



Ash Manor School

Information Pack

Progress Coach





Dear Colleague,

Thank you for your interest in joining Ash Manor School. I am incredibly proud to be the Headteacher of this vibrant, ambitious and supportive community, and I am delighted that you are considering bringing your expertise and professional experience to our team. At Ash Manor, we are driven by an unshakeable belief that every child deserves the best education and every opportunity to fulfil their aspirations for the future. It is a privilege to lead a school where this commitment is shared so deeply across the staff body.

Our work is grounded in our core values, which shape the way we teach, collaborate and support both students and colleagues:

- **Community** – working together and supporting each other so that nobody is left behind
- **Excellence** – recognising talent and always doing our best
- **Resilience** – persevering with a positive attitude and learning from setbacks
- **Respect** – valuing our differences and treating one another with courtesy and consideration
- **Integrity** – doing what is right, even when it is not visible

These values are central to our professional culture. As a member of staff at Ash Manor, you will join a team that is committed to ensuring all students make strong progress, are challenged to exceed their own expectations, and are supported to achieve their goals across the full ability range. Our staff work collaboratively, reflectively and with a shared ambition for continual improvement.

Beyond the classroom, we offer a rich programme of extra-curricular opportunities, including clubs, workshops, talks from visiting experts, educational visits and residential trips. These experiences are valued highly by our students and play an important role in broadening their learning, personal development and engagement with the wider world.

Ash Manor School continues to be a very special place to work. Our culture is warm, forward-looking and professional, and we are proud of the positive impact our staff have on the lives of young people every day. We are also proud of how we are evolving as a school, and we welcome colleagues who are enthusiastic about contributing to that ongoing growth.

Thank you once again for your interest in joining us. I hope this welcome pack provides a clear sense of who we are, what we value and the professional environment you could become part of. We look forward to learning more about you and the strengths you may bring to our community.

Yours sincerely,

A. Bailey
Headteacher
Ash Manor School





Why Work at Ash Manor School

What We Offer Our Staff

At Ash Manor School, we are committed to creating a supportive, rewarding and professionally fulfilling environment where talented staff can thrive. Colleagues who join us become part of a positive, forward-thinking community that values wellbeing, professional autonomy and high-quality teaching. Here is what you can look forward to as part of our team:

Professional Growth & Development

- **Flexible working within the school day**, including the option to use non-contact time at the start or end of the day, supporting a healthy work-life balance.
- **A fair and developmental appraisal system** based on the Teacher Standards rather than data targets, keeping the focus on teaching and professional growth.
- **A well-established coaching programme** grounded in research-informed practice to support reflective and effective teaching.
- **Generous professional development opportunities**, including NPQs, Master's level study and secondments.
- **A comprehensive CPD programme** with flexible and optional elements, giving you autonomy over your development.
- **An Aspiring Leaders Programme and opportunities to develop within SLT**, supporting career progression.
- **A dedicated buddy for new staff**, ensuring a warm and supported introduction to the school.

A Positive, Supportive Working Environment

- **A collaborative staff culture** where teamwork, openness and shared practice are genuinely valued.
- **An active wellbeing team** who organise regular social events and promote staff wellbeing.
- **Meetings scheduled on the same afternoon each week**, providing consistency and predictable workload planning.
- **Administrative, IT and data management support**, enabling you to focus on teaching.
- **Part-time working supported** where possible.
- **No expectation to respond to emails outside working hours**, with email systems switched off during school holidays.
- **No requirement for formal lesson plans or 'must-have' checklists**, supporting professional trust.





A Sensible and Manageable Workload

- **No formal lesson observations** and a culture that supports developmental rather than performative practice.
- **No requirement to write reports** or run revision sessions unless you choose to.
- **No invigilation of internal exams**, freeing teachers to focus on teaching.
- **Study leave in place for students during some internal examinations**, reducing timetable pressure.
- **A centralised behaviour system**, with most staff supervising only two or three detentions per term.
- **Excellent behaviour routines** across the school.
- **Cover supervisors, supply staff and SLT handle the majority of cover**, meaning teachers rarely cover lessons.
- **1265 directed time is not filled**, supporting a good work-life balance and allowing time to be focussed on planning high-quality lessons.

Facilities, Resources & On-Site Benefits

- **A newly opened Art and Design block (2024)**, and **new food room and fitness suite (2025)** with further site developments including a **new maths/food block (2026)**.
- **Free access to the staff fitness suite** before and after school.
- **Free eye tests and discounted glasses** for staff.
- **Food provided on INSET days and parents' evenings**.
- **Free access to Office 365 at home**.
- **All classrooms equipped** with mini-whiteboards and a visualiser.
- **Convenient parking** with on-site electric vehicle charging.

Work-Life Balance & Flexible Delivery

- **Online parents' evenings** that can be carried out from home.
- **A supportive approach to flexible working** where possible.
- **No requirement to produce revision sessions or additional extras**, unless desired.





