**Job Description**

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| Introduction | |
| **Name of post holder** |  |
| **Post Title** | Progression Coordinator (KS3 and KS4) |
| **Post Purpose** | To coordinate all aspects of Careers/HE progression guidance and support within Years 7-11, and to contribute to the whole school’s strategy for information, advice and guidance of students towards appropriate progression goals. |
| **Why this post is important** | You have an important role in developing the students and staff within the school. You are in a unique position to have a positive effect on the young people in your care as you take a lead role in their planning of their futures. |
| **Line Manager** | Assistant Headteacher (Community) |
| **Salary Grade** | Classroom Teachers’ Pay Scale + TLR Scale 2a |

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| Supporting Your Team | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Developing and enhancing the practice of the pastoral team and support staff team in offering information, advice and guidance to students about progression. | Establish relationships with other schools and providers to share practice and to offer mutual training and support. |
| Developing suitable lesson plans for the progression element of the Values in Practice (ViP) programme and training the team in confident delivery in collaboration with the ViP Coordinator (PSHCE). |  |
| To assist in inducting new members of staff to their progression-related responsibilities within the school. |  |
| What sort of support can you expect? The Assistant Head (Community) will offer guidance and support in coaching and monitoring the work of other staff. The ViP Coordinator will collaborate on appropriate lesson plans for the progression elements of the ViP programme. The Progression Coordinator (Post 16) and Head of Sixth Form will collaborate on developing whole school strategies and advise on Post 16 opportunities in our Sixth form and on 18+ progression opportunities. | |

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| Student Support | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Becoming fully aware of the local provision of college, Sixth Form and apprenticeship opportunities, and of the areas of growth and demand in the local careers market, building links with local employers and providers. | Research and disseminate changes to the pattern of opportunities and requirements in the Post 16 education and careers market. |

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| Coordinating the programme of arranging work-experience for all Year 10 students during activities week, ensuring that this fulfils all legal and procedural requirements and that all students have an appropriate placement. |  |
| Providing support to vulnerable Pupil Premium (PP) and under motivated students to help them access Work Experience. |  |
| Providing guidance to Heads of House and tutors to help them support students in organising Work Experience. |  |
| Providing support in making their applications to Sixth forms, colleges and apprenticeships for students in Year 11. |  |
| Effectively using assemblies, additional events/visits, the newsletter, notice boards, and the website to brief students on the full range of progression options available to them. |  |
| Writing and maintaining the progression lessons of the ViP programme that directly link to Work Experience. |  |
| Liaising with our careers guidance provider in ensuring that their role is well understood and advertised and that they optimise their use of time in supporting the right students with high quality independent information, advice and guidance. |  |
| Developing our effective use of appropriate IT tools and resources for progression IAG. |  |
| Raising awareness of and promoting attendance at Sixth Form and College Open Evenings and providing appropriate briefing. |  |
| Collaborating with the G&T coordinator and Sixth Form progression coordinator to promote high aspirations for all students, including those with the capacity to progress to courses at high tariff universities and career-specific courses such as medicine. |  |
| Attendance at GCSE results day to provide progression support to students at this point. |  |
| What sort of support can you expect? Heads of House will work closely and collaboratively in developing an integrated response to students’ pastoral, academic and progression needs. Learning mentors will support with more capacity for detailed advice to students in their care. Your administrator will carry out routine administration for events to be organised and other support as needed. | |

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| Other Areas | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Briefing parents/carers on Post 16 options, including attendance at some parental information evenings. | Influence the advice and guidance given to younger students in our own school and other feeder schools to increase aspiration and participation among low-participation groups. |
| Identifying students from low participation groups and raising aspiration, including co-ordinating the pre-16 elements of the FutureQuest programme. | Draw on the expertise of parents/carers and former students to enhance our support. |
| Working with ViP and pastoral staff to ensure that the progression plans of all students are captured on SIMS and there are appropriate Plan Bs. | Organising a Year 9 careers event and ‘taster’ session for GCSE options where appropriate in liaison with the Deputy Headteacher (Learning and Achievement). |
| Tracking students’ progression plans and targeting information and opportunities to those who need them. |  |
| Tracking of destinations and using this information to improve support for future students. |  |
| What sort of support can you expect? The Assistant Headteacher (Community) can assist in provision and analysis of data. Admin support will assist in production and presentation of reports. | |

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| Activities Week and Extra-Curricular | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Coordinating Activities Week for Years 7 – 9 to ensure that this off-timetable week is used to build the skills necessary for progression. |  |
| To plan for, monitor and evaluate the annual Activities Week for Y7 – Y12. | Have secured a really worthwhile programme for all students, with committed staff and satisfied parents/carers. |
| Liaise with support staff and teacher year group leads to ensure that appropriate activities are planned and booked. | Activities are highly regarded and administration, including cost effectiveness, is exemplary. |
| Match appropriate staff to the activities and ensure activity leaders are appropriately briefed. | Very high satisfaction from all concerned. |
| Ensure students are allocated to activities |  |
| Ensure the smooth execution of Activities Week. |  |
| Take an overview of extra-curricular activities on offer to students throughout the year and ensure these are communicated to parents/carers and students. | Strategic plan for such activities is well thought out and guides development. |
| Support and encourage staff as needed. |  |
| What sort of support can you expect?Assistant Headteacher (Community) as your line manager. Teacher coordinators of year groups (Y7 – Y12) in Activities Week. Support staff connected to these areas. | |

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| Negotiated Additional Responsibilities | |
| Your responsibilities include… | **Where practice is excellent you might…** |
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| What sort of support can you expect? | |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your Line Manager or SLT.

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| Signatures | |
| The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition  This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. | |
| Signed……………………………………….  (Teacher)  Dated ………………………………………… | Signed……………………………………….  (Headteacher)  Dated ………………………………………… |