

# Hodgson Academy

*Imagine...Believe...Achieve*



**Appointment of Learning Supervisor**

**Temporary Post Starting ASAP**

Moorland Road, Poulton-le-Fylde, FY6 7EU

# Learning Supervisor

NJC Grades 5/6: Points 9-14

Term Time Only + 5 days

## Learning Supervisor

A **term time** only + 5 days position

*Hours of work are 8am-4pm daily.*

*We are also willing to discuss a part-time appointment for the right candidate.*

NJC Grades 5/6: Points 9-14

Full time salary equivalent: £27,254-£29,540

Actual Salary: £23,651-£25,634

Hodgson Academy is seeking to recruit to this new position which combines in-class learning support, small group withdrawal and lesson cover.

This post will appeal to individuals who have the desire and commitment to significantly contribute to supporting the learning experience of all our students at Hodgson Academy.

Further details are available from Jules Hardy: [j.hardy@hodgson.lancs.sch.uk](mailto:j.hardy@hodgson.lancs.sch.uk)

**Hodgson Academy, Moorland Road, Poulton Le Fylde FY6 7EU**

***Closing date for applications Monday 6<sup>th</sup> October 2025 (9am).***

*The school is strongly committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and adhere to all safeguarding policies and procedures.*

*You shall be required to undertake an enhanced DBS disclosure and a range of other recruitment checks.*

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# Letter from the Headteacher

Thank you for your interest in joining Hodgson Academy. I joined Hodgson in 2009 as a newly qualified teacher and over the years I have held a number of leadership roles, and I am now honoured to lead this incredible school from the start of the last academic year. It is a privilege to work alongside such a dedicated, passionate, and talented team of professionals who are committed to transforming the lives of young people.

At Hodgson Academy, we are united by a shared purpose: *One Team, One Dream*. This ethos drives everything we do, ensuring that every student who walks through our doors is given the best possible chance to succeed. Our mission—*Imagine, Believe, Achieve*—embodies our commitment to nurturing well-rounded, resilient, and confident individuals who are prepared to thrive in an ever-changing world.

We live and breathe our core values, fostering a culture of aspiration, belief, and achievement:

**Imagine** – We set the highest aspirations for our students, inspiring them to dream big and reach their full potential.

**Believe** – We instil resilience, support, and safeguarding, ensuring that every student feels valued and empowered to succeed.

**Achieve** – We develop the whole person, equipping students with both the knowledge and character to embrace the challenges of life beyond school.

This along with our simple rules: **PAUSE** and **CARE** mean that for children at Hodgson Academy, *who you leave as is as important as what you leave with*. Together, we shape futures and transform dreams into reality.

The landscape of education is evolving rapidly, and the challenges facing our students and their families are greater than ever before. That is why our work has never been more important. We are looking for professionals who share our vision, who believe in the power of education to transform lives, and who are willing to go above and beyond to ensure our students reach their full potential.

As a school, we are ambitious for our students and our staff. We have high expectations, and we are committed to providing a supportive, collaborative, and inspiring environment where everyone can excel. Whether inside the classroom or beyond, every member of staff plays a crucial role in shaping the future of our students. That is why we value teamwork, mutual respect, and a culture of continuous improvement.

Our commitment to excellence is reflected in our results, and we are determined to build on past successes to reach new heights. We are striving to return to the high standards we know our students can achieve, and we believe that success breeds happiness. More than anything, we want our students to be happy, confident, and ready to embrace the opportunities that lie ahead.

If you share our values and aspirations, if you are passionate about making a difference, and if you are eager to be part of a dynamic and supportive team, then I encourage you to apply. At Hodgson Academy, we believe in empowering our staff, fostering innovation, and providing opportunities for professional growth and development.

Thank you for considering Hodgson Academy as the next step in your career. I look forward to the possibility of welcoming you to our team and working together to make a real and lasting impact on the lives of our students.

**Mrs Shabnam Khan**  
**Headteacher**

# Learning Support at Hodgson

Hodgson Academy's Learning Support department is a forward thinking, resourceful department and is committed to providing an enjoyable, successful experience of learning for all its students. We support students with a wide range of barriers to their learning. We are committed to helping all our students flourish whilst at school but also enjoy their learning experience.

Our department has a drive to improve our students' literacy and numeracy skills. Therefore, the department predominantly supports and provides intervention in English, maths and science lessons.

At Hodgson Academy, we have a number of students who have an Education and Health Care Plan. For these students, we will support in other subject areas dependent of the students' individual needs.

The department is fortunate in that it is provided with two newly refurbished rooms with ICT facilities, including interactive whiteboards in both our learning support suites. We have an extensive range of intervention resources and tools to help our students progress.

Our Learning Support department is led by Laura Foley (Assistant Headteacher and SENCO) and Linda Beaumont (Assistant SENCO). Within our fantastic team, we have two Level 3 Teaching Assistants and three Level 2 Teaching Assistants. We also have 4 Learning Supervisors currently in post; the role comprises of a daily mixture of TA support in lessons and some cover lessons for absent colleagues.

