CEDAR MOUNT ACADEMY

# **Assistant progress leader**

# **Grade 6 Scale 27-31**

Assistant Progress Leader, reporting to the Progress Leader, works with the Progress Leader and larger pastoral and attendance teams to ensure students within a designated Year are fully supported and safeguarded to enable them to develop their personal, social and academic qualities to the full.

All members of Academy staff are expected to be a professional and active member of the Academy community working as part of the team to raise standards, improve outcomes and opportunities for all students and promote a lifelong love of learning.

It is expected that all staff within two years of joining CMA will be operating at a minimum of good with outstanding features and working towards being outstanding in their specific role.

**Cedar Mount Academy is a member of the Bright Futures Educational Trust**

**Specific Responsibilities**

**1. Assistant Progress Leader**

* Support the Progress Leader, Form Tutors and Attendance Team to raise standards of attendance, behaviour and outcomes for all students in the designated Year through:
  + Tracking and Monitoring attendance and punctuality for the designated Year.
  + Taking part in rewards and sanctions programs in line with Academy policy to raise standards of attendance and punctuality
  + Taking part in parental meetings and events to address attendance and punctuality issues, including attendance panels.
  + Taking part in targeted intervention programs to raise standards of attendance for individual and groups of students.
  + Tracking and monitoring standards of behaviour for the designated Year.
  + Supporting consistent application of the Academy Behaviour Policy and involvement in activities linked to the execution of that policy including management and coordination of internal and external exclusions.
  + Keeping accurate records of student behaviour both in lessons and around the Academy premises.
  + Being a high profile presence to support all Academy staff to better manage student’s behaviour.
  + Taking part in targeted intervention programs to raise standards of behaviour for individual and groups of students.
  + Working closely with students to ensure they understand Academy expectations.
  + Making contact with parents to review student behaviour patterns and identify actions needed to improve standards of behaviour and in turn building strong relationships with parents and carers.
  + Liaising with other relevant support agencies such as SEN, attendance team, YOT, social services and Connexions etc to support students in difficulty.
  + Having an in depth knowledge of individual students in the designated Year
  + Communicating key issues regarding individual students to relevant members of staff
  + Taking steps to prevent bullying and support victims of bullying and play and active role in the Academy anti-bullying agenda.
  + Arranging and promoting reward activities within the designated Year.
  + Taking relevant actions to ensure all students in the designated Year are effectively safeguarded and protected from abuse or neglect.
  + Taking part in meaningful assemblies.
  + Contributing to the transition strategy from primary school which ensures that the students sustain their development from Year 6.
  + Taking part in student voice and leadership programs.

**2. General Responsibilities**

* To use initiative in time management to organise own workload in order to meet deadlines.
* To provide cover for other colleagues when required.
* To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as they arise.
* Be aware of and support difference to ensure equal opportunities for all.
* To attend and participate in relevant meetings as required.
* Help to identify own personal development needs

**Other Expectations of all Academy Staff**

* To work professionally and effectively as part of a specific and wider Academy staff team.
* To be a positive professional role model for all students.
* Treat all students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to staffs professional position.
* Have regard for, and promote the need to, safeguard students’ well-being, in accordance with statutory provisions and Academy policy.
* To carry out supervision duties as directed in the Academy duty rota.
* Engage actively in the Academy performance management process.
* Engage actively in the Academy CPD program to develop skills and improve practice.
* Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
* Play a full part in the life of the Academy, to support its distinctive mission and ethos.
* Attend Academy events and activities as directed by the Principal.

**Person Specification – Assistant Progress Leader**

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|  | *Essential* | *Desirable* |
| *Relevant*  *Experience, qualifications and training* | Posses good numeracy and literacy skills  Experience of following procedures and instructions  Experience of establishing and maintaining accurate records  Experience in dealing with parents/guardians.  Experienced of implementing strategies to improve standards of student attendance, punctuality and behaviour  Experience of working with external agencies to organise appropriate care guidance and support for students | Formal qualifications at GCSE level or beyond  Attendance at relevant training events |
| *Knowledge,*  *skills,*  *abilities* | Knowledge and understanding of child protection and safeguarding issues and legislation  Knowledge of strategies to raise standards of behaviour and attendance  Ability and willingness to ensure good discipline and adherence to Academy rules  Good organisational and record keeping skills.  Ability to work as part of a team  Good ICT skills  Good oral and written communication skills  Ability to be able to manage own workload and prioritise | Knowledge of SIM’s or similar |
| *Others* | A passionate commitment to develop the best in young people  Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work  Self motivation and drive to complete tasks to the required time scales and quality standards  Flexibility to adapt to changing workload demands  Personal commitment to the Academy’s professional standards and code of conduct  A commitment to further training and a willingness to participate in relevant CPD.  Willingness to be engaged in partnership and community activities  Commitment to the aims and ethos of the Academy.  A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour. |  |
| *Safeguarding* | Willingness to consent to apply for an enhanced DBS (Disclosure and Barring Service) check  Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people. |  |