General Responsibilities of All Staff

- Within an agreed framework of supervision, during the short term absence of the classroom teacher, supervise and support students undertaking work and support work to establish an appropriate learning environment
- To undertake activities, as directed by the teacher, with whole classes, individuals or small groups of students
- Manage student behaviour & deal promptly with conflicts and incidents in line with school policy
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against agreed, predetermined learning objectives
- Provide class teachers with accurate and objective feedback on student progress and other matters
- Administer routine tests and invigilate exams
- Take attendance registers
- Use specialist skills, training or experience to support students' learning
- Establish good relationships with students, acting as a role model and responding to the needs of each individual child
- To actively promote inclusive practice within the classroom setting to ensure acceptance of all children
- To have challenging expectations that encourage children to act independently and build self esteem
- Provide feedback to students in relation to progress and achievement

Additional Specific Duties and Responsibilities

When not required to cover for absent teachers, duties may include:

- Assistance to individual students or to a group of students in ACCESS, as directed by the AHT
- Assist in the mentoring of young people
- Assistance on education trips
- Preparation of resources to support lessons
- Exam invigilation for internal or external examinations
- General administration & clerical support including operating relevant IT packages (eg word, excel, databases, spreadsheets, Internet, SIMS)
- Telephone contact with parents in response to the daily absence report, checking on student attendance
- Follow up possible truants and random lesson spot checks on SIMS

General Responsibilities of All Staff

- 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 and support differences and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate & support the role of other professionals
- Attend & participate in relevant meetings as required
- Participate in training & other learning activities & performance development as required
- To undertake other duties and responsibilities that can be reasonably expected of and are relevant to the level and nature of the post

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Working Conditions

37 hours term time plus 5 days

Person Specification

Essential	Desirable
KNOWLEDGE/QUALIFICATIONS	
Excellent numeracy and literacy skills NVQ 3 for Teaching Assistants or equivalent qualification	Formal qualification at degree level
EXPERIENCE	
Experience of working with young people (either in a paid or voluntary capacity) Clerical and administration experience	Experience of working in a school/ educational environment Experience of using ICT in a classroom situation Clerical/Financial/Administrative experience gained within a school or educational setting
SKILLS AND COMPETENCIES	
The effective use of ICT to support learning – computer, video, photocopier Ability to use other types of learning technology, eg. Whiteboards, Google Classroom Ability to work with young people and adults Good communication and interpersonal skills Ability to work independently as well as part of a team Good understanding of the principles of child development and the learning process Willingness to participate in training and development	NVQ 2 ICT or equivalent qualification or three years experience of using ICT in a learning environment Knowledge of first aid
PHYSICAL, MENTAL AND EMOTIONAL DEMANDS	
High personal motivation and commitment	



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