**JOB DESCRIPTION**

**Standards and Progress Lead**

**Reporting directly to**

Faculty Curriculum Lead (Standards & Progress)

**Core Purpose**

* Overall responsibility for the tracking of pupil progress across the faculty
* Lead and coordinate intervention strategies
* Secure better learning and progress through improving the quality of teaching

**Liaising with**

* Leader of Teaching and Learning in the faculty
* The other Leaders of Standards and Progress across the Academy
* Senior Assistant Headteacher Standards and Progress

**Key Responsibilities**

• To play a key leadership role and to make a major contribution to the development of the academy;

• To develop tracking systems in order that teachers can be held to account for the progress of learners;

• To share accountability for achieving the highest standards of student attainment and achievement of identified students;

• To ensure teachers use data effectively in planning and assessing learning;

• To support teachers across the curriculum to develop and enhance strategies for teaching; to support students in developing qualities which promote learning; to assist faculty teams in evaluating their provision for learners;

• Leading, developing and enhancing the teaching practice of others to overcome

students’ barriers to learning;

• Shared accountability for leading, managing and developing strategies to secure achievement of students across the curriculum;

• To submit reports and collate data to enable the Trust to monitor achievement outcomes; and

* To contribute to professional learning of colleagues with regard to meeting the needs of students

**Operational/strategic planning**

* To monitor and track progress of pupils within faculty;
* To support faculty Curriculum Leader and Teaching and Learning Lead to monitor and track quality of teaching and learning, behaviour and attendance within faculty;
* To identify pupils who require additional support in order to make good progress in their learning
* To assist in the implementation of school policies and procedures;
* To work relentlessly in pursuit of this vision; to win confidence of stakeholders in systems for supporting learners and securing a calm learning environment for all students;
* To broker support for learners with barriers to learning;
* To coordinate intervention plans which accelerate progress and improve attainment;
* To monitor progress of key groups including PP, SEND and More Able; and
* To contribute to an annual faculty improvement plan and a self-evaluation as part of overall school evaluation processes

**Curriculum provision and development**

* To lead in development of inclusive practices, deploying team members to make best use of expertise;
* To keep up to date with national developments in faculty related practices and methodology; and
* To actively monitor and respond to curriculum development and initiatives at national, regional and local levels

**Staffing**

**Staff development:**

**Recruitment/deployment of staff**

* To contribute to performance management and to act as Team Leader for a group of staff with the faculty;
* To promote teamwork and to motivate staff to ensure effective working relations; and
* To ensure the effective, efficient deployment of support and teaching staff to secure the best outcomes for learners

**Quality assurance**

* To ensure the effective operation of quality control systems including standardisation and moderation;
* To assist in the process of the setting of targets within the team and work towards their achievement;
* To contribute to the Academy’s procedures for lesson observation, learning walks and work scrutiny; and
* To participate in the monitoring and evaluation of team members in line with agreed Academy procedures including evaluation against quality standards and performance criteria

**Management information**

* To ensure the maintenance of accurate and up to date information relating to the faculty;
* To lead on analysis and evaluation of performance data; and
* To lead the production of reports on examination performance, including the use of value added data

**Communications:**

* To help ensure that all members of the faculty are familiar with its aims and objectives;
* To ensure effective communication, as appropriate, with parents of students; and
* To liaise with partners schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies

**Marketing and liaison**

* To contribute to the Academy liaison and marketing activities e.g. the collection of material for press releases;
* To contribute to the development of effective subject links with partner schools and the community;
* Attendance where necessary at liaison events in partner schools and the effective promotion of the Academy at open days/evenings and other events in partner schools and the wider community; and
* To actively promote the development of effective links with external agencies

**Management of resources**

* To identify resource needs and to contribute to the efficient/effective use of physical resources, including allocation, control and account of finances; and
* To co-operate with other curriculum areas to ensure sharing and effective usage of resources to the benefit of the Academy and the students

**Pastoral system**

* To contribute to cross curricular work including PSHE, citizenship and enterprise education; and
* To be an outstanding tutor within the pastoral system. To assist in the implementation of the behaviour management system so that effective learning can take place

**Teaching**

* To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher

**Learning outcomes**

* To ensure students achieve sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment; and
* To ensure students are well prepared for any tests and examinations

**Additional duties**

* Performance manage appropriate number of teaching and support staff within faculty; and
* Attend strategic and operational meetings of Academy leaders as and when required

**Health and safety**

* It is an employee’s responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

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

The professional duties of all teachers are set out in the School Teachers’ Pay and Conditions document (STPCD).

**E-ACT** is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

Whether you’re a 3-year-old in nursery learning to explore the world around you, an 18-year-old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

* We want everyone to ***think big*** for yourselves and for the world around you;
* We want everyone to ***do the right thing*** in everything you do, even when this means doing something that’s hard, not popular or takes a lot of time;
* We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

**OUR VALUES**

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| --- | --- |
| **Thinking Big** | * Show energy, enthusiasm and passion for what you do * Demand the highest quality in all that you do, and in the work of your team * Willing to champion new ideas and think beyond the status quo * Show an ability to think creatively and ‘outside of the box’ in your area of expertise, continually seeking improvements in what you do to make the organisation better * Be open to new ideas and change where it will have a positive impact on the organisation * Show a willingness to embrace different ideas and ways of thinking to improve E-ACT * Ability to ‘look outside’ – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work * Commitment to self-development, and developing your wider Team * Ability to self-reflect on yourself, your performance, and to think about how this could be improved further * Ability to encourage ideas from others in order to improve the organisation and build your team’s confidence |
| **Doing the Right Thing** | * Have integrity and honesty in all that you do * Make decisions that are based on doing the right thing, even when this means that they’re unpopular or will lead to more work * Take responsibility and ownership for your area of work * Have difficult conversations or deliver difficult messages if that’s what’s required to do the right thing by our students * Be transparent and open * Be resilient and trustworthy * Stand firm and stay true to our mission |
| **Showing Team Spirit** | * Understand how you can have a greater impact as a team than you can as an individual * Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission * Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level * Recognise and celebrate the success and achievements, no matter how small, of your colleagues * Be generous with sharing your knowledge to help to develop others * Understand and be willing to receive suggestions and input on your area of work from others * Support your colleagues, even when this means staying a little later, or re-prioritising some of your work * Be aware of other peoples’ needs and show an ability to offer genuine support * Show an awareness and respect for peoples’ differences, and recognise how different characteristics and personal strengths build dynamic and great teams |