



FROGMORE

COMMUNITY COLLEGE



ASSISTANT DIRECTOR OF PROGRESS
CANDIDATE INFORMATION





WELCOME TO OUR SCHOOL

Dear Candidate

I am delighted that you have shown an interest in the role of Assistant Director of Progress – Ormond House at Frogmore Community College.

At Frogmore we believe that every student can flourish, given the right environment, support and challenge. As a relatively small school, with 716 students on roll, we care deeply about the achievement and wellbeing of every individual. Ofsted captured this ethos when they visited in February 2022, stating: 'The school is a happy and friendly place to learn. Pupils say they feel that they belong to the 'Frogmore family'. They feel well supported and cared for by staff'. The school has recently joined Weydon Multi Academy Trust and shares its vision and values (www.weydonmat.co.uk).

Leadership at Frogmore Community College is strong. Our Senior Leadership Team is united by a shared commitment to achieve the very best for every child. Regular and supportive line management, coupled with high levels of professional trust, mean that our exceptional team of middle leaders are proactively engaged in driving the school forward. Our small size leads to high levels of consistency and relationships in the school are incredibly positive. We are not complacent, however, and continuously seek to improve. We know that the key to every student flourishing is great teaching: every lesson, every day.

We are seeking an Assistant Director of Progress who will work with the Director of Progress to energise the students within Ormond House to aspire and achieve. You will be an excellent teacher and aspiring leader, who is able to translate this excellence in order to inspire and challenge students and staff alike. You will have a commitment to providing students with an inclusive, rich and creative school experience, including extra-curricular opportunities and visits.

You will be joining a strong and collegiate pastoral team within our newly developed Pastoral Hub. The right candidate will find this appointment extremely rewarding and a fantastic opportunity to develop their own career and make a difference in our community.

We actively encourage colleagues to embrace their professional growth. We have an inspirational Teaching and Learning Steering Group in school; several colleagues are studying for National Professional Qualifications; subject leaders attend the local subject panel forums and we proactively provide opportunities in school for colleagues to develop.

We know that teaching is a demanding job. At Frogmore we pride ourselves on championing staff well-being. We understand that our colleagues are our greatest asset. We offer all teaching staff the opportunity to take up two days unpaid annual leave, which can be taken as half days, to enable them to do something fun. We provide free tea and coffee in our recently refurbished staffroom and we have a wellbeing day in November, where staff don't come into school. Every half term staff are nominated anonymously by their peers as 'colleague of the half term' to celebrate their contribution to our school. We enjoy celebrating our successes.

Frogmore Community College is a happy and supportive place to work. We are proud of our school and are always excited by the opportunity to welcome new staff into our 'Frogmore family'. If you are similarly excited by the prospect of joining us, then I very much look forward to receiving your completed application.

Yours faithfully

Chris Vaudin

Headteacher

Job Description for Assistant Director of Progress

Role Title	Assistant Director of Progress: Ormond House
Role Purpose	<p data-bbox="448 331 1029 365"><u>Student Progress and Personal Development</u></p> <ul data-bbox="448 398 1417 1279" style="list-style-type: none"> • To support the Director of Progress for Ormond House in leading a team of form tutors, to promote, support and monitor the academic progress of each student within the House • To work with subject leaders and teaching staff to identify barriers to learning then initiate and support appropriate intervention • To analyse and interpret data in relation to students in the House, in order to promote maximum student progress • To have a relentless focus on the achievement key groups or individual students within the House, including but not exclusively: those entitled to additional support through Pupil Premium, looked after children, and any other identified key groups • To run designated whole staff Progress and Intervention meetings aligned with horizontal (year group) responsibilities, to support pupil progress across the school • To monitor student attendance and develop strategies to maximise it, taking appropriate action with students whose punctuality to school is poor • To support the development and consistent delivery of the tutor programme across the House, ensuring that students have a consistent and high quality experience at key transition points • To promote and celebrate achievement of all kinds • To work closely with the support staff team and external agencies where additional family and student support is necessary • To be familiar with Safeguarding Children and Child Protection issues • To support the Director of Progress for your House in ensuring high standards of behaviour and uniform • To liaise with the Director of Intervention to complete Pastoral Support Plans for students when required • To co-ordinate the production of documentation needed for exclusions <p data-bbox="448 1339 962 1373"><u>Leadership of Staff and Communication</u></p> <ul data-bbox="448 1406 1417 1991" style="list-style-type: none"> • To support the Director of Progress in communicating a shared vision within the House team, focused on achievement, high expectation and a strong identity • To have a significant impact on key whole school priorities • To work in collaborative partnership and ensure clear communication pathways with form tutors, subject leaders, subject teachers, SLT and support staff, which support a consistent approach within the Director of Progress team • To provide support and guidance to tutors, facilitating their professional development and ensuring that expectations and practice across the House are consistent • To develop positive working relationships with parents, ensuring that parents are informed of issues affecting the progress of their child • To support the reporting process and organisation of parent consultation evenings and related events • To support the Director of Progress with assemblies within an agreed programme • To lead the team and wider staff on the identified horizontal (year-based) responsibilities within the reporting and intervention cycle

	<ul style="list-style-type: none"> To support the Director of Progress in the appointment and development of the House student leadership representatives
Reporting To	Director of Progress within House
Working Time	Full Time as specified within the STPCD
Salary/Grade	Classroom Teachers' Pay Scale plus TLR 2a
Disclosure Level	Enhanced

