



Lea Valley Academy Key Stage 3 Progress Lead Job Description

Key Stage 3 Progress Leads are responsible for the year 7 or year 8 cohort and will be a part of the pastoral team.

Accountable to: The Director of Key Stage 3 and ultimately the Headteacher.

Scale: Scale SO1

Hours: 36 hours per week (plus 6 hours contractual overtime) x 39 weeks per year (term time plus twilight and parents' evenings) - 8am-5pm Monday-Thursday, 8am-4.30pm on Friday with 30 minutes break daily.

Core purpose

- To work as part of a team that provide professional leadership and management for a group of pupils to secure high levels of behaviour, promote high levels of ambition, promotion of independent learning and ensure academic progress is at least in line with the school's expectations.
- The Key Stage 3 Progress Lead will regularly deal with a range of complex and contentious matters requiring a consistently high degree of support, for students in the context of an awareness of the school's major policy objectives. Outcomes will have significant implications for the child or the school. The post holder may act on behalf of the school when dealing with children, parents, and agencies.
- The Key Stage 3 Progress Lead will have to investigate incidents, take disciplinary action, and make referrals to senior staff. As such work is subject to deadlines involving frequently changing circumstances and involves the management of conflicting priorities and deadlines.
- Work across school with other year leads to ensure there is consistent practice across all postholders from within and beyond the pastoral team.

The specific responsibilities and duties associated with this role include:

- **Monitoring the progress of students in year group and supporting the pastoral team in the action to address underachievement:**
 - Using the school analysis of data windows, identify students underachieving or declining performance, and initiating reports on behaviour, effort, and outcomes.
 - Managing support and challenge for individuals and liaising with teachers and other support staff to deliver a programme of support for the individual student.
 - Designing and implementing personalised ways of monitoring progress, using learning mentor skills.
 - Contribute to maintaining and analysing records of pupils' progress.
 - Attending relevant meetings concerning the designated cohort of students.

- Day-to-day leadership and management of the year group tutor team.
- Liaise with the Inclusion faculty to ensure the needs of students in year group are met.
- **Being the first point of contact during the working day for students and parents:**
 - This involves significant ability to organise and prioritise.
 - Receiving information, making decisions on how to communicate this with other staff, deciding on the 'escalation' to senior staff.
 - Keeping parents informed about their child's welfare.
 - Deciding on how to respond to a student.
- **Assist the Assistant Head Teacher responsible for transition from Primary phase to Secondary phase for students joining LVA in year 7:**
 - Interview students and parents prior to their joining LVA.
 - Visit feeder primary schools.
 - Attend and participate in the running and organising of year 7 summer school.
 - Organise new cohorts into tutor and teaching groups.
- **To supervise and cover Key Stage 3 classes of students where the teacher is absent on a need basis**
- **To develop and manage the delivery of the year group tutorial programme by the team of tutors; plan and deliver year group assemblies**
- **Ensuring there is consistent practice across the student managers**
 - Ensuring all policies and standard operating procedures are followed.
 - The development of common SIMs reports and the writing of standard letters to be used by all student managers.
- **Receiving and processing students late to school**
 - The school has a standard operating procedure which requires year leads and student managers to receive, process and respond to students late to school.
- **Investigating incidents of poor behaviour**
 - Year leads are the first point of investigation. They collect witness statements from students, teachers, and members of the school workforce. They use their judgment when presenting alternative evidence to students in order to discover the nature of the incident.
 - If the incident is serious, they prepare a report for a senior manager.
 - Within the defined Standard Operating Procedures, the Key Stage 3 Progress Lead makes a judgment and may initiate a sanction.
- **Supervising students excluded from class and run year group detentions in line with the school's behaviour policy**
- **Lead the supervision of students during Key Stage 3 lunchtime and after school:**
 - Year leads and Student managers are part of the school staff team that supervises large and small groups of students at break, lunchtime and after school.

- **Organising assigned school events such as Parents evenings and primary to secondary transition evenings:**
 - This includes ensuring that all students have made appointments for their parents to meet teachers.
 - Following up, from parents' evenings any issues and agreed strategies.
- **Participating in checks of uniform, planners etc.:**
 - Organising the checks of uniform, planners etc.
 - Ensuring students complete homework set.
 - Devising and using tools to record checks and feedback to students, teachers, and the Leadership Team.
 - Taking remedial action
- **Additional team responsibility- *to be agreed as part of a team review***

Leading, managing and developing a cohort of pupils taking responsibility for pupil development across the curriculum. The outcomes that are associated with this element are to lead the provision so that pupils will:

- ◆ Attend school regularly and punctually.
- ◆ Actively participate in learning.
- ◆ Actively participate in extra-curricular activities.
- ◆ Produce work and assignments in response to curriculum demands (including homework).
- ◆ Be safe and happy at school.
- ◆ Conform to the school's uniform policy
- ◆ Conform to the school's behaviour policy.

Impacting on educational progress of pupils in Year group. The outcomes that are associated with this element are to work as part of a team so that pupils will:

- ◆ Progress to the next stage of their education with confidence and enthusiasm.
- ◆ Be enthusiastic about school.
- ◆ Show sustained improvement across their subjects.
- ◆ Make informed choices about their future studies.
- ◆ Understand how to improve their studies.
- ◆ Know their academic targets.
- ◆ Show improvement in their literacy, numeracy, and information technology skills.
- ◆ Be well prepared for any tests and examinations.
- ◆ Achieve high standards in public examinations.
- ◆ Contribute to the maintenance of a purposeful working environment.
- ◆ Actively participate in extra-curricular activities.

Working as a Team. The outcomes that are associated with this element are to work as part of a team to ensure that the parents and carers of pupils:

- ◆ Are well informed about their child's achievements at school.
- ◆ Are well informed about their child's targets for improvement.
- ◆ Know the expectations made of their child in relation to their studies, their attendance, behaviour and conduct at school.
- ◆ Know how they can support or assist their child's progress at school

- ◆ Chair year 7 tutor meetings.
- ◆ Attend and participate in staff meetings.
- ◆ Attend and participate in parents' evenings.

Monitoring and accountability. The tasks that are associated with this element are to:

- ◆ Provide information and analysis for the Head Teacher and other senior managers so that they can understand the issues affecting the progress of individuals in year group.
- ◆ Monitor, evaluate and review the practice of the student manager team.
- ◆ Provide advice so that interventions and resources are targeted appropriately.
- ◆ Monitor, evaluate and review the impact of interventions and resources for the cohort.
- ◆ Respond to other adults and agencies who require up to date information about the pupils presented in a concise and accurate manner.

And any other duties as required.

This job description is not exhaustive as the Year Lead is required to do all that is reasonably required as part of the team that leads and manages the year group.

Lea Valley Academy, part of the EdACT Trust is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to demonstrate this commitment by signing the school's Code of Conduct.