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| Trinity Academy HalifaxJob Description | C:\Documents and Settings\User\Local Settings\Temporary Internet Files\Content.IE5\U66RYTKW\New%20logo[1].jpg |

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| **Post Title:** | Student Progress Leader |
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| **Salary:** | MPR/UPR plus TLR |
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| **Core Purpose:** | 1. *To support the work of the curriculum leadership team to* ***raise standards*** *of student attainment and achievement by developing and enhancing the teaching practice of others.* 2. *To support the work of the curriculum leadership team to* ***effectively evaluate*** *the impact of (a) and strategically* ***plan for improvement*** *in the quality of pedagogy across the academy/school.* 3. *To support the work of the curriculum leadership team to research, plan and deliver CPD programmes to support (a) and (b).* 4. *To lead on curriculum area student support strategies and relevant administration, as directed by the CL* 5. *To work across all curriculum areas and develop own practice and knowledge.* |
| **Reporting to:** | Curriculum Leader (CL)/Deputy Curriculum Leader (DCL) |
| **Liaising with:** | SLG, CL, DCL, Lead teachers, Phase Leaders and other relevant staff with cross-academy/school responsibilities, partner primary schools, other academy/school partners and parents |
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| **Raising**  **Standards:** | * To support the curriculum leadership team to plan and deliver student support strategies, as appropriate to meet curriculum area and academy/school aims and objectives. * To be responsible for effective data management and interrogation to plan support strategies and coordinate as required. * To contribute to the monitoring and evaluation of the progress of staff and students towards meeting the overall aims and objectives. * To be responsible for the establishment and effectiveness of policies and procedures needed for successful student support programmes. * To support the CL in the distribution of resources to ensure that the aims and objectives can be achieved. * To be responsible for student attainment and staff performance in the area. * To support the CL to strategically plan for future improvements. * To coordinate administration (relevant to delivering the curriculum), as directed by the CL. * To link with the curriculum leader team to ensure that the work in the curriculum area fully reflects the academy/school's vision. |
| **Teaching and Learning:** | * To support professional development of colleagues within the curriculum areas, and across the academy/school. * To promote excellence in the classroom by researching and developing excellent pedagogical practice. * To establish common standards of practice and develop the effectiveness of student support programmes strategies across curriculum areas * To keep up to date with national developments in teaching practice and methodology. * To support ‘learning walks’ and other learning evaluation strategies in accordance with academy/school policy.   To support the development of literacy; numeracy and other initiatives. |
| **Staff Development:** | * To work with curriculum teams to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. * To support, and where appropriate deliver, CPD events through INSET, or other CPD meetings. * To direct, coach or train staff, as required, to ensure successful delivery of student support programmes. * To observe and feedback to other practitioners on their strengths and areas of development, through agreed ‘learning walk’ programmes. * To research, pilot and deliver student support programmes, teaching and learning strategies and communicate their success through appropriate channels. * To welcome other practitioners to observe lessons. * To participate, and support, in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy/school procedures. * To participate in teacher training programmes, and NQT induction programme, where appropriate. |
| **Assessment/Monitoring and Evaluation:** | * To support the establishment of robust assessment and evaluation processes to establish successes and improvements. * To contribute to accurate and effective monitoring information that influences whole academy/school teaching and learning strategies. * To contribute to the evaluation of performance data and support appropriate actions on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken. * To produce reports on progress of student support strategies, including the use of appropriate data. * To coordinate the effective administration of coursework and examination board requirements, as directed by the CL. |
| **Communication:** | * To ensure that all members of the curriculum leadership teams are familiar with the aims and objectives of student support programmes. * To ensure effective communication/consultation as appropriate with SLG, Curriculum Leaders and other relevant stakeholders. * To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies. * To represent the academy/school’s views and interests in a professional manner. |
| **Management of Resources:** | * To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to ensure that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept. * To develop the use of resources (technology, financial) to improve teaching and learning across the academy/school. |
| **Pastoral System:** | * To monitor and support the overall progress and development of students within the subject area. * To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary. * To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description. * To ensure the Behaviour for Learning System is implemented in the subject area so that effective learning can take place. |
| **Operational:** | * To promote teamwork and to motivate staff to ensure effective working relations. * To support the CL in the day-to-day line management of staff within the subject area, ensuring that they follow academy/school policies and meet all requirements and deadlines * To support the CL to make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate. |
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| |  | | --- | | **Other Specific Duties:**  All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. |  |  | | --- | | Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. | |
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| **PPERSON SPECIFICATION** | | |
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| **Job Title: Student Progress Leader** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * MPR/UPR teacher. * An excellent track record of recent, relevant professional development. * Accountability for the performance of a cohort of young people. * Evidence of good/outstanding classroom practice. * Clear demonstration of the ability to coach/model best learning experiences to other teachers and staff. * Leadership of a community project or an area of school development. | * Innovative use of resources. * Taking accountability for the success of an initiative. |
| **Knowledge & Understanding** | * The principles and characteristics of good or better teaching. * Effective review and evaluation procedures. * The application of ICT within teaching. * Innovative approaches to working with students, parents, staff and the local community. * An understanding of inclusive education. | * Different methods of consulting with stakeholders. |
| **Personal Qualities** | * Ability to inspire confidence in staff, students, parents and others. * Adaptability to changing circumstances/new ideas. * Reliability, integrity and stamina. * Vision, imagination and creativity. | * Personal ambition and potential for further promotion. * Determination to succeed and the highest possible expectations of self and others. |
| **Leadership & Management** | * Work effectively both as a leader and as a member of a team. * Initiate, lead and manage change. * Prioritise, plan and organise. * Set high standards and provide a role model for students and staff. * Deal sensitively with people and resolve conflicts. * Seek advice and support when necessary. | * Motivate all those involved in the delivery team. * Liaise effectively with other organisations and agencies. |
| **Communication Skills** | * Communicate the vision of the academy/school in relation to the development of teaching and learning. * Negotiate and consult fairly and effectively. * Communicate effectively orally and in writing to a range of audiences. | * Develop, maintain and use an effective network of contacts. |
| **Decision Making Skills** | * Make decisions based on analysis, interpretation and understanding of relevant data and information. * Demonstrate good judgement. | * Think creatively and imaginatively to anticipate, identify and solve problems. |
| **Self-Management Skills** | * Prioritise and manage own time effectively. * Work under pressure and to deadlines. | * Achieve challenging professional goals. * Take responsibility for own professional development. |