The department meets each morning to be briefed about the day ahead and all our colleagues are part of the whole school Teaching and Learning CPD. New members of our department will be provided with a support mentor to ensure that they settle into the busy department quickly and seamlessly.

Our department is invested in offering co-curricular activities for our students and there are opportunities for our team to add the school's co-curricular offer or support with the current provision in place. Every lunch time, our team offers a Homework Club within our library to support students with their studies where necessary.

The Governors and the Leadership team are seeking new members of the team who will provide high quality and impactful support for our students with barriers to their learning.

# Job Description

**Job Title:** Learning Supervisor

**Grade:** NJC Grade 5/6: Points 9-14

**Responsible to:** Headteacher  
Senior Deputy Headteacher  
Assistant Headteacher and SENCO  
Assistant SENCO

**Responsible for:** None

**Hours of duty:** 08:00 start and 16:00 finish.

*There may be instances where additional working hours are necessary. These would be mutually agreed prior to the event with the Head of School and / or Finance Director and for which payment will be made in accordance with conditions of service.*

**Any Special Conditions:** The Academy has a policy of non-smoking throughout the whole site.

## MAIN DUTIES

### Support for Teaching and Learning

- Under the clear guidance of the class teacher/line manager implement structured learning activities and to assist individual students / groups of students to complete tasks
- To undertake activities to assist in monitoring the personal, social and emotional needs of students
- To develop positive relationships with students to assist in student progress and attainment
- To assist in the devising of student's individual targets and their monitoring and review
- Support students as part of a planned inclusion programme
- To assist in the specific medical / care needs of students when specific training has been undertaken
- To assist in the monitoring / recording of student progress, problems and developmental needs
- To assist in the production of teaching aids
- To assist in student supervision and assist in the management of student behaviour
- To provide information to the class teacher to assist in the planning of work programmes
- Administer routine tests and assist in the invigilation of exams
- To undertake routine classroom administrative tasks including class lists
- To assist in providing an atmosphere in which effective learning can take place
- To supervise After School / Homework clubs
- To assist with routine administration in the Learning Support Department
- To attend staff meetings and training as appropriate
- To work within School policies and procedures
- To take care for their own and other people's health and safety
- To be aware of the confidential nature of issues related to home / student / teacher / school work
- To support the promotion of positive relationships with parents and outside agencies.
- To provide lesson cover for absent teachers, ensuring a classroom environment that enables students to complete pre-planned and prepared work.

The above represents a broad outline of the specific duties and responsibilities currently attached to this role. Depending on the needs of the Academy, these may be altered from time to time in consultation with the Head of School.

## **Person Specification**

| <b>QUALIFICATIONS AND EXPERIENCE</b>                                                                                             | <b>Essential</b> | <b>Desirable</b> |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| Level 2 qualification in English/Literacy and Mathematics/Numeracy (e.g. GCSE at Grade 4/C or better, functional skills level 2) | *                |                  |
| Recognised Level 3 qualifications (e.g. A levels, BTEC Level 3)                                                                  |                  | *                |
| Experience of working with children                                                                                              | *                |                  |
| Experience of working in a classroom environment                                                                                 |                  | *                |
| Experience of supporting children with challenging behaviour                                                                     |                  | *                |
| Experience of supporting children with schoolwork                                                                                |                  | *                |

| <b>KNOWLEDGE AND SKILLS</b>                                               | <b>Essential</b> | <b>Desirable</b> |
|---------------------------------------------------------------------------|------------------|------------------|
| Ability to work with children                                             | *                |                  |
| Ability to relate to and develop professional relationships with children | *                |                  |
| Ability to work as part of a professional staff team                      | *                |                  |
| Ability to manage a classroom                                             | *                |                  |
| Time management and organisational skills, including use of IT            | *                |                  |
| Knowledge of, and ability to enact, the concept of confidentiality        | *                |                  |
| Knowledge of the National Curriculum                                      |                  | *                |

| <b>OTHER ATTRIBUTES</b>                                               | <b>Essential</b> | <b>Desirable</b> |
|-----------------------------------------------------------------------|------------------|------------------|
| Commitment to safeguarding and protecting the welfare of young people | *                |                  |
| Commitment to equality and diversity                                  | *                |                  |
| Commitment to health and safety                                       | *                |                  |
| Commitment to attendance at work                                      | *                |                  |
| Commitment to attend in-service training                              | *                |                  |

### **Safeguarding Commitment**

**This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will carry out pre-employment checks in line with the latest version of the DfE's 'Keeping Children Safe in Education' document. This may include an online search.**

Job Description and Person Specification prepared by: Shabnam Khan

Date: September 2025

Agreed by post holder: \_\_\_\_\_

Date: \_\_\_\_\_