

# Assistant Progress and Achievement Leader

## Job Description and Person Specification

**Post:** Assistant Progress & Achievement Leader

**Responsible to:** The Headteacher and the Governing Body of The Petchey Academy; under the day-to-day leadership of the Progress and Achievement Leader (Teaching) or Key Stage Manager

**Responsible for:** No direct Line Management responsibility

**Remuneration:** Scale 6 (point 18-20) (£26,681 – 27,650 pro-rata, £29,544 - £30,618 FTE)

**Status:** Term Time Plus 1 week - permanent

### Purpose of the Post

- To have the highest expectations of all students, using effective resources and methods to achieve the highest standards of learning and achievement for all students.
- To closely support pupils' progress, development and successful transition.
- To support the PAL in ensuring that every student in the year group is appropriately supported to overcome any barriers to learning; ensuring that pupils make rapid progress and achieve their potential.
- To work under the guidance of the PAL or Key Stage Manager and within an agreed system of supervision to complement the professional work of the PAL by taking responsibility for agreed support and interventions; providing support in addressing the needs of student in your year group who require particular help to overcome barriers to learning.
- To work as part of a child centred Petchey team to support positive behaviour for learning and communicate closely, regularly and effectively with parents/carers.
- To support all staff, most notably the Progress and Achievement Leader for the designated year group in managing the day-to-day behaviour and conduct of pupils across the year group.

### Specific Responsibilities: Assistant Progress and Achievement Lead

#### Support for an Identified Year Group(s)

- Assist vulnerable pupils experiencing emotional or potential mental health challenges in a professional and empathetic manner
- To provide pastoral support for pupils
- To attend TAC, TAF or other relevant meetings with external professionals
- To share information appropriately and in a timely way with teachers and external professionals
- Support the Year group assemblies
- To liaise with the attendance team to arrange/carry out home visits; communicating with parents/carers regarding attendance and punctuality concerns.
- Maintain high levels of record keeping in all aspects using the Schools Management Information System (SIMS) to access, input data, and generate reports.
- Establish productive working relationships with pupils, acting as a role model.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Carry out a range of duties, including 'On-Call', gate duties and detentions.

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### Support for the Academy

- Work closely with school staff that have a responsibility for special needs, pupils with English as an additional language and for the more able learners to ensure that their needs are met.
- Assist the PAL with the development and implementation of behaviour monitoring.
- Ensure that all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos of the school
- Attend and participate in regular meetings, training and mentoring of other staff in the school as required to share expertise.
- Comply with all the requirements of health and safety legislation.
- Take part in the Performance Management process

To undertake any other reasonable duties which might, from time to time, be requested by the Headteacher, or any person delegated by them.

### General duties

#### Make a strong contribution to the day to day management of the Academy

- Support the Key Stage Manager and Progress and Achievement Lead in managing day to day behaviour issues
- Ensure that Health & Safety and Child Protection procedures are strictly adhered to in the areas you are responsible for.
- Model the highest expectations and act as a strong presence around the academy, including duties and assemblies
- Act as a role model for staff and students through personal and professional conduct.

### Commitments

All staff must be fully committed to:

- the highest possible expectations of all students;
- equity, diversity, inclusion and social justice;
- safeguarding and promoting the welfare of children;
- their own professional and personal development.

### EQUALITY AND DIVERSITY

The Petchey Academy is committed to promoting equality for all students and employees. Every individual will be treated with courtesy and respect and his or her contribution to the learning process will be valued. All employees are expected to understand and promote equality and diversity in the course of their work.

### SAFEGUARDING CHILDREN

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

All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check.

A Section 128 check will be carried out on individuals applying for any role that retains or has been delegated any management responsibilities under the terms of a direction made by the Secretary of State for Education.

**Note: This job description will be reviewed annually.**

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### **Qualifications**

1. Educated to Degree Level in a relevant subject(s)
2. Mentoring qualifications or other relevant qualifications (D)
3. Recent and relevant professional development
4. Safeguarding Training (D)

### **Experience**

5. Successful experience of dealing with young people with a range of complex barriers to learning
6. Experience of managing safeguarding procedures and policy in a Secondary school setting
7. Experience of communicating with parents and managing difficult situations

### **Knowledge and Skills**

8. To be aware of current statutory and educational developments in relation to the post, including the SEND code of practice.
9. A good understanding of school attendance procedures
10. Ability to communicate effectively, both orally and in writing with a range of audiences.
11. Proven administrative and organisational skills.

### **Personal Qualities and Attributes**

12. A commitment to the aims and values of community comprehensive education, the academy's vision and ethos, as well as to the implementation of equal opportunities policy and practice
13. The ability to establish effective and appropriate relationships with students and staff.
14. The ability to relate well to parents, external agencies and the wider community.
15. Is flexible, able to work under pressure and meet deadlines.
16. Is a reflective practitioner who responds to change positively.
17. Understands the importance of professionalism and confidentiality.
18. Is a strong role model for staff and students.
19. Has a proven record of excellent attendance and punctuality.