

Progress Leader

Information Pack
[July 2026]

Dear Applicant

Thank you for showing an interest in a role at Kingsdown School, we have much to offer at this exciting stage in our journey. Every member of our team, from our inspiring teachers and dedicated support staff to our dynamic middle and senior leaders all share an immense sense of accomplishment in what we've built for our community over the past five years. And our students, in turn, are extremely proud to call Kingsdown their school.

By becoming part of our Kingsdown family, you will join a team that doesn't just work together but a team who deeply and genuinely cares. We know that staff and students thrive in a 'healthy work culture' and the wellbeing of staff and student outcomes is inextricably linked. We are committed to providing the best working and learning environment for all. The RLT embodies a staff charter and strong values, we uphold these values and commitments, and further build on these with our Wellbeing Strategy, this is evidenced in our recent staff survey where colleagues' wellbeing support is rated 29% higher than the national average.

Our education support staff are absolutely pivotal in shaping the Kingsdown experience for our students, compassionately unlocking student potential, fostering a sense of belonging and guiding them through their personal growth journey, we are looking for authentic, creative and inspiring colleagues that add value to our school community.

In return, our colleagues benefit from a wide variety of support including encouraged professional development opportunities, exceptional wellbeing support, free access to our gym and an excellent pension scheme. Each journey with us begins with a personalised induction programme that allows for new colleagues to feel supported, connected, welcomed and ready to make an impact from the moment you join.

Please take a moment to look at our website www.kingsdownschool.co.uk to see what we are all about, here you will learn more about our vision - the Wheel of Excellence, understand the values we uphold; Respectful relationships, Everyone Learning and a Commitment to Excellence, and see why our mission is to champion each and every student.

In the meantime, I thank you for taking the time and interest in Kingsdown School and look forward to hearing from you and hopefully meeting you soon.

With best wishes



Emma Leigh-Bennett
Headteacher

The River Learning Trust and Kingsdown School are committed to safeguarding and promoting the welfare of all children and preventing extremism. The Trust is required to conduct a variety of checks and online searches about you as part of their recruitment process in accordance with Keeping Children Safe in Education guidance. It is an offence to apply for certain roles within schools if you are barred from engaging in regulated activity relevant to children.

For all RLT Safer Recruitment Documentation candidates should click on the following link [RLT Safer Recruitment Documents for Candidates](#). Please see our website for up to date policies including our Child Protection and Behaviour Policies.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. For further guidance for applicants click on this [List of offences that are not filtered](#).

www.kingsdownschool.co.uk
We champion each and every student

Progress Leader

Role specific information

Start date:	September 2026
Closing date:	Monday 13th July
Shortlisting date:	Monday 13th July
Interview date:	Thursday 16th July
Contract:	Permanent
Working hours:	37 hours per week
Working pattern:	Term time, TD days plus 5 days (40 weeks) Monday to Friday, 8.00am to 4.10pm Monday - Thursday 8.00am to 3.40pm Friday
Salary Range:	Actual: £28,140-£30,725 (FTE: £31,537-£34,434) pay award pending

Kingsdown School is seeking an authentic and analytical professional to join our education support team as a Progress Leader. In this role, you will hold oversight for the progress, attendance, and behaviour of a single year group, staying with those students to guide them as they progress through each academic year of the school. This continuity allows you to build deep, meaningful partnerships with families and understand each student's development over time.

Working closely with our Attitudes & Engagement Lead Practitioner, you will act as the key link between tutors, teachers, families, and external agencies. This is a position for an established pastoral professional who values a structured environment where student well-being and academic progress are treated as inextricably linked.

Why This Role Matters

Our support staff are pivotal in establishing a culture of high expectations and mutual respect across the school. As a Progress Leader, your early intervention when behaviour or attendance patterns change ensures that no student slips under the radar. By coordinating early help and structured behaviour plans, you directly protect the learning environment for everyone.

What You Will Bring

- **Pastoral Experience:** Proven experience working within a secondary school pastoral team is essential.
- **Intervention Expertise:** The ability to plan, implement, and evaluate targeted interventions, such as Individual Behaviour Plans or Early Help Assessments.
- **Communication Skills:** Exceptional professional communication skills when handling complex or sensitive situations with parents and external agencies.
- **High Standards:** A commitment to being a visible role model, maintaining high standards during daily break and lunch duties, and coaching pupils on positive choices.
- **Safeguarding Knowledge:** Level 3 Safeguarding/Child Protection training, or a willingness to complete this immediately.

The Kingsdown Difference

At Kingsdown School, we recognise that our support staff are integral to our educational mission. We offer a professional, stable environment where your workload is respected, and your contribution is visibly valued. You will join a friendly, established office team that balances high professional standards with genuine mutual support.