Organisation



Accountabilities of all teaching staff

Accountability	Expectations
Safeguarding, Student Safety and Wellbeing	<ul style="list-style-type: none"> Be fully committed to safeguarding and promoting the welfare of children Undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. To attend all safeguarding and child protection statutory training as required Adhere to safeguarding policies and procedures and the Staff Behaviour Policy, upholding professional standards at all times Demonstrate empathy and kindness towards students and fellow staff
Teaching and Learning	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of a range of teaching, learning and behaviour management strategies and use and adapt them to meet the needs of all learners Plan for progression, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge Design opportunities for learners to develop their literacy, numeracy and ICT skills Plan homework and other out-of-class work to sustain learners' progress and to extend and consolidate their learning Teach lessons and sequences of lessons which: <ul style="list-style-type: none"> use a range of teaching strategies and resources are adapted to suit the learner and take practical account of diversity and promote equality and inclusion build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives introduce new ideas and concepts clearly, and make effective use of explanations, questions, discussions and plenaries demonstrate the ability to manage the learning of individuals, groups and whole classes Evaluate the impact of teaching on the progress of all learners, and modify planning and classroom practice where necessary Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts

	<ul style="list-style-type: none"> • Establish a clear framework for classroom discipline in line with the school's behaviour policy to manage learners' behaviour constructively and promote their self-control and independence • Ensure the effective/efficient deployment of classroom support staff
Assessment and Monitoring	<ul style="list-style-type: none"> • Know the assessment requirements and arrangements for the subject/curriculum area(s), including those relating to public examinations and qualifications • Utilise a range of approaches to assessment, with an emphasis on regular formative assessment • Use local and national statistical information to evaluate the effectiveness of teaching, to monitor learners' progress and to raise levels of attainment • Assess the specific needs of learners in order to set challenging and appropriate learning objectives • Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development • Support and guide learners to reflect on their own learning, identifying the progress they have made and their emerging learning needs
Subject and Curriculum	<ul style="list-style-type: none"> • Demonstrate a secure knowledge and understanding of the subject/curriculum area and related pedagogy • Know and understand the relevant statutory and non-statutory curricula and frameworks • Plan and deliver extra-curricular opportunities for students to enhance their learning in the subject
Operational/ Strategic Planning	<ul style="list-style-type: none"> • Assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies within the faculty • Contribute to the faculty's development plan and its implementation • Contribute to whole school planning activities • If you are a teacher who is paid on UPR, you will coach and support main-scale teachers as directed by your line manager/SLT.
Professional Development	<ul style="list-style-type: none"> • Take part in the school's staff development programme by participating in arrangements for further training and professional development • Continue personal development in relevant areas including subject knowledge and teaching methods • Engage actively in the Performance Management Review process
Quality Assurance	<ul style="list-style-type: none"> • Contribute to the process of monitoring and evaluation of the House in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. • Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
Management Information	<ul style="list-style-type: none"> • Maintain appropriate records and provide relevant accurate and up-to-date information for assessment, registers, etc.
Communications	<ul style="list-style-type: none"> • Communicate effectively with the parents of students as appropriate • Where appropriate, communicate and co-operate with persons or bodies outside the school • Follow agreed policies for communications in the school
Marketing and Liaison	<ul style="list-style-type: none"> • Take part in marketing and liaison activities such as open evenings, parents evenings and liaison events with partner schools • Contribute to the development of effective subject links with external agencies
Management of Resources	<ul style="list-style-type: none"> • To assist the Senior Leadership Team to identify resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and the students

Other:

In addition to the above, we expect all staff to adhere to all school policies, attend and participate in staff meetings as required and make your own contribution to the community life of the school. Employees are expected to be courteous to colleagues and welcoming to all, in person, on the telephone or in written correspondence.

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 a manager to undertake work of a similar level that is not specified in this job description. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly. It will anyway be subject to periodic amendment whenever circumstances or appraisal processes dictate changes in the postholder's role within the school.

Frogmore Community College is committed to equality of opportunity. We positively welcome applications from all sections of the community.

Frogmore Community College 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.

Assistant Director of Progress - Person Specification

Key: App – Application Form Ref – Reference SP – Selection process. This could include a range of exercises, including an interview.		
QUALIFICATIONS		
		How Identified
Graduate	Essential	App/Checking at interview
Qualified Teacher Status or other educational qualification	Essential	App/Checking at interview
Commitment to further professional development	Essential	App
Further qualification in a related area	Desirable	App
EXPERIENCE, KNOWLEDGE AND SKILLS		
Successful implementation of strategies for raising student achievement	Essential	App/SP/Ref
Ability to take a strategic view and work with others to deliver improvement	Essential	App/SP/Ref
Ability to work with clear and measurable objectives to provide year on year improvement	Essential	App/SP/Ref
Ability to lead	Essential	App/SP/Ref
Relevant leadership experience	Desirable	App/SP/Ref
Ability to motivate and inspire pupils and staff	Essential	App/SP/Ref
Experience of making effective use of data	Essential	App/SP/Ref
Effective behaviour and classroom management	Essential	App/SP/Ref
Ability to use ICT to support teaching and learning	Essential	App/SP/Ref
PERSONAL & PROFESSIONAL QUALITIES		
Self Awareness Emotional self-awareness Accurate self-assessment	Essential	SP
Social Awareness Emotional intelligence Organisational awareness Understanding of appropriate professional behaviours in self and others	Essential	SP
Self-management Emotional self-control Transparency Adaptability Resilience Initiative Optimism	Essential	SP



Relationship Management Developing others Leadership attributes Sense of humour Conflict management Team work and collaboration	Essential	SP
SPECIAL WORKING CONDITIONS		
To attend any training as deemed appropriate	Essential	SP
Agreement to the Governing Body undertaking a Disclosure & Barring Service check	Essential	SP
Experience of and commitment to effective inclusion and safeguarding strategies and practices	Essential	SP
Work in ways that promote equality of opportunity, participation, diversity and responsibility	Essential	SP



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