

## THE MARCHES ACADEMY TRUST

**POST TITLE:** Head of Academic Progress

**GRADE:** TLR2c (£6,646)

**POST STATUS:** Permanent/Fixed Term

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### INTRODUCTION

#### **Vision and Values - Our Vision – ‘Achievement Through Caring’**

We believe: Successful creative lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.

#### **We offer:**

- ❑ A supportive environment with an experienced team where you will be invested in and valued
- ❑ A varied and exciting role – building relationships with a range of colleagues across the Multi-Academy Trust
- ❑ A varied day with different experiences and challenges
- ❑ A Talent Pathway that offers you continued professional development and learning for you as an individual

### PURPOSE

To support all students to make appropriate academic and personal progress as specified by baseline data and other information. To have overall responsibility for attainment and wellbeing and ensure that all students have high aspirations, attaining in line with their individual ability, national standards and achieve their personal best within a year group. A prime focus will be to remove the barriers to learning and ensure all children are resilient learners who feel happy and safe in the school environment.

### RESPONSIBLE TO

Head Teacher, Leadership Group Link and Governors

### STAFF LEADERSHIP

- Develop and drive a shared and aspirational vision for your Year Group
- Lead a team of form tutors to ensure they are effectively prepared to support students in their academic tutor group
- Work with all staff and students to ensure they
  - respond professionally at all times to parents and carers
  - ensure that all aspects of exclusion are fully understood such as our obligations for providing work
  - safeguarding concerns are managed correctly
  - Data keeping is fit for purpose and appropriate
  - Understand and plan for the academic profile of the year
- Monitor, assess and develop the roles of the form tutors
- Update form tutors of changes to school policy

- Ensure that form tutors run their tutor group sessions effectively, including monitoring and mentoring of students
- Liaise regularly with Directors to develop learning and student outcomes
- Be involved in decision making and policy development across the school
- Support the professional development of form tutors and others
- Take an active role in Walking for Purpose activities
- Take an active role in being a visual presence around site at social time

## STUDENT PROGRESS

- Lead in academic review of students, generating impact reports and action plans alongside the Raising Standards Leader. Including praise and a culture of celebrating success.
- Ensure that expectation, challenge and intensity of intervention is high – with achievement raised as a result
- Know and act on each students' barriers to learning and welfare needs including punctuality, attendance and truancy, motivation, self-esteem, behaviour, study skills, communication skills, organisational skills and outside barriers
- Know all student groups including those that are a focus for underachievement in the school – More able pupils, Pupil Premium, white working-class boys, low aspiration groups with active plans for each – to the same intensity in all year groups.
- Write and lead on the Pupil Premium Plan for the year group
- Lead on ensuring all parents and carers engage with parent meetings
- Ensure standards of teaching and learning and aspiration are high for the year group and include revision strategies systematically taught, practiced and built on each year.
- Arrange and promote activities within the year group
- Prepare and hold weekly year group assemblies – rewards/celebration emphasis
- Plan pastoral care for the year group including assemblies and the tutor time programme. Prepare rotas and materials for year group and lead weekly assemblies that reflect SMSC and prepare children for life in Britain in the 21st century.
- Lead on the PSHE/Citizenship programme for the year group ensuring it fits into a broader programme in the school
- Take an active role on the **Academic Progress Group** to ensure appropriate alternative provision is in place for learners with additional needs.

## STUDENT BEHAVIOUR

- Lead and liaise with Leadership Team on all aspects of behaviour
- Emphasis on preventative work and building a year group identity and positive culture
- Liaise with Directors to ensure all departmental detentions are completed
- Academic Progress Leaders/Pastoral weekly detention
- Liaise with leadership team to ensure effectiveness of social isolation
- Prepare for and attend re-admission meetings and appropriate follow up support
- Make appropriate referrals to external agencies on issues affecting learning and progress
- Develop year group ethos and character of each student
- Work with the Pastoral team to ensure all children feel safe
- Remain on site until a case has been effectively resolved if a challenging situation occurs
- Lead and manage referrals to the **Academic Progress group** for alternative provision
- Monitor lesson grading and take action as needed, including ensuring the uptake of students with the rewards system

## **WORKING CLOSELY WITH THE WELLBEING LEADER TO:**

- Ensure year group maintains at least 96% attendance
- Keep reports of student behaviour
- Make contact with parents to discuss student achievement

## **STUDENT GUIDANCE AND SUPPORT**

- Get to know all students in the year group as well as possible
- Keep in contact with parents of students in the year group
- Take steps to prevent bullying and support victims of bullying

## **OTHER DUTIES AND RESPONSIBILITIES**

- Lesson Observation
- High expectations
- Resource allocation and deployment
- Risk assessment and Health & Safety
- Role Model

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head Teacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out above.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

*“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced DBS Disclosure before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”*

**Note:** The Marches School is designated a no smoking workplace. There is an expectation that staff maintain a professional dress code and that ID badges will be worn and will be on show.

AP/jh  
April 2019