As part of the River Learning Trust, you will also benefit from excellent professional development alignment, networking opportunities with HR peers across our schools, and access to a comprehensive staff benefits package.

Compliance & Safeguarding

Kingsdown School is a member of the River Learning Trust (RLT). The River Learning Trust is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check, satisfactory references, and medical clearance.

For more details, please see the Job Description below. If you would like to know more about this opportunity, or to arrange visit or a call please contact recruitment@kingsdownschool.co.uk

This role includes regulated activity relevant to children.

The school reserves the right to consider and interview candidates ahead of the closing date if appropriate. An offer may be made to an exceptional candidate in this instance.

Kingsdown School and the River Learning Trust

By joining our Kingsdown family you will join a team who genuinely cares and champions each and every student and each and every member of the Kingsdown team.

At Kingsdown, we know that staff and students thrive in a 'healthy work culture' and the wellbeing of staff and student outcomes is inextricably linked. We are committed to providing the best working and learning environment for all. The RLT has a staff charter and strong values, we uphold these values and commitments, and further build on these with our Wellbeing Strategy.

One of the core values of the RLT is that 'everyone is learning' and at Kingsdown we ensure each person has the personalised CPLD that they deserve. We do this through a variety of programmes that allows all staff to take a lead on their own professional development, with the support of colleagues within the school. We are also very excited to be launching our coaching model this year, to allow staff the opportunity to be coached and develop their teaching practice further, whatever stage of their career they are in. High quality CPLD and training are an integral part of our meeting schedule and time is given to curriculum teams to collaborate and learn from each other. Alongside this we have a personalised induction programme that allows for new staff members to join us feeling supported and welcomed from day one.

Education has the power to change lives, communities and society for the better. At RLT we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone. Schools in RLT are united by a common belief in the benefits of working together, and by our commitment to shared principles.

OUR VISION is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

OUR 'WHY?' is that children and young people 'only get one go' in school and therefore as part of RLT we aim to ensure the best possible 'go' for our pupils.

OUR 'HOW?' is through the highest support and challenge for our schools and each other, underpinned by our principles.

Our employees benefit from a wide variety of support including extensive continuing professional learning and development opportunities, wellbeing and staff networks and access to Defined Benefit Pension Schemes (TPS and LGPS) for all staff. For more information on what it is like to work for the Trust, and the benefits you could access, please see our "[Working in RLT](#)" guide.

Job Title: Progress Leader Term Time + 5 days	Grade: G8	Date Prepared: February 2017 Reviewed July 2018, July 2021, July 2022, May 2024, Feb 2026
--	------------------	--

Role reports to: Attitudes & Engagement Lead Practitioner

Purpose:

- To monitor and evaluate the behaviour and safety of students in the year group and use appropriate intervention strategies in line with the school's behaviour policy where appropriate
- To ensure the provision of all additional student services in order to maintain student progress, well being and development
- Work alongside the attendance team to monitor and evaluate the attendance of the year group and use appropriate intervention strategies to improve attendance where appropriate
- To ensure that the Tutor team and teachers have up to date knowledge about their year group to ensure that they have the best opportunities to 'know our students well' and 'Teach them well'.

Key accountabilities

Operational

1. To be responsible for and initiate interventions such as Individual Behaviour Plans/ 60 day plans (IBPs), Early Help Assessments (EHA's), and Pastoral Support Plans (PSPs) where required ensuring their appropriate and effective use in line with LA procedures and national framework relating to the SEND Code of Practice
2. Monitor and evaluate students' Attitude to Learning (AtL) across all subjects recognising those with outstanding AtL and following the Graduated Response for those with an ATL that requires improvement.
3. Arrange for relevant intervention and/or support to take place, where necessary, liaising with the Senior Leaders
4. To Champion every child in your year group to ensure that where patterns in behaviours change, these are identified and intervened with early.
5. Support the PEP process and managing the support of looked after children (CLA) in your year group.
6. Support Senior Leaders to lead and manage teams of tutors, using systems and procedures for care, intervention, praise, progress, sanctions and monitoring of behaviour.
7. Provide social, moral, spiritual and cultural guidance to all pupils in the year group, supporting weekly assemblies, year group events, House/ tutor group activities, SMSC programme, pupil participation and Student Voice.
8. Act as a role model for pupils in the year, insisting on high standards of behaviour around the school, coaching pupils on behaviours for learning, planning ahead for behaviour management and intervening in behaviour problems.
9. Liaise with agencies inside and outside of school to support individuals as necessary.
10. To maintain good communication and positive relationships with parents/carers of students in your year group.
11. To coordinate work for students with long-term absence.
12. To participate in the rewards system within the school.
13. Undertake visits to primary schools and implement strategies to ensure curriculum transition and continuity (year specific)

