



## LRC Supervisor - JOB DESCRIPTION

**Reporting To: Director of Sixth Form**

**Payscale: TEAL Associate Staff Pay Scale, Point 6**

**Job Purpose:**

To actively support our core purpose, remembering that “We are here to make great schools and happier, stronger communities so that people have better lives.”

Responsible for supervising students working in the LRC, monitoring appropriate use of ICT, overseeing and distributing cover work and assessments, monitoring registers and attendance. The post holder is required to ensure that students behave appropriately whilst they undertake independent study. The post holder is also required to monitor ICT equipment and refer to ICT support, where necessary.

Responsible for the provision of comprehensive administration and customer service, primarily for post 16 provision to support the educational ambitions of an evolving organisation that strives for distinction and is progressive, innovative and bold.

**Key Responsibilities: Specific**

- To work with minimal supervision, effectively supporting students in the LRC as well as ensuring administrative tasks are completed to deadlines accurately.
  - Organise and co-ordinate the day-to-day workload and running of the LRC.
  - Provide support to students to aid them in the completion of work set.
  - Record mock exam and exam registers accurately.
  - To record, monitor and send relevant communication to Sixth Form applicants.
  - Log safeguarding issues on CPOMS, escalating to the Sixth Form team when necessary.
  - Collate, record, and ensure completion of assessments, liaising with teaching staff if required.
- Supervise and monitor the LRC on a daily basis.
  - Ensure students behave appropriately when undertaking independent study in the LRC or when completing work for cover lessons.
  - Update displays, order supplies and ensure the space is appropriately resourced and presentable as an attractive learning resource centre that meets the needs of users.
  - Undertake Inductions at the start of each academic year.
  - Provide mentoring support for students under the director of the Sixth Form Directors.
- To provide a comprehensive, high quality customer focussed service.
  - Deal effectively with a range of enquiries primarily through face to face contact and e-mail to ensure that as many as possible are resolved at first point of contact, only escalating to others where this is appropriate and essential and with the required information. Deal with complex enquiries and complaints with courtesy, tact and sensitivity.
  - Project a positive image of South Hunsley and maintain high standards of customer service, acting as a brand champion, to uphold a coherent brand message across all forms of communication.
  - Build effective relationships with stakeholders, both internal and external.
  - Comply with the Data Protection Act, the Freedom of Information Act and South Hunsley's requirements on confidentiality.
- To provide a highly proactive administrative service to the Sixth Form team primarily, for post 16 provision services including typing, reprographics, registering of students, development and maintenance of spreadsheets and other general administrative functions using all aspects of Microsoft office and bespoke software systems.
- To keep accurate and up to date records of attendance for Sixth Form, including authorised / unauthorised absences and lateness. Monitoring student attendance in line with the school attendance policy, liaising with the Sixth Form team as required.
- To act as an on call first aider when required on a rota basis.

**Key Responsibilities: General**

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School/TEAL SLT.

The post holder will work closely with out members of the Sixth Form and Corporate Services teams.

The post holder will be expected to work within TEAL and the schools' policies and procedures and uphold the organisation's values and vision.

The job description is not intended to be a complete list of duties and responsibilities but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of TEAL. The post holder will undertake any other duties appropriate to the remit.

TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

**The key competencies and behaviours commensurate with this post are identified overleaf.**



## Ethical Leadership Qualities - Values and Behaviours Framework

Value's	Behaviours
<b>Trust</b>	<ul style="list-style-type: none"> <li>• Being reliable, consistent, credible, honest, humble, courageous and kind.</li> <li>• Managing emotions and helping others to manage their emotions.</li> <li>• Keeping promises and doing what you say you will do</li> <li>• Having a genuine interest in others</li> </ul>
<b>Wisdom</b>	<ul style="list-style-type: none"> <li>• Developing knowledge and real expertise, then sharing knowledge</li> <li>• Learning from mistakes and failures and admitting when we are wrong</li> <li>• Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish.</li> <li>• Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.</li> </ul>
<b>Kindness</b>	<ul style="list-style-type: none"> <li>• Being kind, humble and authentic</li> <li>• Leading with compassion and care, listening and seeing beyond the job role to the person</li> <li>• Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.</li> </ul>
<b>Justice</b>	<ul style="list-style-type: none"> <li>• Doing what is right, rather than what is popular or easy.</li> <li>• Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.</li> <li>• Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.</li> <li>• Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour</li> <li>• Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.</li> <li>• Removing barriers and blockers to enable others to do their jobs well</li> <li>• Leaving our egos at the door and putting ourselves in the service of others.</li> <li>• Channel ambition into our schools, not ourselves, and developing our successors</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>• Looking in the mirror when something goes wrong.</li> <li>• Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.</li> <li>• Give the whole truth, the back-story and the why.</li> </ul>
<b>Optimism</b>	<ul style="list-style-type: none"> <li>• Believing in our own ability, and the ability of others, to do what is right to change the world for the better.</li> <li>• Calling out negativity and cynicism</li> <li>• Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.</li> <li>• Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.</li> <li>• Believing in the potential of others; helping them be the best they can be.</li> <li>• Quickly taking in new information and translating that into recommendations, decisions, plans and projects.</li> </ul>