

## **Progress Manager**

### **JOB DESCRIPTION**

|                       |                                                                                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------|
| <b>Hours:</b>         | 37 hours per week (8.00 a.m. to 4.00 p.m. Monday to Thursday Friday 3.30 p.m.)                      |
| <b>Grade:</b>         | 8, point 18 - 23 (£31,537-£34,434 FTE)                                                              |
| <b>Contract Type:</b> | Permanent, 40 weeks per year made of: 38 weeks term-time, plus 5 INSET days, plus 5 additional days |
| <b>Line Manager:</b>  | Assistant Headteacher – Behaviour and Connectedness                                                 |

### **Purpose of the Role**

The role of Progress Manager is to support their Progress Leader in the implementation of school policies and procedures to raise achievement of pupils and improve participation, enjoyment and engagement in their learning. The post holder will be part of a pastoral team that works to support all pupils in the relevant YG they have been assigned to as well as working with other pastoral colleagues for example the Home School Link Worker (HSLW) and the school's Welfare Officer.

### **Main Responsibilities**

- Be committed to the safeguarding and promotion of the welfare of children and young people
- Comply with the policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, and equal opportunities, and report all concerns to an appropriate person
- Take appropriate action to identify, evaluate and minimise any risks to health, safety and security within the school environment
- Contribute to the overall ethos/work/aims of the school and Trust
- Establish constructive relationships and communication with all staff and other agencies/professionals
- Recognise own strengths and areas of expertise and use these to advise and support others
- Participate in training (including safeguarding and child protection) and other learning activities and performance development as required

### **Specific Responsibilities**

#### **1. Safeguarding**

Act as Deputy Designated Safeguarding Lead (as and when required)

#### **2. Behaviour and Connectedness**

- To support and implement the school behaviour and connectedness policy
- Promote and develop a positive culture and ethos for the Year Group that praises and celebrates student progress and achievement, both academic and pastoral.
- To be a visible presence, supporting positive student behaviour around the school during lessons, before and after school and when required, during lunch and break time

- To provide operational management (to include but not limited to report writing, incident follow up, contact home and referrals) to an assigned Year Group(s) to enable the school to operate with a safe and calm learning environment
- To assist, encourage and empower students to identify their own issues, make choices, manage crises and resolve problems to enable students to develop the skills of managing their issues independently.
- Support leaders in the implementation of interventions and strategies to improve student behaviour and connectedness

### **3. Raising Achievement**

- With Progress Leader(s) review outcomes from data collections to identify those pupils at risk of falling behind and identify barriers to learning and interventions that would support improved engagement – particularly those pupils who are falling behind in multiple subject areas or are vulnerable learners
- Lead on identified intervention strategies in discussion with the YG Progress Leader monitoring impact on student outcomes
- To support the delivery of programmes, which focus on students' attitudinal and academic development, as identified through relevant evaluation and improvement planning.
- To collaborate on the implementation of programmes that support identified students, working in partnership with other support and SEN staff
- Maintain regular contact with families/carers of all students but especially students in need of extra support, keeping them informed of the child's needs and progress and to secure positive family support and involvement

### **4. Attendance**

- To support and implement the school attendance policy and procedures
- To support the implementation of interventions and strategies that improve student attendance
- Have oversight of attendance patterns including lateness and truancy for the designated YG(s) to promote positive attendance

### **5. Additional**

- Any other duties as directed by the Trust Executive.
- Developing an understanding of trust policies and procedures, complying with their contents and raising concerns in a timely manner.
- Identify personal training needs and participate in training and performance development whenever required.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the trust.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- To undertake any other duties appropriate to the grade of the post.
- In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

## **6. Safeguarding**

Abingdon Learning Trust is committed to safeguarding and promoting the welfare of children. All staff must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

The points below are a requirement for the post holder of this position:

- A knowledge and keen awareness of safeguarding matters and an ability to demonstrate personal values and beliefs in accordance with the Trust's Safeguarding Policy.
- Display commitment to the protection and safeguarding of children and young people
- Reading, understanding and following all aspects of the Trust's Safeguarding policies and processes
- Comply with safeguarding training expectations.

