

Progress Leader

SCALE/SALARY	Main Payscale/ Upper Payscale as appropriate
RESPONSIBLE TO	Leadership Team Line Manager and AHT/DHT in charge of Personal Development, Behaviour and Welfare

MAIN CONTACTS

Headteacher, Deputy Headteacher, Assistant Headteacher (Development, Behaviour & Welfare), SENDCo, Progress Leaders, Teaching Staff, Attendance Officer, Support Staff, Parents, External Agencies working with students and Students.

MAIN RESPONSIBILITY

To teach (**Subject**) in accordance with the QTS standards to assigned classes across the school as directed by the Head of Department for (Subject), ensuring that students achieve their full potential in this subject.

ADDITIONAL RESPONSIBILITIES (TLR 1b)

The post holder will lead and manage the pastoral care and progress of the relevant Year Group, via a team of dedicated tutors. He or she will take responsibility for the pastoral welfare of a designated group of students and ensure effective communication with the families of these students, to engage them as key stakeholders in their child's educational experience. The Pastoral Leader will ensure all students in their care are well looked after and are ready for learning.

To act as one of the school's Deputy Safeguarding Leads.

SPECIFIC RESPONSIBILITIES

Leadership and management

- Lead and inspire a team of tutors, supporting and advising as well as holding them to account.
- Monitor and evaluate the effectiveness of the work of the tutor team, particularly in the delivery of tutor time and take steps to praise and share strengths and develop weaknesses.
- Report on monitoring and complete a Year Group SEF and action plan.
- Review the Year Group SEF and action plan regularly.
- Maintain good knowledge and understanding of the Year Group and tutor team.
- Have an understanding of Transition from Primary to Secondary.
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Progress

- To take overall responsibility for achievement, progress and standards across a year group intervening as appropriate
- Ensure that data on pupil progress is evaluated and acted upon
- Monitoring that tutor rooms across a year group are stimulating, pleasant and safe areas in which to learn
- Help identify student underachievement, through liaison with relevant staff, to implement and monitor appropriate strategies and actions to address and improve attainment.
- To organise meetings with parents, in consultation with Heads of Year, regarding students whose progress is a cause for concern

Attendance and Punctuality

- Support the Attendance Officer in ensuring that the attendance and punctuality of all students in the Year Group is above 96%.
- Communicate attendance and punctuality concerns to parents and carers working with them to ensure improvement.
- Communicate attendance concerns to tutors and Line Managers as appropriate.
- Organise support, as required, with external agencies and partners.
- Ensure appropriate arrangements are made for students who are unwell or who have accidents during term time e.g. appropriate work sent home.

Behaviour and Rewards

- Day to day responsibility for the behaviour and rewards of the year group including implementing lesson checks, supporting tutors in managing behavior, managing behaviour escalations, reporting mechanisms, detentions and internal and external exclusion processes and paperwork.
- Analysis of behaviour statistics and information to ensure timely intervention takes place.
- Communicate positive and negative concerns to parents and carers working with them to ensure improvement where there are concerns.
- Communicate behaviour concerns to the tutor and Line Manager as appropriate.
- Present cases to Multi Agency Meetings and Inclusion Panel where additional support is required, seeking to work in partnership with colleagues offering additional needs support.
- Liaise when required with external agencies and partners.
- Liaise with the Inclusion Manager to ensure that students are placed in Inclusion where required and that appropriate work is supplied and monitored.

Uniform and Equipment

- Day to day responsibility for the uniform and equipment of students in the year group including liaising with parents as appropriate.
- Working with tutors and Line Manager to regularly monitor student planners and equipment.

Communication

- Liaise with parents and staff regarding student behaviour and welfare



matters keeping them informed regarding disciplinary issues and actions, attendance and safeguarding issues including the use of standard letters.

- Respond to parental enquiries and follow up, logging date, time, reason and action.
- Ensure all student records are kept up to date, both electronic and hard copy, and that all relevant information is disseminated to staff.
- Assist with the preparation of student reports and liaise with admin/clerical team in the production of all student assessment data and standard/general letters home.
- Provide effective liaison with relevant outside agencies.

Safeguarding

- Take responsibility for the safeguarding of the Year Group.
- Liaise with external agencies such as children's services to ensure that concerns are reported and appropriately dealt with.
- At times, attend multi-agency meetings, CP meetings and TAF meetings.
- Ensure that the safeguarding log is reviewed and kept up to date.
- Take part in safeguarding review meetings.

General

- Carry out student supervision duties at designated times immediately before and after the school day, and at break and lunchtimes.
- Participate in Pastoral Team meetings and other meetings relevant to the year group.
- Lead tutor team meetings and briefings and report on the outcomes.
- Participate in annual reviews of performance providing clear evidence of impact.
- Participate in training as appropriate.
- Ensure all appropriate information and communications are disseminated to appropriate staff.
- Take initial responsibility for Child Protection matters in the year group working with the Designated Safeguarding Lead.
- Directly work with, and report to, Senior Leaders on a daily basis.
- Assist in extracurricular, Year Group, House and other enrichment activities.
- Take a lead in the organisation of Year Group specific events such as Parents' Evenings and Curriculum Evenings and attend all such events.
- Play an active role, contributing fully and widely to the Pastoral Team ethos.

CLASS TEACHING RESPONSIBILITIES

Teachers at The Hamble School must:



- 1. Set high expectations which inspire, motivate and challenge students**
 - a) Establish a safe and stimulating environment for students, rooted in mutual respect.
 - b) Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
 - c) Demonstrate consistently the positive attitudes, values and behaviour which are expected for students.
- 2. Promote good progress and outcomes by students**
 - a) Be accountable for student attainment, progress and outcomes - in assigned classes - and to raise attainment at Key Stage 3 and Key Stage 4 to ensure that all students make at least good progress relative to the national average and their starting point, which is reflected in value added measures.
 - b) Plan teaching to build on students' capabilities and prior knowledge.
 - c) Guide students to reflect on the progress they have made and their emerging needs.
 - d) Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
 - e) Encourage students to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
 - a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
 - b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
 - c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- 4. Plan and teach well-structured lessons**
 - a) Impart knowledge and develop understanding through effective use of lesson time.
 - b) Promote a love of learning and children's intellectual curiosity.
 - c) Set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding students have acquired.
 - d) Reflect systematically on the effectiveness of lessons and approaches to teaching.
 - e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 5. Adapt teaching to respond to the strengths and needs of all students**
 - a) Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
 - b) Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
 - c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support student education at different stages of development.



- d) Have a clear understanding of the needs of all students – all sub-groups, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- a) Know and understand how to assess the relevant subject and curriculum areas, including statutory requirements.
- b) Make use of formative and summative assessment to secure students' progress.
- c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- d) Give students regular feedback, both orally and through accurate marking and encourage students to respond to feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- a) Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- c) Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- d) Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- a) Make a positive contribution to the wider life and ethos of the school.
- b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- c) Deploy support staff effectively.
- d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- e) Communicate effectively with parents with regard to students' achievements and well-being.

Personal and Professional Conduct

9. Uphold public trust in the profession and maintain high standards of ethics and behaviour (The Hamble School Code of Conduct), within and outside school, by:

- a) Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- b) Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- c) Showing tolerance of and respect for the rights of others.



- d) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- e) Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

10. Demonstrate proper and professional regard for ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.

11. Demonstrate an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teachers who are appointed on the Upper Pay Range will be expected to meet The Hamble School expectations for UPR staff.

All duties and responsibilities are to be carried out in accordance with the School Teachers Pay and Conditions Document (relevant to the appropriate year) and Teachers Conditions of Service.

The Hamble School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.

