



Kettlethorpe High School

Job Specification

Post Title: Key Stage Progress Leader

Reporting to: AHT: Inclusion

Location: Kettlethorpe High School

Grade: TLR 1A

Hours:

Service Area: Family

Overall purpose of post:

- To provide strategic leadership and management in relation to student progress for allocated year groups
- To support all students in those year groups to achieve at least in line with their minimum targets across all of their subjects
- To support the majority of students to excel and achieve as many of their agreed targets as possible
- To prioritise progress of PP-eligible students when allocating resources to support progress

Requirements for the post.

	<u>Essential</u>	<u>Desirable</u>
<u>Qualifications</u>	Qualified Teacher Status	
	Evidence of continual professional development	
<u>Knowledge/Skills</u>	Local, National and global trends	
	New technologies, their use and impact	
	High level organisational skills	
	High levels of communication skills	
	The ability to initiate, promote and evaluate improvements	
	The ability to build positive and effective relationships with staff, pupils and parents/carers	
	Modelling the highest standards and expectations	
	Teamwork and collaboration	
<u>Experience</u>	Experience of leading a team of committed and professional team of tutors	
	The ability to enthuse, inspire, and get the best out of pupils and staff	
	Devise and execute an inspiring strategic development plan for KS3/4	
	Think strategically	
	Develop and empower teams	
	Collaborate and network within and beyond the school	
	Manage conflict	

Responsibilities and accountabilities

MAIN TASKS

Main Responsibilities

- To promote the importance of being present at school and in lessons
- To promote positive attitudes to learning
- To support the target setting process
- To ensure that new admissions into their year groups are set appropriately and have appropriate targets set on entry
- To support with curriculum adaptations for students in allocated year groups
- To manage the form tutor programme and quality assure its delivery
- To lead year team meetings

After data collections

- Analyse attainment and ATL data and present a summary to SLT
- Identify students who are underachieving in multiple subjects and take a lead role in planning to address this underachievement
- Identify students whose ATL is causing underachievement and take a lead role in planning to address this
- Work with the attendance team to support plans to improve individual student's attendance where that is causing underachievement
- Work with parents/carers to communicate and support plans to address underachievement, making use of consultation evenings where possible
- Recognise and reward pupils whose attendance, ATL and achievement is good

After consultation evenings:

- Analyse attendance data to identify parents/carers who did not attend that we 'must reach' in order to improve individual student's progress
- Engage these parents/carers in conversations about their child's progress to support work to address underachievement

OVERALL RESPONSIBILITY

- To support all pupils to make aspirational academic and personal progress as specified by baseline data and other information leading on approaches to improve learning outcomes for key pupils
- To oversee line management of staff in one key stage including form tutors and the delivery of their roles and be accountable for their performance
- To act as a role model in terms of conduct, dress and professionalism and set the highest possible standards of expectations
- To assist the Headteacher and Senior Leadership Team in the overall leadership and development of the school
- To act as the Designated Safeguarding Lead for your allocated Year Groups
- Collaborate with SLT, in order to build and realise the shared vision of excellence and high standards for all pupils
- Lead, manage, develop and inspire others to implement the school improvement plan and reach school targets

- Participate in aspects of the school's monitoring, self-evaluation and review cycle
- This post will be subject to performance management review and monitoring.

