FROGMORE
COMMUNITY COLLEGE







PROGRESS COACH
CANDIDATE INFORMATION

WMAT



Welcome from the Principal

Thank you for your interest in working at Frogmore Community College.

It is a great privilege to lead the next chapter in the evolution of Frogmore Community College - a welcoming, ambitious secondary school at the heart of the Yateley community.

As a proud member of WMAT Trust, our vision is to raise standards for all by creating an inclusive, ambitious learning environment where every young person is supported to achieve their full academic potential. We are committed to equity, excellence, and the personal development of every student – empowering them with the confidence, knowledge, and skills to thrive in school, in society, and in life.

Central to this has been translating our values, Ambition for All, Building Confidence and Skills, and Courage and Positivity to Be Better, into tangible improvement. Academic achievement forms the foundation that unlocks opportunities, broadens horizons, and gives young people the best possible start in life. However, our commitment extends far beyond exam results. We believe education should shape lives, build confidence, and prepare students to thrive in a complex and ever-changing world.

Our staff's dedication to fully engaging in school life, means we offer a broad range of clubs, school trips, including residentials, and take every opportunity to build meaningful relationships with our young people. We strongly encourage all staff to become part of our rich extra-curricular offering.

At the heart of our vision for the future is a strong commitment to professional development. Our twice-weekly CPD sessions provide a platform for sharing and celebrating expertise from within our school and across the multi-academy trust. We are proud that all last year's senior and middle leadership appointments were internal promotions. In addition to trust-wide career progression opportunities, we offer staff access to subject-specific hubs and professional networks.

We sincerely hope you will consider applying to work at Frogmore Community College. Working in a school is a demanding role, and we are committed to ensuring that the hard work of every colleague is recognised and valued. New members of staff quickly feel a strong sense of belonging and are genuinely cared for as part of the Frogmore community.

We very much look forward to meeting you.

Laura Goulborn
Principal

Progress Coach

Start Date	ASAP
Contract	Part Time, Permanent
Salary	WMAT pay scale WA3-9 to WA3-12 £25,226 - £27,031 pro rata per annum Actual salary: £16,816 - £18,019 per annum
Hours	27.90 hours per week Monday to Friday 8.45am to 3.05pm (Flexible, part time, job share considered) Term-time only - 39 weeks per year

We are seeking to appoint an outstanding, enthusiastic, and committed Progress Coach to join our dedicated Inclusion Team at Frogmore Community College. This is an exciting opportunity for someone who is passionate about supporting young people to achieve their full potential.

The successful candidate will play a key role in supporting students with additional needs to access learning, develop independence and achieve their potential. Working with individuals and small groups, both within and outside lessons, they will provide targeted learning support, mentoring and coaching to help students overcome barriers to learning. Building positive relationships with students, families and colleagues will be central to the role, alongside working collaboratively with teachers and the wider Inclusion Team to support students' progress, confidence and engagement in school.

Key responsibilities include:

- Mentoring and tutoring identified students to accelerate progress.
- Supporting students in lessons and liaising with teachers about interventions.
- Coordinating and facilitating provisions for students with EHCPs.
- Building positive and trusting relationships with students and their families, promoting confidence, motivation and engagement in learning.
- Maintaining accurate records and contributing to whole-school improvement strategies.

What we are looking for:

- A good standard of education (including GCSE English and Maths at grade C or above).
- Ability to motivate and encourage students.
- Strong interpersonal and communication skills.
- Competence in using ICT.
- Commitment to safeguarding and promoting the welfare of children.
- A flexible, resilient, and proactive approach.

Previous experience in a similar role, particularly supporting students with medical or physical needs, is desirable but not essential. Full training and support will be provided.

Every Student. Every Potential. Every Success.

Our vision is to raise standards for all by creating an inclusive, ambitious learning environment where every young person is supported to achieve their full academic potential. We are committed to equity, excellence, and the personal development of every student — empowering them with the confidence, knowledge, and skills to thrive in school, society, and life.

We are proud to be part of the WMAT, a Surrey and Hampshire trust that comprises ourselves, alongside Weydon School, Woolmer Hill School, Rodborough School, Farnham Heath End School, Eggar's School, Tomlinscote School and The 6th Form College Farborough as well as many primary and special schools. The close proximity of these schools and college offers numerous opportunities for staff collaboration, networking, and career progression. At Frogmore Community College, a key priority is to 'grow from within,' and we are committed to developing and progressing our staff to ensure everyone is supported in achieving their career aspirations.

