



Progress Manager

JOB DESCRIPTION

Role Purpose:

The purpose of this role is to support the development of the personal, social and spiritual welfare, and guidance of young people and be responsible for ensuring students are fully supported and safeguarded to enable them to develop their academic qualities to the full and make good or better progress.

Key Accountabilities:

Reporting to the Associate Assistant Headteacher, this post holder will be accountable for:

- To have a strategic overview for progress and development of pupils across the academy
- To contribute to action plans designed to support students in need of additional emotional, behavioural support ensuring that any additionality, compliments any other plans relevant to the young person
- To work closely as part of a team supporting attendance, attainment and the emotional welfare of all students in the academy
- Lead in managing pupil behaviour for the specified year groups.
- To develop a mentoring relationship with young people needing particular support where necessary aimed at achieving the goals defined in the action plan. This could be in 1:1 sessions or within the context of a small group.
- To act as an advocate for students identified at the academy or elsewhere as in need of support
- To develop and monitor Pastoral Support Plans for individual pupils in conjunction with the relevant staff, outside agencies and with parents.
- Monitor the implementation of plans and report on progress achieved.
- Support the re-integration of pupils excluded from school or following an alternative timetable.
- To lead on student engagement across the year group supporting the Behaviour lead, Progress Leaders and SLT
- To provide support and advice to students with respect to their learning, emotional and social well-being, health and safety and personal development
- To work proactively with vulnerable students
- To arrange liaison with home/key contacts, the emergency services and other staff as appropriate, to help address poor performance/attendance/behaviour
- To respond to and take steps to resolve relationship issues between students
- To develop self-confidence and self-esteem and promote positive attitudes to learning
- To identify opportunities to raise aspiration amongst all students in their cohort
- To work with the Progress Leader to monitor and follow up attendance matters with students and parents
- To collect and collate statements relating to incidents and follow up directly when appropriate
- To assist, where required, in the supervision of young people during breaks and lunchtimes

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- (within contracted hours) encouraging safe, positive and social behaviour
- Be a dedicated team player who can develop excellent relationships with learners and colleagues
- To support, maintain and develop home academy liaison
- To enthuse, motivate and inspire students, generating a love for learning
- Fully support and at all times uphold the policies and positive ethos of the academy and the E-ACT Trust
- Be willing to commit to participating in staff CPD opportunities
- Contribute to the Health & Safety of pupils and other staff in accordance with Health & Safety regulations and academy Policy.
- To have an understanding of and work within the requirements of GDPR at all times and comply with E-ACT policy in terms of data protection
- To undertake any other duties and responsibilities as appropriate to the role and grade, as requested.

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

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PERSON SPECIFICATION

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

Thinking Big	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 pupils

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	<ul style="list-style-type: none"> • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • 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

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

Assessed at

A – Application Stage

D – Desirable

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Recent and relevant CPD	x		x	x	x

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	5 GCSEs or equivalent (Grade C or above including English & Maths)	x		x	x	X
	Understanding of how to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, a practical approach and sound judgement	x		x	x	x
	Good working knowledge and understanding of child development and learning processes, and in particular, barriers to learning	x		x	x	x
	Understanding of statutory frameworks relating to teaching		x	x	x	x
	Full working knowledge of relevant policies/codes of practice/legislation	x		x	x	x
	Thorough understanding of and commitment to equality of opportunity	x		x	x	x
	Knowledge of safeguarding and child protection issues.	x		x	x	x
Experience	Experience of working successfully with disaffected students, including those with challenging behaviour	x		x	x	x
	Experience of child protection/safeguarding with up to date training or willingness to undertake training	x		x	x	x
Skills	Ability to engage constructively with, and relate to, a wide range of young people, parents/carers, from different backgrounds	x		x	x	x
	Ability to relate to young people, within different age groups about attendance and behaviour issues	x		x	x	x
	Ability to establish positive relationships with children based on mutual respect	x		x	x	x
	Ability to assess and review young people and family circumstances and plan appropriate responses, drawing on internal and external advice and expertise where necessary	x		x	x	x
	Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers	x		x	x	x
	Ability to work constructively as part of a team	x		x	x	x
	Ability to constantly improve own practice/knowledge through self-evaluation and learning from others	x		x	x	x
	Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity.	x		x	x	x

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