



Edmonton County School

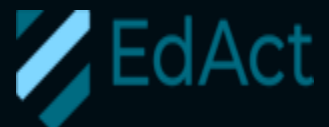
Educating our Community for Success

Progress Leader (non-teaching)

Scale 6

Permanent / Full Time

Required: as soon as possible



Bury Campus

Little Bury Street,
Edmonton,
London, N9 9JZ

Cambridge Campus

Great Cambridge Road,
Enfield EN1 1HQ

Tel: 020 8360 3158 Email: ECSRecruitment@edact.org.uk

Headteacher: Paul Miller

About EdAct



EdAct comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, Salmons Brook School and from September 2023, the Konrad Halls Centre.

Our Academies provide an education for children aged 4-18 in North London. We have been educating young people in this part of London since 1919 and throughout that time our approach has been epitomised by high standards and academic excellence, a tradition that continues today.

Our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect are evident in all our work and result in young people who develop and grow as independent, resourceful and resilient individuals.

The Trust has set out the following vision for its work:

- E**xcellence in all we do
- D**eveloping a shared understanding of teaching and learning by sharing strengths and best practice
- A**mbitious and Accountable to our community for the better use of public funds so more resources are available to address the challenges we face
- C**reative in our approach to achieving the best for the children
- T**rusted by the community to provide a high-quality education and a great place to work

As a Trust we are committed to providing the best for the children in our schools but also to offer excellent professional development to our wonderful team of staff. If you join us you will enjoy excellent conditions of service and teach children who are keen to learn and succeed. The success of our Trust means that you will have great career prospects either within the Trust or beyond.

We look forward to hearing from you.

Dr Susan Tranter

Chief Executive

About ECS



Edmonton County School

www.edact.org.uk

[Edmonton County School - Ofsted reports](#)

Edmonton County School (ECS) is a mixed, community, comprehensive school with a long history of providing a high-quality education to the communities of Enfield and Edmonton for children aged 2 to 19. Although we are a large organisation, with over 1900 students and around 250 staff making up our school community, our dual-campus structure means that the young people in our care have the experience of being in a caring and supportive environment that much smaller schools can offer.

ECS has a hard-working and high-calibre staff working as teachers and members of the wider workforce. Our school motto 'Non Nobis Solum' (Not for Ourselves Alone) embodies our core aim which is 'Educating our Community for Success.' The governors, staff and myself share a passionate commitment to meeting the varied individual needs of all our students, in order to ensure they leave ECS with the best possible academic qualifications. We want them to enjoy every aspect of their learning, and we want them to develop as individuals so that they leave us as confident and socially-responsible young people, who are well-equipped to contribute to society and enjoy success in whichever field they choose for themselves.

We are proud of the academic progress that pupils make at ECS. At Key Stage 4 (GCSE), the progress of our students is consistently good, whilst post-16 the progress of our students studying A Levels puts the school in the top 10% of Sixth Forms nationally. Children in our Primary Phase achieve outcomes better than local and national averages. Whilst we continue to enjoy increasingly high standards of academic achievement, we are always ambitious to do even better, and we are continually looking for ways to raise the level of achievement of our students.

Research has shown that strong partnerships between parents and school staff have a positive impact on a child's progress and helps them to feel good about school and their education. I have been teaching in north London schools for over 30 years and have been a senior school leader for 20 years. I know that a successful school and happy children depend on all of us working together.

Working together also ensures that children are getting a consistent message about good behaviours. Our school is a calm, orderly place and we have high expectations regarding attendance, punctuality, attitudes towards learning, showing respect to members of the school community and the wearing of our uniform, both in school and in the local community.

I look forward to hearing from you.

Paul Miller, Headteacher

Job Description: KS3-4 non-teaching Progress Leader



Overview: KS3-4 non-teaching Progress Leaders will report to the Assistant Head Teacher responsible for the Key Stage, and will lead a year group, either Year 7, 8 9, or 10 on one campus. Normally, the Progress Leader will take students through from Year 7 to 10. After this, they will return to Year 7 on a rotation Progress Leader Team. However, operational or staffing constraints may mean that there is a need to deviate from this cycle in some academic years.

Accountable to: Assistant Headteacher responsible for the Key Stage on a campus, and ultimately the Headteacher.

Scale: Scale 6

Hours: 36 hours per week (plus 6 hours contractual overtime) x 41 weeks per year - 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 Progress Leader 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.
- Progress Leaders 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 campus with other Progress Leaders 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 a campus Year Group and supporting the Assistant Head responsible for the Key Stage in the actions 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 campus tutor team.
 - Liaise with Inclusion to ensure the needs of students in the cohort are met.

