



Shaw  
Education  
Trust



Careers  
at Shaw Education Trust





<b>Job Title:</b>	<b>Pupil Progress Lead</b>
<b>Grade:</b>	<b>8</b>
<b>SCP:</b>	<b>SCP 28 – SCP 33</b>
<b>Conditions of Service:</b>	<b>Support Staff Contract</b>
<b>Responsible to:</b>	<b>Headteacher</b>

## Job Purpose

Under the guidance of senior staff, to support the achievement of students by taking the lead on all matters relating to the day to day pastoral care of students within their specific year groups. To contribute to the academic success of students through pro-actively identifying and putting in place measures to tackle any pastoral barriers to success. To support students by delivering whole school pastoral intervention sessions in line with my concern data.

## Key Responsibilities

### General Duties

- To ensure all students in a specific year group are cared for, promote a positive ethos and culture, celebrating success to ensure students become excellent citizens.
- To ensure a strong Anti-Bullying Programme is in place across the year group through liaison with other Student Support Leaders.
- To liaise with the safeguarding and student services team as appropriate.
- To ensure appropriate pastoral care for all students in the year group and support the AAHT Director of Year to ensure high levels of behaviour and punctuality are maintained.
- To ensure that all students leave Fortis Academy with qualifications that allow them to progress.

### Attendance and Punctuality

- To assist AAHT Director of Year in ensuring first day absence calls are made home to parents/carers in collaboration with Year Team Administrator and Attendance Team, including first day absence calls.
- To ensure student attendance and punctuality is monitored, recorded and reported in conjunction with AAHT Director of Year
- To keep standards of attendance and punctuality high by implementing the Academy's Attendance Policy.
- To ensure that all Form Tutors are completing registers accurately; regularly checking entries for individual students who are of concern.
- To liaise with external agencies regarding student attendance as necessary.
- To identify trends in student attendance and intervene where appropriate.
- To meet with parents regarding attendance and punctuality issues in school.
- To run intervention sessions for students who struggle with attendance to school
- To run and monitor part time timetables for students who are reintegrating back into school.

### Behaviour

- To support teachers in the classroom and around the Academy to improve individual student's behaviour.
- To ensure that student behaviour and uniform is monitored, and actions are taken to rectify behavioural issues within the Year Team.
- To investigate student behaviour and set appropriate sanctions, keeping the AAHT Director of Year fully informed.
- To keep standards of behaviour and uniform high by implementing the Academy's Behaviour

Policy.

- To liaise with external agencies regarding student behaviour as necessary.
- To liaise with the SENCO and alternative provision lead in order to support vulnerable students' behaviour.
- Ensure that the highest offenders for behaviour are dealt with in a strategic manner utilising intervention when appropriate, in conjunction with AAHT Director of Year.
- To meet with parents regarding behaviour issues in school
- To prepare exclusion and permanent exclusion packs as necessary
- To meet with parents and students following suspension and put in place return to school plans.
- Form part of the deep dive team who QA the quality of provision across the academy through students follows, student voice, tutor observations.

### **Student Well-being**

- To provide pastoral care to all students, in particular the most vulnerable, by implementing relevant policies and interventions where appropriate.
- To liaise with external agencies regarding student well-being as necessary.
- To liaise with parents/carers regarding student well-being as necessary.
- Form part and lead on (as necessary) meetings with CIN, LAC, CP, safeguarding
- Liaison work with police and external teams regarding student welfare.
- Go to hearings as necessary for students regarding issues in local community, police panels, safeguarding.
- Lead on intervention groups for identified students in relation to various welfare and mental health issues
- Undergo training as necessary in order to carry out these mentoring sessions.

### **Student progress**

- To monitor the progress of specific students within the year group
- To work with the AHT progress on intervention programmes suitable for this student
- To arrange intervention and monitor attendance to sessions
- To work with families and students to ensure catch is made in lessons.

### **Contact and Relationships**

- Deal with complex issues that may require diplomacy and tact to resolve, particularly in relation to contact with some of the most behaviourally challenged students in the school.
- Meet with students and parents in potentially stressful situations.
- Communicates effectively with students, parents/carers, external agencies, all colleagues, Senior Leadership Team, Directors of Faculty and AAHT Directors of Year, to enable information to be shared in a confident, calm and firm manner.

### **Decisions – discretion & consequences**

- Working with minimal supervision, but subject to established procedures, practices and routines.
- Implement agreed de-escalation strategies to minimise student disruption and/or dangerous behaviour; the consequences of this decision making may impact upon the Health & Safety of individuals and surrounding students.
- Judgement is required when providing solutions to problems.
- Decides when to intervene to deal with issues affecting attendance and punctuality as they arise.
- Decides how to manage immediate issues affecting behaviour on and off the school site.

