

JOB DESCRIPTION

ROLE TITLE	Private Study Supervisor
CONTRACTED HOURS	37 hours per week, 38 weeks per year. (8:15am – 4:45pm Mondays, 8.15am to 4.00pm Tues-Fri – 30 mins break)
LOCATION	St Edward's Academy
GRADE / SCALE POINT – SALARY	Grade 4
REPORTING TO	Head of Learning KS5 and AHT KS5

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

- To oversee and manage the Private Study Centre on a day-to-day basis, ensuring it provides a calm, productive, and supportive environment for independent learning.
- To supervise groups of students during private study sessions, promoting positive behaviour, focus, and effective use of time.
- To mentor small groups or individual students who are underachieving or require additional pastoral support, helping them to set goals and improve progress.
- To assist in raising student achievement and well-being through early identification of barriers to learning, delivery of targeted interventions, and fostering high expectations and aspirations.
- To liaise with the Sixth Form team and pastoral staff to ensure students receive appropriate academic and emotional support.
- To maintain accurate records of interventions, attendance, and progress, reporting concerns promptly to relevant staff.
- To contribute to the overall ethos of the Sixth Form by encouraging independence, resilience, and responsibility among students.

KEY TASKS & RESPONSIBILITIES

Private Study Centre Responsibilities:

- Manage and supervise the Private Study Centre daily, ensuring a calm, focused environment for independent learning.
- Monitor student engagement during private study sessions, promoting positive behaviour and effective use of time.
- Provide access to curriculum resources and support students in completing work during study periods.
- Identify students who require additional academic or pastoral support and implement appropriate interventions.
- Mentor small groups or individual students who are underachieving or need guidance, helping them set goals and improve progress.
- Maintain accurate records of attendance, interventions, and progress, reporting concerns promptly to the Sixth Form team.
- Support the organisation of timetables and schedules for students using the Private Study Centre.

Support for Students:

- Deliver targeted interventions for students requiring academic or pastoral support.
- Offer one-to-one or small group mentoring sessions to address barriers to learning and improve achievement.
- Encourage independence, resilience, and responsibility among students.
- Provide pastoral support for students experiencing difficulties, liaising with the Sixth Form team as needed.

Collaboration and Communication:

- Work closely with the Sixth Form leadership and pastoral team to ensure consistent support for students.
- Communicate effectively with teaching staff regarding student progress and any concerns.
- Attend relevant meetings to discuss student welfare and achievement, contributing to action plans where appropriate.

Administration and Reporting:

- Maintain accurate and confidential records of interventions, mentoring sessions, and student progress.
- Prepare reports for the Sixth Form leadership team on attendance, engagement, and outcomes of interventions.

Health, Safety, and Wellbeing:

- Ensure the Private Study Centre is a safe and supportive environment for all students.
- Follow safeguarding and child protection procedures at all times.
- Respond appropriately to student welfare concerns and escalate issues as required.

Additional Duties:

- Attend First Aid training and carry out first aid duties as and when required.
- Support Sixth Form events and activities as required.
- Undertake any other reasonable tasks requested by the Sixth Form leadership team.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Technical or Specialist	<ul style="list-style-type: none"> • GCSE Maths and English grade 'C' or above or grade 4 and above. • Experience of organising and taking responsibility for others, timetabling and supervisory knowledge and experience. • Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing / examination frameworks in the subjects and age ranges in which they are involved. • Experience of contributing to lesson planning and delivery of group sessions. • Understanding of the specialist area to support pupils' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved • Knowledge of the key factors that can affect the way pupils learn. • Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour. • Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties. • Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits. 	<ul style="list-style-type: none"> • Knowledge of School / Trust Computer systems • Further qualifications - Education to A Level standard (Level 3) or equivalent. • Specifically related Education / LSA related qualification e.g. HLTA status / NVQ 3. • Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice • Experience of planning, preparing and delivering lessons • Knowledge and understanding of Suffolk support services.
Literacy and Numeracy	<ul style="list-style-type: none"> • Secondary education up to GCSE level or equivalent • Ability to set out letters / documents and to use grammar correctly • Able to carry out basic calculations accurately • Computer literate • Ability to support teachers in evaluating pupils' progress through a range of assessment activities • Contribute to maintaining and analysing records of pupils' progress 	<ul style="list-style-type: none"> • Competent and confident in use and interpretation of databases and spreadsheets.

	<ul style="list-style-type: none"> Ability to read and understand school policies and procedures relevant to area of work Ability to complete reports such as incident report form, behaviour diary, progress report etc Organisational Ability to maintain pupil's records. 	
Organisational	<ul style="list-style-type: none"> Good administrative, organisational and co-ordinator skills. Calmness under pressure Able to work independently and as part of a team Solution Focused approach 	<ul style="list-style-type: none"> Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post Knowledge and experience of timetabling staff.
Equipment / Materials	<ul style="list-style-type: none"> High level, accurate keyboard skills. Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers 	
Research	<ul style="list-style-type: none"> Able to use the internet effectively for routine research 	
Problem Solving	<ul style="list-style-type: none"> Ability to identify a problem and identify a solution. Ability to resolve a range of day-to-day problems, using own initiative. Know when it is appropriate to refer upwards 	
Creative Thinking	<ul style="list-style-type: none"> Ability to contribute effectively to planning and preparation of lessons. This includes both short and medium term planning Creating a positive learning environment Creative ways of learning/making learning interesting and engaging students. Ability to be creative when finding solutions and problem solving. 	
Planning	<ul style="list-style-type: none"> Organised and methodical approach to admin tasks Ability to manage and coordinate support staff. 	

	<ul style="list-style-type: none"> • Ability to manage, co-ordinate and supervise the day-to-day goings of the Student Centre • Planning their role in lessons including how they will provide feedback to pupils and colleagues on pupil's learning and behaviour • Contribute effectively and collate schemes of work and curriculum resources for the Student Centre. • Selected and prepare suitable teaching materials that meet the diversity of pupils' needs and interests • Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures 	
Interpersonal and Communication	<ul style="list-style-type: none"> • Tact and diplomacy second nature • Articulate with a good grasp of the English language • Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable • Understanding of the necessity and ability to maintain absolutely confidentiality • Pleasant and helpful telephone and face-to-face manner • Ability to function effectively as part of a team • Excellent interpersonal skills, with the ability to enthuse and motivate young people. • Excellent negotiating skills and the ability to diffuse situations • When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability • Sensitivity to pupils' needs • Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved • Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, 	

	<p>following relevant policies and procedures</p> <ul style="list-style-type: none"> • Ability to support teachers in evaluating pupils' progress through a range of assessment activities • Monitoring pupils' responses to learning tasks and modify their approach accordingly • Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn • Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their learning • Ability to advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present • Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom • Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility • Advising and guiding pupils on the best way to handle situations, under the teacher's direction • Encouraging pupils to participate in or complete tasks • Ability to conciliate between pupils in relationship / friendship disputes 	
Keyboard	<ul style="list-style-type: none"> • High level keyboard skills 	
Manual Skills	<ul style="list-style-type: none"> • Routine manual handling skills • Use of craft knives, glue guns etc when displaying work or assisting pupils in practical lessons • Help pupils to use tools and equipment as required to support learning 	<ul style="list-style-type: none"> • Knowledge and experience with personal care.
Level of Autonomy	<ul style="list-style-type: none"> • Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time. 	