## **7. Mobility Clause**

Your contract of employment is directly with The Abingdon Learning Trust. Your main place of work will be John Mason School, Abingdon, but you may be deployed to work at any school within The Abingdon Learning Trust and carry out those duties that may be reasonably required in relation to such deployment. This will depend upon the role, and organisational needs of the schools in the Trust and your own individual professional development needs. Any change to your main place of work will be discussed and agreed with you, in advance.

Note:

This job description is not intended to be exhaustive, and it is expected that there will be other tasks to be agreed from time to time, appropriate to this role within the Trust. The need for flexibility, shared accountability and team working is required.

All staff:

You have specific responsibilities under Health & Safety legislation to ensure that you:

- Take reasonable care for your health and safety and that of others affected by what you do or do not do
- Co-operate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety or welfare
- Report any health and safety concerns to your line manager as soon as possible.

This job description is not exhaustive; it merely outlines the key tasks and responsibilities of the post. These key tasks and responsibilities are subject to change. Any changes will be made in consultation with the post-holder and the school.

Abingdon Learning Trust is committed to safeguarding children and young people. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service Enhanced check. The Trust is fully committed to the principles of equal opportunity, diversity and inclusion and welcomes applications from less well represented groups in the school and Trust. Posts in regulated activity are exempt from the Rehabilitation of Offenders Act (ROA) 1974 and all shortlisted candidates will be required to disclose information about their previous criminal convictions. All staff are expected to promote fundamental British values.

Signed: ..... Date: .....

### Person Specification

| Criteria                      | Essential                                                                                                                     | Desirable                                                                                                     |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Qualifications and experience | experience of working in a busy organisation and dealing with confidential matters                                            | 5 or more GCSE's (or equivalent) at C or better, including English and Maths or extensive relevant experience |
|                               | experience of successfully working with young people (of a relevant age) and securing positive outcomes                       | Experience of working with young people with SEN                                                              |
|                               | ability to deal sensitively with people and resolve conflicts                                                                 |                                                                                                               |
|                               | experience of working in an educational environment                                                                           |                                                                                                               |
|                               | experience of using a range of IT packages                                                                                    |                                                                                                               |
| Knowledge and understanding   | understanding of equal opportunities issues and the need to treat all students and staff with an equal standard of care       |                                                                                                               |
|                               | understanding of Safeguarding and Child Protection                                                                            |                                                                                                               |
|                               | Understanding and use of positive behaviour strategies with pupils to encourage and secure right choices                      |                                                                                                               |
|                               | Able to work effectively with parents and families - understanding of the importance of community/partner/parent agency links |                                                                                                               |
| Skills & Abilities            | prioritise workload of self and others, balancing different priorities                                                        | willingness to develop own understanding and capability through advice and training                           |
|                               | think creatively and imaginatively to anticipate, identify and solve problems, demonstrate good judgment                      |                                                                                                               |
|                               | achieve challenging professional goals                                                                                        |                                                                                                               |
|                               | ability to work in a team                                                                                                     |                                                                                                               |
|                               | ability to communicate effectively, both orally and in written form with a range of audiences                                 |                                                                                                               |
|                               | evidence of planning and organisational skills                                                                                |                                                                                                               |
|                               | think clearly in emergency situations                                                                                         |                                                                                                               |
|                               | negotiate and consult fairly and effectively                                                                                  |                                                                                                               |
|                               | ability to interpret and analyse data                                                                                         |                                                                                                               |
| Personal Qualities            | an excellent record of attendance and punctuality                                                                             |                                                                                                               |
|                               | commitment to learning                                                                                                        |                                                                                                               |
|                               | resilience, patience and perspective                                                                                          |                                                                                                               |
|                               | set high standards and act as a positive role model for pupils and staff                                                      |                                                                                                               |
|                               | seek advice and support when necessary                                                                                        |                                                                                                               |
|                               | reliability, integrity and stamina                                                                                            |                                                                                                               |
|                               | respect confidentiality                                                                                                       |                                                                                                               |