LEADERSHIP AND MANAGEMENT

- Deliver the strategic vision for behaviour, attendance, support for learning and progress of pupil outcomes for your allocated Year Groups
- Develop an understanding of strategic leadership of teams of tutors underpinning the whole school strategic leadership
- Produce agendas and chair form tutor meetings and contribute to year leadership meetings
- Lead, implement and review target setting processes in your allocated Year Groups
- Support the professional development of form tutors and others and update them of changes to school policy and/or procedure
- Quality assure the role of tutors in your allocated Year Groups through monitoring of Active Tutorial Time and PSHE with feedback to the team, identifying areas of strength and areas for development
- Ensure all tutors are supporting the expectations around rewards and celebrations through regular monitoring of positive referrals and attendance
- To manage systems for safeguarding and ensure compliance and support
- Lead on systems for the monitoring of pupils in your Year Groups – with a focus on key pupils and especially where these pupils are underperforming and having a negative impact on the school's performance measures.
- Lead on systems for monitoring and supporting disadvantaged pupils within the key stage.
- Establish and embed effective systems for identifying and monitoring pupils requiring learning intervention and support as well A BfL, SEND, attendance support - especially where pupils are high tariff/repeat offenders and those for whom external support is needed.
 - Contribute actively towards the formulation of all school policies and procedures and ensuring their consistent implementation throughout Kettlethorpe High School;
 - To manage delegated budgets effectively, following policy and procedure
 - To engage in and, if required, lead the process of appointing new staff including the selection process
- To help build, communicate and implement a shared vision which expresses core values and moral purpose to support the school in attaining excellence in all it does

SUPPORT FOR PUPILS

- Support learning through use of data, strategic intervention and monitoring in order to maximise pupil attainment - using data analysis and intervention planning after every report cycle to support the learning process and remove barriers to learning
- To monitor all pupils in the year group/s, both academically and with behavioural/attendance issues, including vulnerable groups such as pupil premium/SEND/EAL and provide support in and out of lessons and arrange intervention strategies, targeting pupils for intervention,(i.e. liaising with Team Leaders, Inclusion and SEND, coursework completion and other issues which may present a barrier to learning)
- To resolve conflict situations with pupils and to ensure behaviour for learning

standards are attained and maintained at all times, guiding behaviour support staff as appropriate, making recommendations to address areas of concern where educational progress of pupils themselves or others are impeded by poor attitudes to learning or behaviour difficulties

- Monitor and measure impact of behaviour plans for pupils with complex needs and/or those who are repeat offenders and keep clear records on all these high tariff pupils
- Lead on clear plans to support pupils returning from exclusion, alternative provision settings and managed moves
- Identify pupils who need intervention beyond school and ensure the appropriate referrals are made to meet all their needs. This will include referral to outside agencies and bespoke packages for support of pupils and families, and attend linked meetings as required
- Liaison with relevant external agencies for pupil welfare matters. This will involve coordinating attending, chairing and minuting multi-agency case conferences. This may involve local authority child care teams, the Police, Youth Offending Teams, the Safeguarding Authority and others
- Share responsibility and meet as directed to oversee the development and planning of interventions to secure the needs of pupils with curriculum team leaders, SENCo, SEMH, EAL within the key stage
- Liaise with other schools to arrange pupil transfers and placements
- Act as Designated Safeguarding Lead ensuring the correct use of and all legislation and ensure all staff are trained in this and ensure all pupils in the year group are appropriately safeguarded
- Prevent bullying and support victims of bullying keeping accurate records and log on CPOMS
- To identify pupils at risk of poor attendance or punctuality and work with the attendance team to understand the reasons and plan strategies for improvement, gaining commitment from pupils and support from parents/carers as appropriate
- Working with parents to provide coherent strategies within Individual Behaviour Plans, Pastoral Support Plans and MSPS/EHCPS. Arrange meetings with appointment with parent/carers at school and off-site to discuss issues of concern or celebrations regarding a child and keep clear records
- Make contact with parents to discuss pupil achievement and progress to celebrate progress and to seek parental support in dealing with concerns
- Ensure co-ordination of consultation evenings with targeted action planning to enhance attendance by parents of pupils who are 'hard to reach' and analysis of impact of these evenings
- Have a clear overview of each aspect of additional support individuals pupils in the key stage may be experiencing, such as Diamonds, Nurture, SEN, Attendance, EWO, TAS and any other agencies involved.
- Ensure effective transition/transfer to support learners each year – within school years and between schools
- Share in the management of pupil disciplinary incidents, making recommendations to the Headteacher regarding exclusions and facilitating the process of student re-integration
- To carry out the normal duties of a school teacher as set out in the most recent School Teacher Pay and Conditions Document and to meet all Teacher Standards in all teaching and learning being an excellent role model of challenging, successful and

enjoyable teaching and to use these standards in the monitoring of others.

