

Job description

Frances Bardsley Academy for Girls and The Bridge are part of the LIFE Education Trust, a family of schools who work together and have the same mission, to build great learning communities which unleash creativity and champion optimism, in a spirit of compassion.

We are looking for brilliant people to join the LIFE family who share and demonstrate our beliefs:

- Courageous Optimism
- Boundless Creativity
- Heartfelt Compassion

| Job Title | Sixth Form Study Room Supervisor and Learning Mentor Frances Bardsley Academy for Girls |
|---------------------------|---|
| Grade | Scale 4, point 7-10 |
| Contract | Permanent |
| Hours | Term Time, 36 hours, 38 weeks |
| Reports to | Head of Sixth Form / Senior Leadership Team |
| Job Purpose | |
| | <ul style="list-style-type: none"> • To support the study culture and independent learning in the sixth Form student community, as well as provide additional administrative support to the Sixth Form Coordinator. • To support with maintaining a positive learning environment for all Sixth Form students during the school day. |
| Duties & Responsibilities | |
| | <ul style="list-style-type: none"> • To be responsible for the supervision of the 6th form study, maintaining a quiet, clean and tidy learning environment where students are encouraged to work independently during their guided learning sessions during the school day. • To implement 6th form policies in the study or common room areas e.g. no food/drink, mobile phones etc, appropriate dress. • To maintain registers of students during Supervised study periods. • To challenge students who do not follow instructions regarding work ethic and conduct and liaise with Sixth Form Leadership team • To support students in developing effective study skills, independent skills and research skills • To carry out daily Sixth Form duties as required. • To support and mentor students failing to meet their academic targets. • To support the learning of students, both in lessons and during independent study. • To support the Sixth Form team and behaviour team with student behaviour around the academy and • respond to any sixth form related incident. • To support Sixth Form students in their personal and social development. • To follow through any issues to do with Sixth Form pastoral incidents / concerns as required, for example, taking student statements regarding incidents and passing these on to relevant colleagues, logging events on SIMS, Safeguarding tool, etc. • To mentor underachieving students to support with improvements to ensure progress • To contribute to the improvement of attendance and punctuality in the 6th form by providing information and support to the 6 th form team. |

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| | <ul style="list-style-type: none"> • Liaise with the Head of Sixth Form/form tutors and other staff to discuss students' needs or issues • Assist in applications to UCAS (University admissions service) and other careers related activities. • Assist in the development of materials, systems and activities to ensure that students make the best use of their supervised study sessions. • To mentor students with poor attendance/punctuality. • To support students with their independent learning and setting of good independent study routines • Liaise with subject leaders to maximise learning opportunities for students in study periods. • Liaise with teaching staff, parents/carers, outside agencies, administration staff, and others, as and when required. |
| General | |
| | <ul style="list-style-type: none"> • To attend relevant training and meetings as required. • To respect confidentiality at all times. • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To understand and apply school policies in relation to health, safety, welfare and behaviour of students. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. <p>The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.</p> |

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

I acknowledge that I have seen and received a copy of the job description

Signed: _____ (Sixth Form Study Room Supervisor and Learning Mentor)

Date: __/__/__

Person Specification

Knowledge, skill and experience requirements

| Sixth Form Study Room Supervisor and Learning Mentor | | |
|--|---|--|
| General heading | Detail | Examples |
| Qualifications & Experience | Specific qualifications & experience | Experience of administrative work in a busy office environment. GCSE Maths and English at grade C or above, or equivalent Knowledge of both Microsoft and Google software packages. Specific knowledge of School MIS systems, preferably SIMS, would be an advantage. |
| | Knowledge of relevant policies and procedures | Knowledge of general school policies and procedures |
| | Literacy | Excellent oral and written communication skills |
| | Numeracy | Ability to count and undertake basic calculations |
| | Technology | Ability to use photocopier Ability to use word processor and basic databases |
| Communication | Written | Ability to complete forms and write routine letters |
| | Verbal | Ability to exchange verbal information clearly and sensitively with children and adults |
| | Languages | Seek support to overcome communication barriers with children and adults |
| | Negotiating | Ability to consult with colleagues |
| Working with children | Behaviour Management | Understand and implement the school's behaviour management policy. Demonstrate a strong presence when dealing with our young women as well as act as a positive role model. |
| | SEN | Understand and support the differences in children and adults and respond appropriately Knowledge of the range of barriers to learning that students face |
| | Curriculum | Basic understanding of the learning experience provided by the school |
| | Child Development | Basic understanding of the way in which children develop |
| | Health & Well being | Understand the importance of physical and emotional wellbeing |
| Working with others | Working with partners | Understand the role of others working in and with the school |
| | Relationships | Enthusiastic, positive and able to work on their own initiative as well as follow direction from other members of staff. Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults |
| | Team work | Ability to work effectively with other adults in the school Ability to work on own |
| | Information | Ability to provide timely and accurate information |
| Responsibilities | Organisational skills | Good organisational skills Ability to multitask and work accurately with attention to detail |
| | Line Management | N/A |

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| Responsibilities | Time Management | Ability to manage own time effectively |
| | Creativity | Ability to follow instructions |
| | Equalities | Demonstrate a commitment to equality |
| | Health & Safety | Basic understanding of Health & Safety |
| | Child Protection | Understand and implement child protection procedures |
| | Confidentiality/Data Protection | Understand procedures and legislation relating to confidentiality |
| | CPD | Be prepared to develop and learn in the role |