

Job Description Teachers and Support Staff

Role:	Progression Officer
School:	Beckfoot Oakbank
Salary/Grade:	Band 8 SCP 17-SCP22
Reporting to:	Assistant Headteacher

Core Purpose of the Post:

To support students in their aspirations, applications and transition into Higher Education. Ensuring that all who have the potential to succeed have the opportunity to do so.

Responsible for developing a sustained and progressive programme of activity for the target group, ensuring the effective involvement of parents/carers, staff and others in the project. Responsible for the day-to-day operation of the programme, arranging events and activities which respond to the needs of your target group. This will include working closely with Senior Leadership Team, teaching staff, careers staff, the wider NCOP (National Collaborative Outreach Programme) team and external providers of activity.

This role involves engaging with students in regulated activity relevant to children.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

Main Duties and responsibilities:

- Identify the target group of learners, maintaining and managing a database for management information, evaluation and review in accordance with current legislation.
- Ensure an agreed cohort of eligible learners are engaged with the programme and a sustained and progressive programme of activity is put in place.
- Provide accurate interim statistical reports on learner participation in activity, in relation to project key performance indicators.
- Reduce the gap in higher education participation between the most and least represented groups.
- Support young people to make well-informed decisions about their future education.
- Support effective and impactful local collaboration by higher education providers working together with schools, colleges, employers and other partners.
- Contribute to a stronger evidence base around 'what works' in higher education outreach and strengthen evaluation practice in the sector.
- Coordinate events and activities in conjunction with school, Beckfoot Trust and external providers to support engagement and progression of learners.
- Manage the budget for project funding and other resources allocated to the school and assist with reporting.
- Develop, monitor and ensure satisfactory progression of the schools delivery plan against agreed targets

Supervision and range of decision making:

- To make decisions using initiative where appropriate within established practices and procedures

Communications and working with others:

- Maintain contact with the identified learners, supporting and advising them generally to ensure their satisfactory engagement and progression within the programme

- Act as the principle contact and champion for the project within school by liaising with colleagues, attending meetings and representing the school as necessary within the wider NCOP programme team.
- Attend and contribute to the regular NCOP network meetings to share good practice and lessons learned.
- Communicate programme aims, and manage relationships effectively with parents/carers, learners, Go Higher West Yorkshire NCOP staff, school staff, Senior Leadership Team, delivery partners and others to ensure the success of the project.

Resources:

- To maintain the confidential nature of information relating to school, students, parents and carers.
- To be responsible for the care of materials and equipment within the school.

Professional development:

- To participate in training opportunities and professional development as required.

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-Ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Intermediate Fluency Duty required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Intermediate Threshold Level. The post holder should demonstrate: They can express themselves fluently and spontaneously with minimal effort and, only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.
Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.
The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Date:

May 2022

Person Specification Teachers and Support Staff

Role:	Careers Officer/Progression Officer	
	Essential Requirements	How Identified
Qualifications	Education to GCSE (or equivalent) at Grade C or above in English and Mathematics	Application
Experience	Proven ability to engage with and motivate young people (specifically within the age group 13 – 19) Excellent interpersonal and communication skills, and the ability to work with a range of key stakeholders, including young people and their key influencers Experience of providing support to pupils aspiring to HE.	Application References Interview
Training	Awareness of Multi-Academy Trusts and Teaching Schools Appropriate professional qualifications/experience in teaching, learner support or youth work practice	Application Interview
Knowledge, Skills and Ability	Empathy with and understanding of the ethos and purpose of the NCOP project, and a demonstrable commitment to widening participation in Higher Education Knowledge and experience of the UK HE system, with detailed knowledge of processes and procedures of HE entry and progression routes;	Application Interview
Personal Circumstances	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Must have the ability to be flexible and work to the requirements of a busy school Interest in the school's wider role in the community	Application Interview
Disposition and Attitude	A passion for education and a deep-felt desire to make a difference for young people. To like young people and be liked by them To possess educational vision underpinned by values To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership. Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'. Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example. Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself. Understand the importance of work/ life balance. Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism. Desire for significant professional development.	Application Interview References
Physical	Resilient Excellent attendance and punctuality	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview

