



Assistant Progress Leader

Job Description

**Job Title: Assistant Progress Leader
(Teaching and Support Staff)**

JD Code: JDE10

Reports to: Progress Leader

Line Management:

The post holder will be accountable to the linked Progress Leader for all initiatives related to the role as Assistant Progress Leader, and the linked Subject Leader/Line Manager for all initiatives related to the role as class teacher/support staff.

Job Purpose/Summary:

As Assistant Progress Leader;

- To provide specific support for students and staff, under the direction/instruction of the Progress Leader and senior members of staff, to improve standards within the year group.
- To support the Progress Leader with leading and managing the team of Personal Tutors.
- To work with students who need help to overcome barriers to learning and improve student progress.
- To work with students to transform their attitudes towards school, their ability to cope with the challenges that they face, and ultimately their ability to become independent learners that achieve their full potential.
- To support students and staff to narrow gaps in achievement between identified groups.

As a class teacher;

- to be responsible and accountable for all aspects of the progress, attainment, care, guidance and support of identified groups of students in your subject across all year groups, and the quality of learning and teaching in the classroom.

As support staff;

- to be responsible and accountable for all aspects of your current job role.

Key Tasks and Accountabilities:

As Assistant Progress Leader, to;

- Support the delivery of key messages at lines and during assemblies.
- Establish good working relationships with students and staff, acting as a role model at all times.
- Be aware of and respond appropriately to individual student needs ensuring effective interaction and intervention.
- Promote and maintain good student behaviour, dealing promptly with conflict and incidents, encouraging students to take responsibility for their own behaviour in line with the established school policy.
- Promote inclusion and acceptance of all students.
- Encourage students to work independently on tasks directed by subject teachers.



- Support children and young people in raising standards of achievement by removing barriers to learning by supporting them and parents/carers to address issues such as; progress, attendance, punctuality, Attitude to Learning, behaviour and resilience.
- Lead on, with the Progress Leader, the production of the Raising Achievement Plan (RAP) data document for the Year Group in order to track, monitor and evaluate student progress and attainment.
- Monitor standards within tutor time to ensure high standards are maintained and students are using their time well.
- Use a variety of approaches, which should be tailored to meet individual needs of students.
- Responsibility for production and maintenance of accurate records of meetings and incidents.
- Attend, arrange and support in regular scheduled meetings with members of staff and parents/carers.
- Establish constructive relationships with parents/carers.
- Liaise with Progress Leaders, Personal Tutors, Support Staff, Careers Coordinators and outside agencies.
- Collate relevant student information and progress for class teachers for inclusion on Synergy, SIMS and P2S.
- Know targeted students' current grades and Target Grades and utilise strategies to support students in achieving learning goals.
- Create and maintain a purposeful, orderly and supportive environment to enable independent learning.
- Understand how to use P2S effectively and ensure that all students are making progress towards their Target Grades.
- To play an active role to support the Progress Leader in the monitoring and supervision of behaviour at break and lunch times when possible.

For teachers only:

- The learning and teaching of every individual student in his/her care, across all year groups.
- Working collaboratively with subject colleagues to improve the quality of lesson planning and resources and making direct contributions to the Departmental Self-Evaluation Form (DSEF) as part of his/her professional development and the Professional Standards for Teachers.
- The thorough preparation and planning of all lessons in line with a whole school framework designed to promote student learning.
- Making effective use of ICT to provide interactive learning opportunities for students.
- Using the whole school Assessment for Learning framework to monitor the progress of individual students and personalise the learning; this includes planning and delivering objective led lessons with clear, differentiated outcomes; the use of mini-plenaries and using the whole school marking policy.
- Using student progress and attainment data available to monitor and evaluate the progress and attainment of all student groups e.g. students in receipt of disadvantaged funds; ethnic minorities; SEND; girls; boys; high attainers.
- Monitoring and evaluating the progress of all students through data against their agreed Target Grades, using department agreed intervention strategies to help those students in need of additional support.
- Ensuring that all Classroom/Teaching Assistants receive clear direction re: classroom intervention and that all planning and preparation is shared in advance of the lesson.
- Adopting the whole school behaviour for learning policy to enable all students and staff to work productively.
- Providing opportunities for students to work in a variety of learning styles.



- Following all agreed recording and reporting arrangements to parents according to school policies, calendar dates and deadlines.
- Maintaining an orderly, graffiti and litter free classroom and providing a safe, secure learning environment which inspires students to want to learn.
- Taking an active and positive role in all pastoral, SMSC, Citizenship & Enterprise and extra-curricular activities, including the leadership of and accountability for the personal and economic well-being, care, guidance and support of a specific group of students.
- Participating in arrangements for the appraisal of his/her performance and that of other teachers, where appropriate.
- Participating in arrangements for further training and professional development as a teacher, including undertaking training and professional development that aims to meet needs identified in appraisal objectives or in appraisal statements;
- Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Participating in arrangements for preparing students for external examinations, assessing students for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for students' presentation for, and conducting, such examinations.
- Any other duty deemed by the Principal to be appropriate to this post.

The Wade Deacon Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced DBS disclosure and satisfactory medical clearance.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities.



PERSON SPECIFICATION – ASSISTANT PROGRESS LEADER

CRITERIA	ESSENTIAL
A. Education and training	<ul style="list-style-type: none">• Graduate with Qualified Teacher Status (Teaching post)• Evidence of Continuous Professional Development
B. Skills and abilities	<ul style="list-style-type: none">• Experience of successful teaching as evidenced by adding value to student achievements (Teaching post)• An understanding of inclusion within a school setting• Ability to relate well to children and adults
C. Professional values	<ul style="list-style-type: none">• Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners• Demonstrates high expectations for all students
D. Personal qualities	<ul style="list-style-type: none">• Ability to relate to and motivate staff, parents and students• Ability to listen to and understand others• Constant and consistent expectations of high standards
E. Approach to work	Evidence of: <ul style="list-style-type: none">• high motivation and professional commitment• a commitment to student-centred education• a commitment to involving parents as partners in the education process• a commitment to and understanding of equality of opportunity• effectiveness in time management and team working

Once in post, the post holder will:

- continue to satisfy the Teachers' Standards (Teaching post)
- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;

In addition, the post holder should have the ability to:

- vocalise the school's vision and aspiration to be a world class school
- be flexible to adapt to change
- have excellent attendance
- be a role model and act as an ambassador for the school, in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times; by dressing appropriately and smartly in a suit or smart skirt / dress / trousers and jacket.