



Job Description

KEY INFORMATION	
Post title:	Progress Leader
Grade:	
Responsible to:	Assigned member of SLT
Responsible for:	N/A

OVERALL PURPOSE OF JOB
Provide pastoral and academic support to a designated cohort of students, ensuring good behaviour, attendance and attitudes to learning, and supporting colleagues and SLT in measuring and monitoring the achievement of students in the cohort.

MAIN DUTIES AND RESPONSIBILITIES	
1	Work with the Senior Leadership Team and other staff to support students in fulfilling their academic potential
2	Work with colleagues in school and with external agencies, including the Local Authority, Children's Social Care, Youth Offending Team, North Yorkshire Police, York Teaching Hospitals Trust and others, to support the attendance, pastoral care, health, welfare and personal development of students
3	Work with colleagues to promote good behaviour and attendance for students, including being an active presence around school and supporting colleagues with behaviour and other incidents
4	Support the learning and behaviour of specific students in the cohort by leading on and working with other colleagues in the preparation and delivery of a wide range of intervention activities, including delivering targeted interventions to key groups of students
5	Be responsible for the effective use of daily tutor time in conjunction with the appropriate member of SLT, planning, coordinating and delivering a programme which is appropriate for all students in the cohort
6	Develop effective working relationships with families and carers, including presenting at key family events such as transition evening and graduation
7	Contribute to annual reports and attend parental consultation evenings for the student cohort
8	Deliver assemblies on relevant topics across all year groups



9	Keep accurate and timely records relating to the year group, including utilising school systems such as SIMS and CPOMS in an appropriate and effective manner
10	Organise events, which may include domestic and international educational visits, transition for KS2/3 and KS4/5, careers events including work experience, and reward-based events
11	Undertake break and lunchtime duties, ensuring good behaviour of students at social times
12	Support colleagues in the coordination of PSHCE 'collapsed timetable' days
13	Support with and deliver extracurricular activities
14	Analyse and monitor data, referrals and behaviours of pupils and feedback from a wide range of professionals as well as parents and carers, utilising this data to develop interventions and strategies to support students
15	Work with outside agencies to develop personalised programmes of learning for specific pupils as and when required, including extracurricular activities and wider opportunities
16	Support the SEND/Inclusion Department in implementing strategies and interventions to support the special educational needs of pupils
17	Support families in their domestic and social situations, including signposting to other agencies where required
18	Respond appropriately to urgent and serious concerns relating to child protection, safeguarding and criminal activity
19	Undertake first aid as and when required

GENERAL RESPONSIBILITIES	
1	Uphold professional standards for the role and follow all school and Trust policies and procedures.
2	Comply with Child Safeguarding Procedures and adhere to the Trust's Child Protection and Safeguarding Policy at all times.
3	Participate in performance management and take part in appropriate training and development activities.
4	Maintain confidentiality in all areas of work and process personal and sensitive information in accordance with relevant legislation.
5	Undertake other reasonable duties as requested, in accordance with the changing needs of the organisation.

Person Specification

All points are essential unless otherwise specified

Qualifications	
1	GCSE English and maths at grade C/grade 4 or above, or equivalent Level 2 numeracy and literacy qualifications
2	Good honours degree or equivalent qualification
3	First aid qualification, or the willingness to obtain one
4	<i>Further qualifications relevant to the role, e.g. social work qualification, advanced safeguarding qualification, etc. (desirable)</i>
Experience	
1	Substantial experience of working with students/young people in a school or educational environment
2	Experience of working with multi-disciplinary teams
3	Experience of developing and delivering creatively planned intervention programmes for students/young people with emotional and behavioural difficulties
Skills/Knowledge/Abilities	
1	Excellent presentation skills, with the ability to use a range of effective techniques to present to large groups of students on a regular basis
2	Knowledge of relevant training strategies (e.g. literacy, numeracy, KS3)
3	Knowledge of the National Curriculum at Key Stage 3 and 4 and of appropriate pathways throughout school and post 16
4	Knowledge of normal child development and personal development needs
5	Knowledge and experience of implementing strategies which promote good behaviour and discipline
6	Excellent interpersonal and communication skills, including the ability to communicate with a wide variety of audiences, including students, parents/carers, colleagues, the police and other external agencies
7	Ability to use a range of ICT systems, including confidence in using standard computer packages (e.g. Microsoft suite, Google) and school-specific software
8	Experience of dealing with and the ability to recognise safeguarding and child protection issues



Personal Attributes	
1	Ability to organise, lead and motivate people, with demonstrable professional credibility with a range of stakeholders
2	A reflective practitioner, with the ability to self-evaluate learning needs and actively seek learning opportunities
3	Excellent personal organisation and a track record of timely delivery of tasks and projects, with a solution-focused approach to problems and competing priorities
4	Ability to work both independently and collaboratively
Safeguarding	
1	Demonstrate a commitment to safeguarding children and ensuring the welfare of children
2	Be able to remain calm, empathetic and treat all students with dignity and respect, even when faced with challenging behaviour
3	Satisfactory Enhanced DBS check