

Job Title:	Learning Manager/Support Staff Manager
Grade:	PO1 point 33-36
Accountable to:	Executive Principal
Accountable for:	Pastoral/Safeguarding/Learning Support Assistants & HLTAs
Special Conditions of Service:	No smoking policy. Requirement to occasionally work outside of school hours and off school premises as required by the school. Full time working.

1. Purpose of Role:

To lead on pastoral throughout the school inclusive of safeguarding and attendance.

Management of learning support staff under the guidance of the senior Leaders.

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve overseeing planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development. Responsible for the management and development of a specialist area within the school and / management of other Learning Support Assistants & HLTAs including allocation and monitoring of work, appraisal and training inclusive of pastoral work and safeguarding and attendance.

2. Main Duties:

- To contribute to the overall ethos/work/aims of the school
- To adopt the role of Designated Safeguarding Lead, leading and managing referrals
- To adopt the lead of attendance and and manage the implementation of this good practice.
- To develop and train the team to assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- To develop and train the team to establish productive working relationships with pupils, acting as a role model and setting high expectations.
- To develop and train the team to develop and implement SEN Support Plans.
- To develop and train the team to promote the inclusion and acceptance of all pupils within the classroom.
- To develop and train the team to support pupils consistently whilst recognising and responding to their individual needs.
- To develop and train the team to encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- To develop and train the team to promote independence and employ strategies to recognise and reward achievement of self-reliance.
- To develop and train the team to provide feedback to pupils in relation to progress and achievement.
- To develop and train the team to organise and manage appropriate learning environment and resources.

- To develop and train the team to within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- To develop and train the team to monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- To develop and train the team to provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- To develop and train the team to record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- To develop and train the team to work within an established discipline policy to anticipate and manage.
- Behaviour constructively, promoting self control and independence for all through a thrive approach.
- To develop and train the team in supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Develop and train the team to administer and assess/mark tests and invigorate exams/tests production of lesson plans, worksheet, plans etc.
- To develop and train the team to deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- To develop and train the team to use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- To develop and train the team to select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- To advise on appropriate deployment and use of specialist aid/resources/equipment.
- 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.
- To develop and train the team to be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To develop and train the team to be aware of and understand safeguarding policies and procedures
- To develop and train the team to contribute to the overall ethos/work/aims of the school.
- To develop and train the team to establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- To develop and train the team to take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others - thrive and pastoral.
- To deliver out of school learning activities within guidelines established by the school.
- To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- To manage the Learning support Assistants and HLTAs.
- To liaise between managers/teaching staff and LSAs/HLTAs.
- To hold regular team meetings with managed staff.
- To represent LSAs/HLTAs at teaching staff/management/other appropriate meetings.
- To undertake recruitment/induction/appraisal/training/mentoring for LSAs & HLTAS
- To lead and manage the breakfast club and WRAP provision on a daily basis
- To lead and manage to after school WRAP around care on a daily basis
- To lead and manage the provision at lunchtime coordinating and deploying staff effectively
- To lead and manage community events within school and beyond to promote and engage parental/business/community involvement
- To support leadership and drive of increasing pupil numbers and secure financial stability
- To lead and manage environments throughout school and wider environment

- To support teaching and learning throughout school when required as directed by the Executive Principal
- To carry out any duties as reasonably requested by the Executive Principal

3. Standard Duties in all Trust Job Description

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

Method of Working

The Wellspring Academy Trust expects all staff to work effectively as part of a team, delivering high quality support. This requires dealing with people politely and tactfully, communicating with colleagues both formally and informally, offering guidance and information in accordance with Trust guidelines, policies and procedures when requested and contributing to the maintenance of the Trust environment. Staff are expected to make themselves aware of the relevant policies and procedures. All staff are required to maintain confidentiality.

Public Relations

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

DBS Certificate

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

PERSON SPECIFICATION

POST TITLE: Learning Manager / Primary Learning Support Staff
Consultant Level 4 (HLTA)

GRADE : S01



Essential Criteria	How Identified	Desirable Criteria	How identified
<p>SKILLS Can use ICT effectively to support learning</p> <p>Ability to organise, lead and motivate a team</p> <p>Ability to relate well to children and adults</p> <p>Ability to lead on safeguarding matter</p>	<p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p>	<p>Constantly improve own practice/ knowledge through self-evaluation and learning from others</p>	<p>Application Form</p>
<p>KNOWLEDGE & UNDERSTANDING Understanding of statutory frameworks relating to teaching</p> <p>Experience working with children of relevant age in a learning environment.</p> <p>Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies</p> <p>Good understanding of child development and learning processes</p> <p>Full working knowledge of relevant polices/codes of practice/legislation</p>	<p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application form and Selection Process</p> <p>Application Form</p>	<p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p>	<p>Application form and Interview</p>
<p>QUALIFICATIONS/ TRAINING</p>			

<p>Meet Higher Level Teaching Assistant standards or equivalent qualification or experience</p> <p>Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths</p> <p>Training in relevant learning strategies e.g. literacy</p>	<p>Application Form and Selection Process Certificates</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p>	<p>Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT</p>	<p>Application Form and Selection Process</p>
<p>OTHER CONDITIONS</p>	<p>Subject to enhanced DBS check</p>		