

Job description: Progress Leader (Non-Teaching)

Location	St Mark's Academy, Acacia Road, Mitcham, CR4 1SF
Contract term	Permanent
Full time/term time	Full-time (35 hours and 40 weeks)
Pay range	Pro-Rata salary for 35 hours and 40 weeks per year, £30,779 - £32,129 per annum. The pro-rata salary is based on a full time equivalent of £35,031 – £36,567 (S01 Point 22 – 25)
Reporting to	Assistant Associate Principal, Student Support Manager

Job purpose

The purpose of this role is to take ownership of the holistic, personal and pastoral development of students, within a year group. A tailored approach, acknowledging the diversity within our community and students' individual needs, will ensure they flourish on their journey of transformation.

Progress Leaders will provide strong leadership and management; high quality academic, behavioural and pastoral interventions, ensuring every student reach their full potential.

Leadership Responsibilities

- Develop a positive image of the year group, increasing awareness of, and commitment to the academy and the wider community.
- Production and presentation of regular summary reports focusing on attendance, behaviour, progress, rewards and standards.
- Evaluate attainment by specific group, including the use of gender, ethnicity and disadvantage analyses.
- Manage year group coaches, being a strong and positive role model for the team members; planning and chairing weekly Year Team Meetings and developmental sessions.
- Offer advice, help and guidance to subject teachers and to coaches to enable them to fulfil their designated roles, in order to bring about successful learning experiences.
- Attend all Middle Leadership meetings and scheduled events according the published Academy diary.
- Actively contribute to Academy development plans, including implementation and evaluation.
- Provide a senior presence throughout the Academy day, providing support for staff in dealing with behaviour management of the learners in the year.
- Take an active lead in planning, co-ordinating and leading all events relating to the year group. E.g. parent's evenings, progress review day, residential trips, option evenings etc.
- Take a lead role in acts of worship and year group assemblies; that includes active participation by students, coaches and other presenters.
- Take an active role in safeguarding and child protection concerns, making referrals, assisting with



writing reports and attending meetings e.g. core group, child protection conference etc.

Student Support

- Help with general student supervision duties, before, during and after school.
- Be part of the “lesson support” team to respond to issues requiring immediate support.
- Looking for and returning students who are missing from lessons.
- Provide support and intervention to promote positive student behaviour and well-being.
- Investigate and deal with minor disputes with other students e.g. fall-outs or teasing
- Support, in liaison with other Progress Leaders, Inclusion and SEND, Senior Staff and Coaches, students with personal, social, developmental and behavioural problems.
- Administer and co-ordinate a referral system for students identified for Pastoral Support.
- Develop preventative strategies related to personal problems, behavioural issues, examination stress, decision making, anxiety and relationship issues.
- Develop and maintain positive relationships with students needing support.
- Co-ordinate students support strategies with external agencies such as CAMHS, Young Carers, Social Services.
- Facilitate the sharing of information through participation in multi-agency case conferences.
- Monitor the progress and improvement of students through evaluation of outcomes from support sessions.
- Assist with safeguarding and child protection concerns, meetings and reports.
- Keep regular and confidential records relating to students.
- Be the first point of contact within school for parents.
- Be a designated senior first aider.

Student Development

- Oversee the well-being and social development of all students within the Year group, as the primary pastoral lead.
- Ensure accurate and up to date records are kept on learners, responding to requests for reports and references.
- Co-ordinate information from staff, parents etc. regarding learners and distribute appropriately; liaising with outside agencies when necessary.
- Monitor learners’ behaviour, developing and implement effective and robust individualised support programmes.
- Work in partnership with inclusion to ensure student support is seamless and coordinated.
- Lead on attendance and punctuality matters related to the year group; developing intervention strategies to ensure they meet attendance and persistent absence targets and sanctions.
- Run daily detentions, in accordance with the behavior policy.
- Arrange and lead appropriate extra-curricular activities specific to the year including the coordination of homework.
- Lead the Year group’s assembly programme in coordination with the chaplain
- Liaise closely with subject department and other teams, including Student Support Officers, Inclusion, SEN etc. regarding intervention of learners.



Community Engagement

- Develop positive and effective relationships with parents and carers.
- Establish home/school links for students receiving Pastoral Support.
- Maintain regular contact with families/carers of students in need of extra support, to keep them informed of the student's needs and progress and to secure positive family support and involvement.
- Develop and deliver a series of parental/carer engagement and skills develop workshops.
- Actively seek community activities and networks specific to your year group.
- Organise and document meetings with parents when problems arise at key points during the academic year.
- Ensure the behaviour of students in the year group is monitored, recorded and reported to parents according to school guidelines.



Continued Professional Development

- Ensure the CPD needs of the year coaching team are identified, planning resources to meet these CPD needs, where possible.

Other Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Treat all users of the school with courtesy and consideration
- Present a positive personal image, contributing to a welcoming school environment which support equal opportunities for all
- Comply with health and safety policies and procedures at all times and undertake risk assessments as appropriate.
- Promote and ensure the health and safety of pupils, staff & visitor (in accordance with appropriate health & safety legislation) at all times.
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code & Staff Code of Conduct.

Person specification: Progress Leader (Non-Teaching)

Qualifications and training <i>Evidenced through: Application</i>	Essential	Desirable
Good literacy and numeracy skills	✓	
5 or more good GCSEs (Grade A-C/Level 5 or above)	✓	
Relevant qualification within a pastoral, well-being, or safeguarding capacity		✓

Experience/employment record <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
A minimum of three years' experience within a pastoral role, or similar post in an education setting	✓	
Experience of leading large group activities such as assemblies, tutor groups, whole class/year interventions	✓	
Training and knowledge in the relevant strategies for supporting pastoral welfare and well-being in an educational setting	✓	
Excellent communication skills, with internal and external stakeholders, including parent engagement	✓	
Ability to effectively lead and manage student behaviour in accordance with Academy's behaviour management policy and procedure	✓	
Confident user of Microsoft Office Packages (Outlook, Excel, Word, etc)	✓	
An understanding of how to use assessment to support behavioural interventions and enrichment strategy	✓	
Experience of working with students in a formal setting without immediate supervision	✓	
Knowledge of Child Protection and Health & Safety	✓	
Evidence of commitment to CPD and training.	✓	
Experience of working alongside third party stakeholders and agencies, to support the individual needs of students.		✓

Personal qualities <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
Ability to empathise and be positive with children and young people	✓	
Exceptional interpersonal skills, with stakeholders of all levels	✓	



Ability to work effectively as part of a team and to form positive professional relationships with colleagues	✓	
Ability to work under pressure and to demonstrate initiative and resilience to adapt and respond to changing circumstances	✓	
Willingness to provide support to the wider pastoral team, under the guidance of the Head of School, including inducting, training & mentoring	✓	
Ability to supermodel professional expectations as defined by the JD and Academy expectations	✓	

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

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

Signed _____(Post Holder)

Date _____

Signed _____(Principal)

Date _____