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| **Job Title:** | Progress Leader Key Stage 4 |
| **Line Management:** | Responsible to the Head of School through the designated member of the leadership team |
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| **Success Measures:** | |
| 1. Efficient running of the key stage in supporting student progress and achievement. 2. Improve attendance within the key stage to at least 95%. 3. A reduction in persistent absentees within the key stage. 4. At least 80% of students making 3 grades of progress or better 5. At least 40 % of students making 4 grades of progress or better. 6. Reduction in low level disruption in lessons. 7. Reduction in the number of repeated behaviour sanctions. 8. Narrow the gap in all measures between groups of students including disadvantaged and special educational needs (SEND) | |
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| **Academic Progress:** | |
| 1. Monitoring the quality of learning experienced by the key stage through discussions with staff and students. 2. Monitoring of academic progress in order to secure and sustain effective learning. Using assessment grades, 4matrix, reading age scores, reports and data to inform us of both individual student progress, and collective progress across each teaching class and the key stage as a whole. 3. Liaise with key staff regarding all groups of students’ achievement in the key stage (e.g. Gender, SEN, vulnerable, etc.) and the level and type of intervention when required. 4. To complete a Key Stage Development Plan and School Evaluation Plan. 5. To monitor progress against the Development Plan reporting regularly to the Senior Leadership Team. 6. Monitor the regular setting of homework through showmyhomework. Regularly check that planners are well used and brought to school. 7. Regularly visit lessons for pupils of your own key stage. If a class, student or teachers is identified as requiring intervention the Progress leader should support on this, 8. Analyse student performance data (achievement, attendance and behaviour) to monitor progress and identify intervention plans for underachieving learners and learner groups 9. Celebrate students’ successes and recognise their achievements. 10. Advise students regarding appropriate progression routes/pathways. | |
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| **Leadership and Management:** | |
| 1. Lead and manage a team of tutors/mentors. Progress Leaders to provide guidance, training and encouragement to tutors. Set the agenda for key stage team meetings, which should include a development time for them. Tutors to be monitored both informally and formally by the Progress Leader to inform the school's performance management process. 2. Have an overview of all the different care and guidance for students e.g. Engage, SENCO, TAs etc. 3. Providing a link for parents, tutors/mentors, SENCO, teachers, Heads of Departments, Leadership Team and external agencies. 4. Monitor pupil behaviour, attendance and achievement using SIMS and in consultation with key staff decide on appropriate, sanction, intervention and reward where appropriate. 5. Follow the Academy behaviour reporting system in terms of BSA’s and PSP’s 6. Advise the Assistant Headteacher (behaviour) and the Head of School when there is a need for fixed term exclusion. 7. Share good practice and information acquired from courses. 8. Use the schools rewards system to promote student achievement and self-esteem. | |
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| **Attendance and Behaviour** | |
| 1. Implement the attendance strategy of the Academy. 2. Monitor attendance on a daily basis and take effective action where necessary. 3. Track truancy and overall punctuality and take effective action where necessary. 4. Promote and reward good attendance throughout the key stage. 5. Report any Attendance issues to Attendance Officer. 6. Meet with parents to discuss attendance concerns. 7. Liaise with teachers support staff as appropriate 8. Monitor low level disruption and patterns of poor behaviour in lessons, at social times and throughout the day. 9. Use daily SIMS reports to identify issues and follow up as appropriate. 10. Meet with relevant parties including parents where appropriate, in an attempt to rectify behaviour concerns. 11. Support sanctions in line with the school behaviour policy. 12. Generate a positive ethos throughout the key stage through identifying and celebrating success. 13. Where appropriate liaise with colleagues to make referrals. | |
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| **Monitoring of student personal development and well being** | |
| 1. Work with external agencies and appropriate school based staff where applicable, to ensure that identified groups of students are provided with opportunities to widen their experiences and increase their aspirations. 2. Attend/chair behaviour and attendance support meetings to ensure that the necessary support is provided to students and deploy Engage team accordingly. 3. Liaise with parents and carers regarding student’s personal developmental and well-being. 4. Ensure high standards of student attendance working with the attendance officer. 5. Ensure high standards of uniform in line with the Academy’s uniform policy. 6. Encourage students to be involved in Academy activities. 7. Support SLT in the appointment of prefects. 8. Lead regular assemblies in line with the designated themes. 9. Develop and monitor the daily form tutor programme. 10. Where appropriate complete referrals for students to external agencies. | |
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| **Continuing Professional Development** | |
| 1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school 2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available | |
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| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.  Employees will be expected to comply with any reasonable request from the Head of School to undertake work of a similar level that is not specified in this job description.  Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.  The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.  This job description is current at the date shown, but following consultation with you, may be changed by Head of School to reflect or anticipate changes in the job which are commensurate with the salary and job title. | |

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| **Person Specification** | | |
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| **Key Areas of Head of Year** | **Essential Attributes** | **Desirable Attributes** |
| Qualifications | * Graduate with Qualified Teacher Status * Recent relevant professional development | * Higher degree |
| Key competencies | * Ability to give clear and strong leadership and support * Ability to think strategically and successfully implement agreed strategies * Ability to analyse and solve complex issues with an eye for detail * Ability to delegate effectively * Ability to work effectively with staff, students, governors, parents and the community * Ability to work with, manage and lead a team of tutors. * Ability to liaise and work with other middle leaders to promote the education of all children. * Ability to inspire and lead a year group through the school. * Ability to interpret and use appropriate data to promote learning and to set targets appropriate to pupil’s abilities and needs. * Ability to liaise with outside agencies. |  |
| Personal qualities | * High levels of drive and energy * High levels of interpersonal skills * Commitment to comprehensive education and high student expectations * Ability to reach and justify difficult decisions * Ability to set and achieve challenging, but realistic goals for staff and for students * Ability to support, motivate and inspire others * Sense of humour, good listener, positive outlook * Ability to impose calm. * Ability to work as part of a team. | * Ambitions for Senior Leadership |
| Professional knowledge and understanding | * Special educational needs, code of practice (revised) etc., * Child protection issues. * Strategies for school improvement. * Strategies for developing effective teaching/learning. * Strategies for ensuring good behaviour. * Data analysis and Target Setting. |  |