



The  
**Ongar**  
Academy

## STANDARDS & PROGRESS LEADER: KS4 INFORMATION FOR CANDIDATES



INSPIRING EXCELLENCE

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## STANDARDS & PROGRESS LEADER

SCHOOL	The Ongar Academy
TELEPHONE	01277 500990
WEBSITE	<a href="http://www.theongaracademy.org">www.theongaracademy.org</a>
SALARY	Leadership Scale (Fringe) – L3
START DATE	September 2018

### SELECTION ARRANGEMENTS - THE PROCESS

Thank you for your interest in the post of **Standards & Progress Leader** for **The Ongar Academy**.

We would encourage you to apply for this post on-line via the TES online advert page.

If you are shortlisted, you will be contacted with further details prior to interview. If you are unsuccessful, we will also inform you in writing.

**CLOSING DATE:** 18 MAY 2018

**INTERVIEW DATE(S):** W/B 21 MAY 2018

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

## REFEREES

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

- One reference from your current employer
- One reference from your previous employer if employed by them within the last 5 years, otherwise one from another suitable professional.



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## LETTER FROM HEADTEACHER

May 2018

Dear Applicant,

Thank you for your interest in the post of Standards & Progress Leader at The Ongar Academy. I hope the enclosed pack will be of interest to you and look forward to receiving your completed application. Please note that a background in Computing and Mathematics is essential for this role.

The Ongar Academy is a new academy, opened in 2015. Our multi-million pound, state of the art buildings are now open and fully functioning. We boast wonderful facilities and we are highly in demand with over 380 applicants for 120 student places each year.

Our motto is 'Affectare ad Optimum' – 'Aspire to Greatness' and we ask this of all our students and staff. As part of The Ongar Academy team, you will be able to undertake a range of different tasks and be open to continually developing your expertise as part of our wider school investment in staff development.

We pride ourselves in how we develop and nurture our new staff. No matter how much experience you possess, we will sharpen your practice and prepare you well for the next step in your career. We are well known for 'growing our own' leaders and some founding staff now follow leadership roles in the school.

You will have a key role in the school as the academy grows and matures, facilitating your subject and assisting the SLT and trustees in the development of the vision for the school.

I hope that you will find this recruitment pack useful.

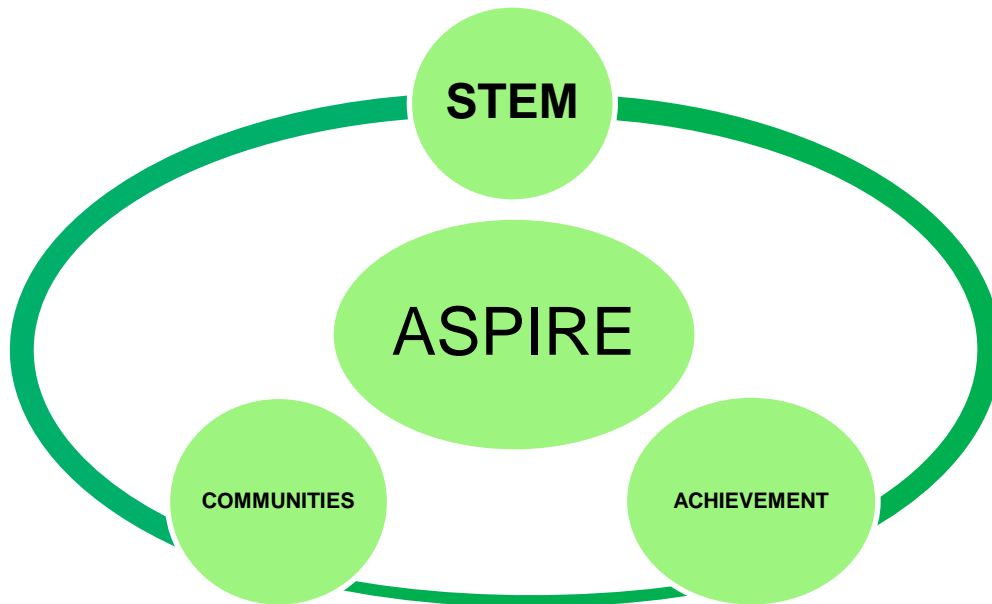
I would be very happy to meet and talk with you personally if you require any further information.

Yours sincerely

Mr David Grant  
Headteacher

# Our Vision

The vision of our school is epitomised by our mission statement “Inspiring Excellence”.



The school will encourage its students to ASPIRE:

**A**chieve

**S**upport

**P**articipate

**I**nnovate

**R**espect

**E**njoy learning together



## **JOB DESCRIPTION**

<b>JOB TITLE:</b>	<b>Standards &amp; Progress Leader</b>
<b>Responsible To:</b>	<b>DHT Pastoral</b>
<b>Responsible For:</b>	<b>Team of Learning Tutors, Pastoral Manager(s)</b>
<b>Teaching Commitment:</b>	<b>34 Teaching Periods per 2-week cycle</b>