Welcome to the SEND Department

Dear Colleague

Welcome to the SEND Department at Ash Manor School.

Our vision for Special Educational Needs and Disability (SEND) is to provide the right level of support, at the right time, so that every individual student can succeed. We maintain high expectations for all students, regardless of their needs, and are committed to helping each young person achieve their full potential.

We strive to remove barriers to learning by equipping students with personalised strategies that enable them to aspire and achieve. As part of our inclusive approach, students with SEND follow a full and ambitious curriculum throughout their 5-year journey at Ash Manor School.

We believe that the foundation of strong progress lies in high-quality, inclusive teaching in the classroom. Our Progress Coaches work closely with students, teachers, parents, and external agencies to ensure that all learners can fully access their education and develop both academically and socially. Where appropriate, additional support and targeted interventions are provided through our dedicated SEND Hub.

We would love you to apply and be part of our team!

Yours sincerely
Agnes Bailey, Headteacher





JOB PROFILE & PERSON SPECIFICATION

CONTRACTUAL DETAILS

Post Title:	Progress Coach
Grade:	PS4 to PS5 dependent upon experience/qualifications
Line managed by:	SENDCO
Line management of:	N/A

ROLE PURPOSE

This is a draft job description and the areas of responsibility will be developed throughout the year to reflect the strengths of the post holder, their areas for development and aspirations.

- ❖ To provide support for students, the teachers and the school in order to raise standards of learning for SEND students.
- ❖ To encourage students to become independent learners and to support the inclusion of students in all aspects of school life.

CORE ACCOUNTABILITIES

Support for Students

- ❖ Establish productive working relationships with students, acting as a role model and setting high expectations.
- ❖ Provide a range of support for identified students to enable them to access the curriculum and make progress.
- ❖ Promote the inclusion and acceptance of all students.
- ❖ Support students consistently, whilst recognising and responding to their individual needs.
- ❖ Encourage students to interact and work co-operatively with others and engage all students in activities.



Support for Teachers

- ❖ To support Inclusive teaching.
- ❖ Liaise with teachers about specific students and suggest strategies teachers could use to support them.

Support for the Curriculum

- ❖ Adapt and differentiate in class learning activities for SEND students, adjusting activities according to student responses/needs.
- ❖ Use students' interests and experiences to create engaging learning opportunities.

Support for the School

- ❖ Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- ❖ Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- ❖ Participate in training and other learning activities as required.
- ❖ Recognise own strengths and areas of expertise and use these to advise and support others.

Responsibilities

- ❖ Play a full part in the life of the school community, supporting its distinctive ethos and encouraging students to follow this example.
- ❖ Actively promote school policies and procedures.
- ❖ Take responsibility for own continued professional development.
- ❖ Comply with the school's Health & Safety policy undertaking risk assessments as appropriate.
- ❖ Adhere to the School's Safeguarding Policy.
- ❖ Attend relevant meetings.
- ❖ Maintain students SEND records as required e.g. student learning passports.

Monitoring

- ❖ Performance management by SENDCO/Assistant Headteacher

Liaison

- ❖ Students
- ❖ Teaching and Support Staff
- ❖ Parents and Outside Agencies

Corporate & statutory initiatives – equalities/health & safety

- ❖ Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace
- ❖ Undertake training as required



Progress Coach: PERSONAL SPECIFICATION

Attributes	Essential	Desirable
Education, Training and Qualifications	• Grade C/4 (or equivalent) at GCSE level in English and Maths	• Show willing to undertake appropriate CPD to fulfil the role
Experience and Knowledge	• Ability to relate well to children and adults • Enthusiasm, drive and a love for the job • Excellent interpersonal skills both in working relationship with young students and in forming effective professional relationships • Work constructively as part of a team • Ability to self-evaluate learning needs and actively seek learning opportunities • Shows a personal commitment to safeguarding and promoting the welfare and rights of young people • Committed to high personal standards at all times • Ability to form and maintain appropriate relationships and personal boundaries with children and young people	• Has a basic knowledge of how schools are organised and managed
Self-Management Skills and Abilities	• Ability to use language and other communication skills that students can understand and relate to • Ability to establish positive relationships with students and empathise with their needs • Ability to demonstrate active listening skills • Ability to prioritise and respond to the range of students and their needs. • Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students • Ability to offer feedback to students to reinforce self-esteem • Ability to work effectively and supportively as a member of the school team • Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equality etc.	• Confident using ICT in day to day practise
Personal	• Have high expectations of themselves and students • Is committed, resilient, robust, resourceful, keen and enthusiastic • Calm disposition	



	• Keen to embrace the opportunities and challenges of the post • Excellent time-management and multi-tasking skills • Ability to work under pressure and to tight deadlines • Demonstrates fairness, honesty, integrity and confidentiality in existing practice and conduct as a professional • Shows positive commitment to the core values of Ash Manor School	
Safeguarding	The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The post holder will be subject to enhanced Disclosure and Barring Service (DBS) checks prior to commencing employment.	