14. Liaise with contributory schools regarding the transfer of children to provide seamless learning. Take responsibility for the induction process of new students within the year group.
15. Carry out pre-admissions meetings with parents and students.
16. Support new tutors in the team
17. Lead the relevant intervention strategies to achieve the year group's attendance and punctuality targets, work closely with the Attendance Officer where needed.
18. To support the Student Leadership Programme.
19. To attend CP conferences, TAC meetings, Core Groups Strategy meetings and other relevant pastoral and safeguarding meetings as required.
20. To update CPOMs when required and work closely with the DSLs.
21. To support the pastoral team and cover the Matrix/Parking rooms and On Call.

Pastoral Curriculum Development

22. To keep up to date with current initiatives in care, guidance and support
23. To promote student involvement in house competitions and activities

Staffing and deployment

24. To work with the Senior Leadership Team, Heads of Department and team of tutors.
25. To promote teamwork and to motivate staff to ensure effective working relations between tutors and other staff
26. To ensure student records (including CP records) are appropriately maintained- linking with the Student Services Administrator.
27. To support teachers in their role as a tutor where appropriate

Management information

28. To ensure the maintenance of accurate and up to date student records on the school's management information system relating to the year group
29. To support the attendance team with monitoring and evaluating attendance pastoral data
30. To identify and take appropriate action on issues arising from data, systems and reports

Communications

31. Ensure that parents/carers are properly informed of their child's learning through the organisation of Parents Evenings, Year group information evenings, the school's reporting process and incidental reports as required
32. To liaise with feeder schools, higher education, local authority representatives and agencies and other professionals where appropriate
33. To represent the team's views and interests
34. Support and contribute to the Student Voice.
35. Lead on the Parent Portal for your Year group, ensuring that this is kept live and up to date

Marketing and Liaison

36. To contribute to school publicity activities e.g. the collection of material for press releases and the Parent Newsletter and social media
37. To lead the development of effective cross-phase links (year specific)

Other specific duties-Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

38. To continue personal development as agreed.
39. To take on a daily duty at break and lunch in order to support the Year Teams behaviour along with maintaining a regular presence at break and in the corridors at lesson change over and during lesson.
40. To engage actively in performance review process.

41. To run interventions to support the needs of the Year group/School e.g. ELSA/Draw and talk
42. To undertake any other duty as specified by the School that can reasonably be associated with the year group such as rewards trips, residentials, Prom, assemblies and activity days.
43. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
44. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
45. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Knowledge & Experience:

- Educated to GCSE level in at least three subjects and in particular subject area if applicable or equivalent, together with one year's relevant working experience.
- Experience of working with students within a school pastoral team is essential.
- Completion (or willingness to undertake) Safeguarding/child protection training to Level 3
- The demonstrated ability to plan, implement and evaluate appropriate interventions to support raising achievement and progress
- Working knowledge and experience of working with outside agencies.
- Working knowledge of school policies and procedures
- Good working knowledge of behaviour policies and processes
- Knowledge of a range of focussed interventions
- Experience of the development and teaching of SMSC

Decision Making:

- To resolve problems experienced by students, liaising with school staff and other agencies as required
- To help to resolve parental concerns.
- To contribute to the development and implementation of relevant whole school policies and systems and ensure that all students in the year group are familiar with and understand those that affect them

Contacts and Relationships:

- To maintain effective communications with parents formally and, as required, informally, ensuring that all enquiries are addressed within 24 hours.
- To ensure that the tutor and other relevant staff are informed of any issues of concern relating to individual students.
- To ensure all information received from staff, parents and outside agencies regarding individual students and ensure it is appropriately disseminated and actioned.

Creativity & Innovation:

- To maintain effective communications with parents formally and, as required, informally, ensuring that all enquiries are addressed within 24 hours.
- To ensure that the tutor and other relevant staff are informed of any issues of concern relating to individual students.
- To ensure all information received from staff, parents and outside agencies regarding individual students and ensure it is appropriately disseminated and actioned.

Emotional Demands:

- Works with colleagues and students who may make emotional demands
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To liaise closely with other staff and external agencies involved in supporting the progress and well-being of students

In accordance with the provisions of the Data Protection Act 1998, jobholders should take reasonable care to ensure that personal data is not disclosed outside the School procedures, or use personal data held on others for their own purposes. In accordance with the provisions of the Freedom of Information Act 2000, ensure requests for non-personal information are dealt with in accordance with the School's written procedures.

The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.

This job description is current at the date shown, but, in consultation with the post holder, may be changed to reflect or anticipate changes in the job commensurate with the grade and post title.

Signed..... Date.....