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- **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.
 - Making appointments on behalf of the Assistant Headteacher responsible for the Key Stage.
- **In Key Stage 3, assist the Assistant Headteacher responsible for the Key Stage with the transition from Primary phase to Secondary phase for students joining ECS in Year 7:**
 - Interview students and parents prior to their joining ECS.
 - 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.
- **In Key Stage 4, assist the Assistant Headteacher responsible for the Key Stage with the transition from Key Stage 3 to Key Stage 4**
 - Interview students and parents regarding GCSE option choices.
 - Attend and participate in the running and organising of Year 8 options event.
 - Organise the cohort into tutor and teaching groups for Key Stage 4.
- **To supervise and cover classes in the relevant Key Stage where the teacher is absent on an occasional basis**
- **To develop and manage the delivery of the tutorial programme by the team of tutors; plan and deliver assemblies to the relevant year group**
- **Ensuring there is consistent practice by the student manager/s**
 - Ensuring all policies and standard operating procedures are followed.
 - The development of common Arbor 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 Progress Leaders and Student Managers to receive, process and respond to students late to school.
- **Investigating incidents of poor behaviour**
 - Progress Leaders are the first point of an 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 Progress Leader makes a judgment and may initiate a sanction, in line with the school's Behaviour Matters Policy.
- **Supervising students excluded from lessons (usually students are supervised in the Aspire Centre by the Exclusions Manager) and running Key Stage detentions in line with the school's behaviour policy**
- **Leading the supervision of students during break, lunchtime and after school:**
 - Progress Leaders (and Student Managers) are key members of the school staff team rota-ed to supervise students (and groups of students) at break, lunchtime and after school.

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- **Contributing to the organising of assigned school events such as Parents' Evenings and Transition Evenings:**
 - Ensuring that all students have made appointments for parents to meet teachers.
 - Following up, from parents' evenings, any issues and agreed strategies.
- **Participating in checks of uniform, lanyards / IDs, student journals etc.:**
 - Organising the checks of uniform, student journals etc.during tutorial periods
 - Ensuring students complete homework set.
 - Reporting the outcomes of checking procedures to students, parents, teachers and the Leadership Team.
 - Taking remedial action as required
- **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 Matters Policy
- **Impacting on educational progress of pupils in the relevant 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.
- **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 or 8 tutor meetings.
 - Attend and participate in staff meetings.
 - Attend and participate in Parents' Evenings.

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- **Monitoring and accountability.** The tasks that are associated with this element are to:
- Provide information and analysis for the Headteacher and other senior managers so that they can understand the issues affecting the progress of individuals in the 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 Progress Leader is required to do all that is reasonably required as part of the team that leads and manages the year group.

Person Specification: KS3-4 non-teaching Progress Leader



This person specification describes the skills, abilities and experience that we think are needed to do the job successfully. You should think about these carefully when writing the supporting statement part of your application form. We use the person specification as a benchmark against which we assess all candidates.

We will shortlist only those applicants who demonstrate in their application that they meet the criteria set out in the person specification. You should therefore make sure that your supporting statement demonstrates how your previous experience, skills, qualifications and abilities match all those on the person specification.

You may find it helpful to list each of the person specification criteria as a separate heading and explain how you meet that criterion. When outlining your skills and abilities, try to give examples of your successes and achievements. Simply saying 'I have an understanding of...' is not enough.

- Have suitable educational qualifications and relevant experience.
- A knowledge of current educational issues especially in relation to pastoral care
- Have an excellent punctuality, attendance and health record.
- Be aware of the need to ensure children are safe within school.
- Experience of dealing successfully and diplomatically with parents.
- Exhibit flexibility and an ability to work under pressure.
- Have good communication skills; be able to liaise with form tutors, other Progress Leads and the Leadership Team in order to contribute to, and implement, whole school policies.
- The competence to liaise with outside agencies such as the Education Welfare Service, the police, youth support services.
- Able to work independently and as part of a team.
- The aptitude to adapt to changing circumstances.
- The ability to take initiative and accept responsibility.
- The capacity to listen, empathise and resolve conflict.
- The willingness to inspire and take an interest in the well-being and personal development of students.
- Be willing to contribute to the broader life of the school.
- A commitment to further your own professional development.

How to apply

You can apply online by completing the application form:

<https://edact.org.uk/careers>

We look forward to hearing from you.



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