

LITTLE HEATH SCHOOL
Little Heath Road
Tilehurst
Reading
RG31 5TY



JOB DESCRIPTION: Whole School Support Staff

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Job Title: Progress Leader (Years 9, 10 and 11)

Grade/Salary Range/Hours: Grade G/WBC Spinal Points 15 -25 **37** hours per week (term time only and 2 additional weeks plus 2 inset days throughout the year paid as additional hours)

Report to: Assistant Headteacher

Job Purpose: The Progress Leader (9 ,10 and 11) will:

- promote the positive behaviour and excellent attendance of all students within the school, specifically at Key Stage 4;
- in close liaison with parents, and working closely with pastoral staff, support targeted students in developing independent learning skills, encouraging them to meet deadlines and make outstanding progress across all subjects;
- promote the school's inclusion policy by supporting students in their learning and personal development, removing barriers to achievement;
- support the school's transition work at Key Stage 4 into Key Stage 5, including transition from a foundation programme in Year 11 through to Year 12 and 13;
- support the Inclusion department's internal processes, including assessment of student progress, records of referrals to the Focus Plus and Success Plus facilities, as well as regular behaviour analyses, in order to improve student outcomes;
- support students in their learning and development, in small groups or with individual students as directed, including the differentiation of resources as appropriate.

Teaching and Learning

- To work closely with students and their parents/carers in order to improve their achievement, with specific focus on completing work in lessons and at home
- To encourage students to improve their learning, promoting self confidence and enhanced self-esteem.
- To promote and support the inclusion of all students in the learning activities in which they are involved.
- To promote high standards of student behaviour in line with the school's behaviour policy, in consultation with the classroom teacher.
- To deliver intervention sessions with identified groups, both within and outside the classroom, supporting students to make expected progress in their subjects, for example through coursework catch-up sessions.
- To help students to develop more effective organisational skills.
- To help raise standards of achievement for all students, including use of support and intervention programmes.
- This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to converse at ease with pupils/members of the public and provide advice/instruction in accurate spoken English is essential for the post.

Assessment and recording

- To maintain records of students supported within Key Stage 4 who are causing concern through report cards, behaviour targets and reports back to members of the Pastoral and Inclusion teams
- To use the school's recording systems, with support from the Data service team, in order to monitor and report on behaviour and engagement.
- To support the Inclusion team in preparing an analysis of behaviour, engagement, exclusions and call-out for the Headteacher and Governors.
- To monitor students' responses to learning and provide feedback about progress to students and the teacher.

- To use assessment of pupil progress, in consultation with the class teacher, to identify individuals or groups of students who require additional support or intervention.

Student personal development and well-being

- To promote good standards of personal conduct and behaviour at all Key Stages so that effective learning can take place.
- To ensure that the school follows the national policy on safeguarding and thus ensures that students are healthy and safe at school.
- To liaise with the Inclusion team and departments where necessary to provide appropriate work for students.
- To visit identified students and classes at the start of lessons to ensure that sharp, focussed starts are achieved.
- To facilitate support for students referred by members of the Pastoral team on a one-to-one basis, maintaining records of support and providing feedback to HOYs.
- To carry out investigations with students following incidents within school and then make suggestions as to follow up action, in line with the school's behaviour policy.
- To have high expectations of all students and assist the promotion/reinforcement of students' self esteem.

Curriculum

- To assist teachers to ensure that the curriculum provides an effective framework for continuity of student learning and progression.
- To contribute to discussions, with members of the Key Stage 4 Pastoral Team, teachers, head of department and other members of the Student Support Team, on the development of programmes of study, personalised work and resources, and support programmes for students.
- To contribute, where appropriate, to the preparation of teaching resources and materials.
- To keep up to date with national developments in curriculum design and pedagogy, in order to more effectively support teachers in their work, thus ensuring that the curriculum provides an effective framework for continuity of student learning and progression.

Management of Staff

- To attend fortnightly meetings with the Student Support Team Leader.
- To attend vulnerable students meetings for Key Stage 4, coordinating with Inclusion Team Leaders.
- To support Key Stage 4 form tutors in their work, focusing on the needs of specific students as required.

Management of Resources

- To develop personalised resources to support great teaching and learning, either within the Inclusion department or in subject lessons.

Relationships with key stakeholders

- To develop effective relationships with parents, which focus on students' learning and progress, for example supporting students with completion of work in order to improve achievement.
- To arrange review meetings with students and parents as required, in order to review progress and set targets.
- To foster and establish positive relationships throughout the school community.
- To comply with, and assist with, the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.
- To develop positive relationships with the local community, including employers, outside agencies and the LA.
- To establish and maintain productive relationships with students, senior leadership team members, other support staff and teaching staff especially Year Heads and Key Stage Leaders.

Other duties

- To attend and participate in relevant meetings as required.
- To carry out all aspects of the role effectively and seek help, advice or guidance as necessary.

- To identify personal training needs and attend appropriate internal and external in-service training sessions per year.
- To attend annual appraisal and review meetings with other members of the Support Staff team.
- To undertake any further duties as outlined by the Headteacher provided that they are reasonable and appropriate.
- The governing body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment.
- This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to converse at ease with pupils/members of the public and provide advice/instruction in accurate spoken English is essential for the post.

Specific responsibilities of the post

Progress Leader work

- To provide mentoring and subsequent intervention for specific Year 10 and 11 students who are behind expected progress or are considered to be at risk of exclusion, liaising with members of the Pastoral and Inclusion teams.
- To work with the Pastoral team in setting up personalised behaviour intervention programmes to support individual students in relation to their Attitude to Learning, academic progress and emotional wellbeing.
- To track and monitor students' progress through the school's recording systems such as Assertive mentoring and Key Marginal data.
- To develop and help deliver catch-up programmes within school and after school, to help support individual and small groups of students.
- To work alongside Focus Plus and Success Plus teams to develop longer term support packages for vulnerable students.
- To communicate closely, with parents regarding their son/daughter's achievement, if necessary developing work and revision programme for those students.
- To contribute to training programmes for other teaching assistants in strategies for supporting vulnerable students.
- To liaise with external agencies to support vulnerable students within the school, for example the Educational Psychologist service or CAMHS.
- To attend specific events in support of the Key Stage 4 team, for example student information evenings.
- To work closely with the Attendance Officer in monitoring attendance and punctuality data and use this in discussions with students.
- To attend call outs from staff where concerns arise.
- To assist senior leaders and the Pastoral team by providing additional supervision at break and lunchtime, thus securing a positive climate for learning.
- To support Key Stage 4 students during the examination period, liaising with the Examinations Officer as required, thus ensuring that students approach their examinations in a calm and well-prepared fashion, especially for vulnerable students.

Transition

- To support the school's transition work from Key Stage 4 into Key Stage 5 by working alongside pastoral and senior leaders to ensure a smooth transition from Year 11 into Year 12.
- To work with a caseload of Year 10 and 11 students in advance of full transition to Key Stage 5, including, as required, summer school provision.
- To work closely with students at risk of not achieving strong GCSE success, providing additional catch-up and intervention support as necessary, in liaison with pastoral, inclusion and departmental leaders.

Supporting the work of other members of the team

- To cover the work of other members of the Student Support team as appropriate, particularly in the event of absence

No direct budgetary responsibility