We place equal importance on academic excellence and the development of character, confidence, and wellbeing. Whether in the classroom, on the sports field, through the arts, or via leadership and enrichment opportunities, our students are encouraged to aim high, embrace challenges, and develop the skills and qualities that will help them succeed — both now and in the future.

Every young person at Frogmore deserves the very best. That's why we are driving rapid and sustained school improvement, placing high expectations, excellent teaching, and purposeful support at the centre of everything we do.

We are proud of our school community and the progress we are making together. Our unwavering commitment to equity, excellence, and care ensures that every young person leaves us not only well-qualified but confident, compassionate, and ready to make a difference in the world.

Further Information

Please visit www.frogmorecollege.co.uk for more information.

If you would like to discuss the post or have a tour of the school before making an application, you would be very welcome.

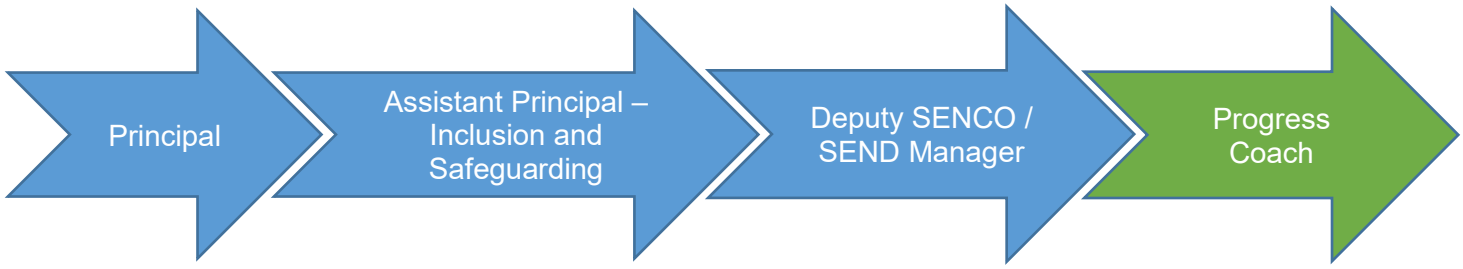
Please contact **Mrs Jenna Edwards-Smith (Assistant Principal – Inclusion and Safeguarding)** on 01252 408444 or j.edwards@frogmorecommunitycollege.co.uk to make an appointment.

To apply, please complete our associate staff application form, including a statement of application that details your relevant experience and reasons for applying, and return it directly to the school to Helen Humfryes, Administrative Officer or via email h.humfryes@frogmorecolelge.co.uk by the closing date. We reserve the right to close this vacancy early, so please apply as soon as possible to avoid disappointment.

Role Profile for Progress Coach

Role Title	Progress Coach
Role Purpose	• Under the direction of the SEND leadership team, work with individual students and small groups to support their learning, engagement and progress within the classroom and through targeted provision • Provide targeted 1:1 and small-group mentoring, coaching and learning support to identified students, helping them overcome barriers to learning, develop confidence and independence, and make progress across the curriculum • Support in various lessons, engaging identified students in their work in support of the class teacher • Deliver identified aspects of provision outlined in students' EHCPs, as directed by the SEND leadership team, and contribute to monitoring students' progress and the effectiveness of support • Work collaboratively with teachers and the Inclusion Team, sharing relevant observations about students' learning, engagement and progress to inform ongoing support and classroom practice • Support the management of student behaviour within lessons, ensuring there is a positive learning environment for all, using the school behaviour policy • Build positive, trusting and professional relationships with students, developing an understanding of their individual needs, strengths and barriers to learning, and supporting their confidence, engagement and independence • Develop positive working relationships with parents and carers, maintaining appropriate communication about students' progress, achievements and support, in collaboration with teachers and the wider Inclusion Team • Challenge and motivate students, promoting and reinforcing self-esteem • Promote students' independence by developing their learning strategies, organisational skills and confidence, gradually reducing adult support where appropriate • Contribute to improving outcomes for all students • Support the Inclusion Team in the completion of administrative tasks, to include regularly updating Progress Coach logs • Work collaboratively within the support staff team and across the school
Reporting To	Deputy SENCO / SEND Manager
Working Time	Part Time – 27.90 hours per week, 39 weeks per year (Term Time only)
Salary/Grade	WMAT pay scale WA3-9 to WA3-12