- Decides when to seek additional support and advice, depending upon the possible gravity of individual situations.

### **Creativity and Innovation**

- Subject to supervision, established procedures, practices and routines, the postholder is required to use initiative to manage their own workload and to respond in creative ways to different situations.
- Will be required to deal with complex problems as they arise when dealing with student behaviour, attendance and punctuality.
- The postholder will follow documented school procedures and legal guidelines in relation to students such as the Home Visits and Lone Working guidelines and DfE guidance on the use of reasonable force.
- The postholder uses initiative in proposing changes to working practices and/or processes and is able to shape and improve the way the Year Team structure operates.
- Ability to give advice to and seek information from students/parents/carers on a daily basis.

### **Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

### **Safeguarding**

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

***This job description is not prescriptive, nor necessarily a comprehensive definition of the position.***

***Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.***

## Qualifications and Experience

### Qualifications/Training

#### Essential

- GCSE grade C or above, or equivalent, in Maths and English
- Working knowledge of policies and procedures relating to
- Thrive training and experience of intervention group work

#### Desirable

- Relevant Safeguarding Training Level 2 or equivalent
- Education, Social Work qualification
- A degree or equivalent

### Experience / Knowledge / Skills

- Significant (typically 3-5 years) experience of working in an education setting committed to the inclusion agenda with children and/or young people within the 11-16 age range.
- Experience of supporting young people/children demonstrating a range of social, emotional and behavioural challenges.
- Experience of work with external agencies.
- Ability to remain calm in situations of high tension.
- Ability to manage own workload and work on own initiative.
- Ability to work constructively as part of a team.
- Ability to relate well to children and to adults.
- Good ICT and record keeping skills.
- Ability to communicate effectively both orally and in writing.
- Good organising, planning and prioritising skills.
- Methodical with a good attention to detail.
- Aware of and has skills in relation to Safeguarding of Young People.
- Aware of Every Child Matters
- Ability to operate within GDPR and confidential parameters.
- Knowledge of issues likely to adversely affect the health and well-being of children and young people.
- Understanding of restorative processes.

## Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build relationships between yourself and the team, and between team members.</li> <li>• Unify not divide the team, promote a culture of respect.</li> <li>• Manage conflict well and pro-actively.</li> <li>• Embrace and welcome accountability of self, and for team.</li> <li>• Care for the well-being of your team/colleagues.</li> <li>• Support the retention of good staff by creating a positive culture around workforce development and team communities.</li> <li>• Ensure good communication amongst your team and the wider organisation as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective workforce development and training for self and all, including coaching and mentoring.</li> <li>• Spot and nurture talent – in yourself and in others.</li> <li>• Positively engage in development opportunities and aptitude development.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure clear roles and accountabilities for the team are well understood.</li> <li>• Develop and promote mutual accountability between colleagues in the team.</li> <li>• Deploy staff and resources effectively across the team.</li> <li>• Manage the workload of self and team.</li> <li>• Know your team(s)/colleagues well.</li> </ul>
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build trust within your teams and across the Trust.</li> <li>• Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust.</li> <li>• Value compassion</li> <li>• Encourage a can-do approach personally and across your team.</li> <li>• Positively challenge poor behaviour and call it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional credibility to team, peers, and trustees.</li> </ul>

<ul style="list-style-type: none"> <li>• Be highly and consistently visible across the organisation and within your team.</li> <li>• Demonstrate a consistent approach and calmness.</li> </ul>		
<b>Motivate and inspire</b>		
<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Celebrate and acknowledge success of self and others.</li> <li>• Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition.</li> <li>• Demonstrate drive and ambition for self, team and Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation.</li> <li>• Understand and share your ‘why’ – and revisit it regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate a precise and clear vision.</li> <li>• Set the journey ahead which is understood by all.</li> <li>• Evidence sharp goal setting and achievement.</li> <li>• Ensure errors, oversights and mistakes are rare.</li> </ul>
<b>Reflection</b>		
<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Demonstrate transparency and integrity within team and across the Trust.</li> <li>• Accept responsibility and be vulnerable, avoid a blame culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to know yourself and engage in self-reflection and learning.</li> <li>• Ask thoughtful questions and seek the truth.</li> <li>• Give and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.</li> </ul>
<b>Secure accountability by giving tools to succeed by...</b>		
<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Giving generously with your time.</li> <li>• Ensuring 1:1 meetings are useful and effective in driving improvement.</li> <li>• Providing support and removing barriers to success.</li> <li>• Be true to your word, if you say you will do something, do it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of yourself and others, seek out best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring absolute clarity in terms of expectation and ‘the ask’.</li> <li>• Allocating resources effectively to support KPI delivery.</li> <li>• Be willing and able to have challenging conversations.</li> </ul>

**In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:**

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**JC      13.05.2025**

***Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.***