### **STANDARDS PROGRESS LEADERS WILL BE RESPONSIBLE FOR:**

- Assisting the Head of school in ensuring that the school's core values are fully expressed through school assemblies and school functions.
- Playing a key role in shaping the direction of the school through participation in Pastoral and Senior team meetings.
- Ensuring that school (& Trust) policies are implemented to achieve the school aims and implement whole-school decisions.
- Producing the Pastoral Improvement Plan to address identified priorities.
- Promoting and recognising student achievement.
- Ensuring student's pastoral needs are met (behavioural, social and emotional).
- Monitoring student attendance within specified year groups, working alongside the school's Attendance Officer and external agencies to coordinate an approach to tackle those students with below-than-expected attendance.
- Ensuring any barriers to student achievement are identified early and that appropriate support is put in place.
- Setting appropriate, but challenging, targets in both behaviour and academic standards.
- Improving the academic outcomes of all students, ensuring that students within specified year groups are monitored regularly so that they achieve their challenging targets.
- Being responsible for Pupil premium students within the year groups specified, including the budget-spend and intervention to ensure they make good progress.
- Ensuring, through effective tracking of student progress, that appropriate intervention strategies are in place to target students not making the expected levels of progress within each subject.
- Ensuring effective systems, are in place that promote high standards in support of school discipline (e.g. attendance, punctuality, homework, uniform).
- Liaising with specialised support staff and outside agencies as required.
- Ensuring successful transition for all students within specified year groups and on entry into the school.

- Ensuring that parents are kept fully informed of students' progress and maintain good working relationships with parents as far as possible.
- Attending any evening functions required and ensuring that the specified year groups are fully represented and well prepared (e.g. for transition evenings, parents evening, information evenings, options evenings).
- Attending all other relevant meetings appropriate to the role, as specified by the school
- Ensuring that Child Protection issues relating to students in the specified year groups are addressed in line with school (& Trust) policy, working to the Deputy Headteacher/Designated Person for Child Protection.
- Taking responsibility for a duty team to ensure the school is being monitored at key times throughout the day.
- Maintaining a highly-visible presence around the school

#### **STANDARDS & PROGRESS LEADERS WILL BE ACCOUNTABLE FOR:**

- The standards (this includes the attainment outcomes and progress outcomes) reached by all students within specified year groups. This includes those entitled to the Pupil premium Grant.
- The standard/quality of teaching and learning in tutorial lessons throughout the specified tutor team.
- The management of a team of Form Tutors who will be expected to deliver a lively and engaging tutorial programme that enables all students to fulfil their potential.

#### **STANDARDS & PROGRESS LEADERS WILL BE EXPECTED TO:**

- Contribute to the collective ethos of the school by requiring high professional standards from colleagues and appropriate behaviour from students. This may range from periodically supervising the Inclusion Room to supporting whole-school behaviour management.
- Carry out regular learning walks to assist with the monitoring and support of the designated year groups.
- The transition of all students between key stages (SPL 7 includes Primary Liaison, BAP transition and Work with all feeder primary schools/students; 8/9 includes the options process; 10/11 includes the IAG from Yr 11 into 6<sup>th</sup> Form).
- Attend school meetings when required.
- Help maintain a calm and purposeful atmosphere around the school both in and out of classrooms, including actively supporting the duty teams at break and lunchtimes.
- To teach as required.

#### **NOTE:**

All staff at The Ongar Academy are expected to:



- participate in the performance and development review processes, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager;
- 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 duties above are neither exclusive nor exhaustive and the post holder may be required by the Head of school to carry out appropriate duties within the context of the job, skills and grade.

The Governing Body and Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## PERSON SPECIFICATION - STANDARDS & PROGRESS LEADER

	Essential	Desirable
<b>Qualifications</b>		
Good honours degree and teaching qualification.	✓	
Excellent teaching record.	✓	
Evidence of continued professional development.		✓
<b>Experiences</b>		
A full understanding of the role of a pastoral leader in raising academic achievement.	✓	
An excellent understanding of all pastoral issues, including the roles of external agencies.		✓
An excellent knowledge of behaviour management strategies and experience of their successful implementation.		✓
Flexibility in working practices to ensure an ability to respond to crisis management.	✓	
Experience of academic mentoring.	✓	
Experience of dealing with pastoral issues and working with external agencies.		✓
Experience of working with parents closely in relation to student issues.	✓	
<b>Skills and Attributes</b>		
Experience in using SIMS to add data to student files and to interrogate information to support pastoral care.		✓

Well-developed skills in using SIMS/4MATRIX/other data software to analyse and interpret data.		✓
Excellent student leadership skills.	✓	
Potential to develop excellent staff leadership skills.		
Highly effective communication skills – listening, speaking and writing.	✓	
Highly effective time and task management skills.	✓	
The ability to remain calm under pressure.	✓	
Excellent ICT skills.		✓
Commitment to enable all students to achieve their potential.	✓	

## Recruitment and Selection Statement

1. The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the school to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. This school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.
3. The school will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.
4. The school will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the school.
5. The following pre-employment checks will be required:

receipt of at least two satisfactory references\*  
verification of the candidate's identity  
a satisfactory Disclosure and Barring Service (DBS) disclosure  
verification of the candidate's medical fitness  
verification of qualifications  
verification of professional status where required e.g. QTS status (unless properly exempted)  
the production of evidence of the right to work in the UK.

***NB It is illegal for anyone who is barred from working with children to apply for, or work in a school in any voluntary or paid capacity.***

\* In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The school will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

6. The school will keep and maintain a single central record of recruitment and vetting checks, in line with Department for Education requirements.
7. The school requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.
8. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Disclosure and Barring Service Disclosure Certificate will only be accepted in certain restricted circumstances.

The School is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The School's Recruitment (Pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This School is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of the School's Safer Recruitment Policy is available from the school upon request.

The Ongar Academy and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.