Organisation



Accountabilities

Accountability	Expectations
Safeguarding, Student Safety and Wellbeing	• Be fully committed to safeguarding and promoting the welfare of children • Undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. • To attend all Safeguarding and Child Protection statutory training, as required • Adhere to Safeguarding policies and procedures and the Staff Behaviour Policy, upholding professional standards at all times • Demonstrate empathy and kindness towards students and fellow staff • Willingness to carry out occasional personal care duties with sensitivity and professionalism, following school policy.
Operational/ Strategic Planning	• Contribute to the development and adaptation of learning resources and support strategies to meet students' individual needs, working collaboratively with teachers and the Inclusion Team • Contribute to whole school planning activities, including interventions
Professional Development	• Take part in the school's staff development programme by participating in arrangements for further training and professional development • Continue personal development in relevant areas • Engage actively in the Individual Performance Planning process
Quality Assurance	• Contribute to the process of monitoring and evaluation in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/ • implement modification and improvement where required.
Management Information	• Maintain appropriate records and provide relevant accurate a and up-to-date information for monitoring purposes
Communications	• Communicate effectively with the parents of students, as appropriate • Where appropriate, communicate and co-operate with persons or bodies outside the school • Follow agreed policies for communications in the school
Management of Resources	• Assist in the preparation and organisation of learning resources and materials to support students' access to the curriculum, as directed by teachers and the Inclusion Team • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and the students
Health & Safety	• In accordance with the provisions of the Health and Safety at Work Act 1974, take reasonable care for the health and safety of yourself and of other persons who may be affected by your acts or omissions at work. Co-operate with the school to enable the school to perform or comply with its duties under statutory health and safety provisions. • All employees are required to participate in the school's accident/incident reporting systems and to comply with procedures and techniques for managing risks.

This job profile provides guidance on the range of duties associated with the role. It may be reviewed and amended by the school leadership team to reflect changes in school priorities and operational requirements, in accordance with the employee's terms and conditions of employment.

Recruitment and Selection Policy

Applicants will be subject to an online search if shortlisted. The search isn't part of the shortlisting process itself, and you will have a chance to address any issues of concern that come up during the search at interview. All appointments are subject to safer recruitment procedures and an enhanced DBS check.

Safeguarding and Child Protection Policy

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of "it could happen here" where safeguarding is concerned.

Equal Opportunities in Employment Policy

WMAT is committed to equality and valuing diversity. It supports practices that promote genuine equality of opportunity for all staff, students and young people. The trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation.

Person Specification for Progress Coach

Key: **App** – Application Form **Ref** – Reference **SP** – Selection process. This could include a range of exercises, including an interview.		
QUALIFICATIONS		
Good standard of general qualifications, including GCSE English and Maths at grade C or higher (or equivalent qualification in English)	Essential	App/ Checking at interview
Commitment to further professional development	Essential	App
Further qualification in a related area	Desirable	App
EXPERIENCE, KNOWLEDGE AND SKILLS		
Relevant experience in education	Desirable	App/SP/Ref
Ability to motivate, encourage and build positive relationships with students, supporting their confidence, engagement and independence	Essential	App/SP/Ref
Ability to communicate effectively and professionally with students, parents, carers and colleagues, maintaining appropriate confidentiality and professional boundaries	Essential	App/SP/Ref
Ability to use ICT	Essential	App/SP/Ref
Ability to provide support to children of a developmental and empowering nature	Essential	App/SP/Ref
Work with due regard to confidentiality	Essential	App/SP/Ref
PERSONAL & PROFESSIONAL QUALITIES		
Self-Awareness: Emotional self-awareness**;** accurate self-assessment	Essential	SP
Social Awareness: Emotional intelligence; organisational awareness; understanding of appropriate professional behaviours in self and others; excellent presentation and communication skills	Essential	SP
Self-management: Emotional self-control**;** transparency**;** adaptability**;** resilience**;** initiative**;** optimism	Essential	SP
Relationship Management: Leadership potential**;** sense of humour**;** conflict management**;** team work and collaboration; warmth	Essential	SP
SPECIAL WORKING CONDITIONS		
School operates a no smoking policy	Essential	SP
To attend any training as deemed appropriate	Essential	SP
Agreement to the Governing Body undertaking a Disclosure & Barring Service check	Essential	SP
Experience of and commitment to effective inclusion and safeguarding strategies and practices	Essential	SP
Work in ways that promote equality of opportunity, participation, diversity and responsibility	Essential	SP







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