

Job Description

Job-title	Progress Leader
Grading/Salary:	TLR 2c
Accountable to:	Assistant Headteacher (Progress)

Stowupland High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

This Job Description should be read in conjunction with the Job Description of a Teacher to be fully representative of the requirements of the post.

PURPOSE AND SCOPE

- To lead on improving progress, attendance and behaviour in the Year;
- To support, hold accountable and develop an Assistant Progress Leader (APL) and team of tutors;
- To focus on students' high standards of social, personal and academic development, with a specific focus on disadvantaged students and those with SEND;
- To support high-quality intervention for all students who are underachieving in the year;
- To develop student voice and a student leadership programme for the year.

GENERAL RESPONSIBILITIES

- To lead a tutor team, identifying key areas for improvement and planning appropriate actions to meet them;
- To manage the people and resources associated with the year group;
- To monitor the quality of learning experienced by the year group, liaising with subject leaders and offering support and guidance where necessary;
- To promote the ethos of the Academy through high-quality assemblies, events and activities.

ACADEMIC PROGRESS

- To monitor the academic progress of the year group, in particular, the proportion of students and groups of students making progress in line with National Standards;
- To use assessment data to analyse individual progress and collective progress across each tutor group and the year as a whole;
- To understand the range of barriers to students' learning, with reference to behaviour for learning, literacy and numeracy, in and out of the classroom;
- To identify underachievement and establish improvement strategies in conjunction with teachers and subject leaders;
- To monitor the effectiveness of these interventions and report to SLT termly on the progress being made by students in the year group;
- To report to the Assistant Headteacher (Progress) and others including Governors and the Trust, on the progress of the year group and individuals, in particular the proportion of students making progress in line with National Standards;
- To monitor the regular setting, completion and quality of homework.



Stowupland High School

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IP14 4BQ

Tel: 01449 674827

Executive Headteacher:
Mr P Whear

Head of School:
Mr D Brewster

Chair of Local Board:
Mrs K Hudson



Founding Partner of the
John Milton Academy Trust

Company no: 10298832

Email: enquiries@stowuplandhighschool.co.uk

Web: www.stowuplandhighschool.co.uk

Stowupland safeguards and promotes the welfare of students and requires all staff and visitors to share this commitment.

LEADERSHIP AND MANAGEMENT

- To act as a role model for tutors by demonstrating and modelling high-quality pastoral care and academic monitoring of students, continuous professional development and professional presence in the year team;
- To lead and manage a non-teaching APL;
- To lead and manage a team of tutors and ensure they are implementing the key aspects of the Academy's policies including those for behaviour, attendance, uniform and safeguarding;
- To set the agenda for progress meetings which should include a development item;
- To make a significant contribution to the induction of tutors referring any individual training needs to the member of SLT with responsibility for staff CPD;
- To organise and implement with tutors a framework for daily tutorial activities to include day to day administrative and year-specific tasks; and learning activities (e.g. exam preparation, mentoring, literacy, numeracy and citizenship activities);
- To ensure that tutors can access materials to deliver high-quality tutorial activities;
- To oversee 'in year' admissions for new students by liaising with the Assistant Headteacher (Progress); meeting potential students and parents; and, with key staff, organising timetables and monitoring the 'settling in' of new students;
- To oversee the completion of progress checks and school reports for the year group;
- To work with form tutors to ensure appropriate follow-up to reporting procedures and to play an important part in the evaluation of reporting procedures;
- To have an involvement in policy development and decision making across the Academy;
- To have an overview of the additional care, guidance and support for students e.g. SENCO, teaching assistants, external agencies etc.;
- To provide with a link with external agencies as required;
- To ensure that parents are kept fully informed and involved in the progress of their children;
- To contribute to the organisation of any parent information evenings by encouraging and monitoring parent attendance to such events;
- To monitor student attendance and punctuality on a weekly basis;
- To take appropriate steps to ensure that attendance and punctuality of students in the year group are at the highest levels;
- To monitor student behaviour, attendance and achievement using the Academy's MIS and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards;
- With the APL, oversee students on report and contact parents as required;
- To support SLT with actions related to fixed term exclusions by providing student contextual information; co-ordinating investigations; and presenting aggravating and mitigating factors;
- To develop and deliver a student leadership programme appropriate for the year group;
- To contribute to the management of key Academy events; e.g. induction, transfer arrangements, extra-curricular and social events.



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PERSON SPECIFICATION

	Essential	Desirable
Qualifications and Experience	Qualified teacher able to demonstrate highly effective classroom practice	
	Good honours degree (First or Second Class)	
	Secondary teaching to GCSE	Post-16 teaching
	Proven success in preparing students for public examinations	Experience in a number of schools
	Secure knowledge of the National Curriculum and public examination assessment requirements	Previous successful leadership experience
	Evidence of recent relevant professional development	
	Understanding and use of ICT in teaching and learning	
Leadership and Management	Demonstrate an understanding of effective leadership	
	Ability to lead and manage improvement	
	Ability to challenge, support and motivate others	
	Understanding of school self-evaluation and the role of middle leaders	
	Ability to set and expect high standards from staff	
	Ability to communicate effectively in speech and writing	
	Ability to build relationships with parents, the local community and other key stakeholders	
	Ability to work positively with senior leaders	
Personal Qualities	Hardworking and enthusiastic	
	Flexible and adaptable	
	Reflective	
	Resilient	
	Positive	
	Personable and approachable	



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