- To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in the school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils
- To undertake assessment of pupils as requested by external examination bodies, subject areas and school procedures.

SUPPORT FOR THE SCHOOL

- Contribute to successful inclusion for all in the school. This may be: staffing inclusion spaces; supervising pupil on time out; making resources; lunchtime activities; taking small groups or contribution to alternative provision.
- Ensure there is a rolling note of all interaction with parents/carers/outside agencies and support for highly vulnerable pupils with clear impact and outcomes detailed
- Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits and in fund raising within the year group.
- Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities
- Conduct a weekly QA through learning walks to support whole school focus in teaching/learning and BfL
- Develop an ethos that promotes collaborative and team working, sharing knowledge and understanding, celebrating success and ensuring that members of the team accept responsibility as appropriate.
- To engage actively in the performance review process, addressing targets set by the line manager each term.
- To promote equal opportunities and celebrate diversity in all aspects of the school.
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and pupils to follow this example.

SUPPORT FOR TEACHERS

- Tracking of pupils, with feedback, and review to quality assurance the curriculum experience for pupils
- Share outcomes with Team Leaders and be involved in securing the next steps to enhance the learning experience and celebrate the good practice.
- Contribute to the professional development of others, especially ECTs, ITTs and new staff
- Undertake lesson observations/visits as appropriate

SUPPORT FOR THE CURRICULUM

- Promote SMSC through assemblies, awards, rewards and presentation to include assemblies, tutor activities, form tutor assemblies, attendance, positive attitude to self and others through fund raising as key stage or year teams to support agreed charity focus and whole school events.
- Be accountable for the content/delivery of tutorial time including Active Tutorial and PSHE/RSE for the key stage.

- To support with curriculum adaptations/timetable changes/personalisation for pupils in the specified year groups and monitor learning outcomes of pupils involved.
- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and development in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning.
- Implement and develop pedagogic procedures introduced through school
- Implement the use of new technologies that enhance teaching and learning and pupil progress

ADMINISTRATION

- Regular checking of planners through quality assurance of form tutors.
- Analysis of data linked to attendance at consultation evenings and planning for next steps to engage with parents who have not attended
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- To show a record of excellent attendance and punctuality.
- To promote and safeguard the welfare of children and young persons in accordance with Keeping Children Safe in Education (DfE)

ADDITIONAL EXPECTATIONS

- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the school as requested by the Headteacher.

Safeguarding

*Our school is fully committed to safeguarding and promoting the welfare of children and young people. We expect all staff, volunteers, and visitors to share this commitment and adhere to our safeguarding policies and procedures. All appointments are subject to rigorous safer recruitment checks in line with statutory guidance, including **Keeping Children Safe in Education** and the school's own safeguarding policy.*

Successful candidates will be required to:

- *Undergo an enhanced Disclosure and Barring Service (DBS) check, including barred list information.*
- *Provide satisfactory references, including verification of employment history and explanation of any gaps.*
- *Demonstrate eligibility to work in the UK and provide original documentation for identity and qualifications.*
- *Participate in safeguarding induction and ongoing training to maintain awareness of child protection responsibilities.*

We are an equal opportunities employer and welcome applications from all sections of the community. Our recruitment processes are designed to ensure that all staff are suitable to work with children and

uphold the highest standards of professional conduct and integrity.

Responsibilities for resources

People

Budgets

Physical Resources

None

Characteristics of the post:

Employees are encouraged to participate in training activities in order to enhance their own personal development.

Employment checks required of this post:

- Evidence of entitlement to work in the UK.
- Evidence of essential qualifications – see page 1 of this specification.
- Two satisfactory references.
- Evidence of a satisfactory safeguarding check e.g. An Enhanced CRB Disclosure.
- A List 99 check.
- Confirmation of medical fitness for employment.

Date completed: May 2025