

## METROPOLITAN BOROUGH OF KNOWSLEY

<b>SCHOOL</b>	ALL SAINTS CATHOLIC HIGH SCHOOL
<b>POST TITLE</b>	ASSISTANT PROGRESS LEADER
<b>GRADE</b>	F (SCP 12-17) 32.5 hours per week, 46 weeks per year
	<b>Actual Salary £22,838 to £24,775</b>
<b>RESPONSIBLE TO</b>	PROGRESS LEADER & SENIOR LEADERSHIP LINK

### MAIN PURPOSE

To work under the direction of the Progress Leader and Senior Leadership Link and with key staff, parents/carers and outside agencies as appropriate, to provide pastoral support to the pupils, resolving both day-to-day issues and removing longer-term barriers to learning and well-being.

### MAIN DUTIES

- To support the smooth running of the year group on a daily basis, delivering key messages to improve standards.
- To promote good attendance and punctuality by maintaining and monitoring pupils' records using Arbor.
- To promote high standards of behaviour, responding to incidents promptly in line with the school's behaviour policy and rewarding achievement as appropriate.
- To act as a point of contact for parents/carers and maintain regular contact with them to encourage involvement in their child's education.
- To support pupils with their social, emotional and mental health needs.
- To intervene at an early stage and work with pupils who need help to overcome barriers to learning and improve pupil progress.
- To gain the voice of the child to establish what is working well in their life, by recognising their strengths, skills and assets.
- To use various approaches, tailored to meet the individual needs of the pupils, and contribute to other strategies as required such as Individual Behaviour Plans, Personal Support Plans, Early Help Assessments and Team Around the Family meetings.
- To liaise with the school's safeguarding and pastoral teams to report any concerns that arise as a result of closely working with pupils and their families.
- To liaise with external agencies and attend relevant meetings with them and/or parents/carers as appropriate.
- To support the effective running and function of the school's Reconciliation Room on a rota basis and help to mend relationships by facilitating restorative conversations with pupils and staff.
- To support with the preparation and delivery of year group and whole school events.

### Support for Pupils

- To establish good working relationships with pupils and their parents/carers.
- To support pupils and their parents/carers to address issues impacting on attendance, punctuality, attitude to learning, behaviour, progress and resilience.
- To be aware of and respond appropriately to pupils' individual needs ensuring effective interaction and intervention.
- To undertake home visits when required.
- To attend parents' and open evenings to offer support.
- To assist with the general care of the pupils, including helping pupils who are unwell, distressed or unsettled.

- To supervise pupils during breaks and unstructured times, as necessary.
- To escort pupils as necessary and assist in movement around the school.
- To invigilate exams if required.
- To assist the pupils with personal needs as appropriate.

### **Support for Teaching and Learning**

- To support the teaching of a broad and balanced curriculum aimed at helping pupils achieve their full potential in all areas of learning.
- To promote, support and facilitate inclusion by encouraging participation of pupils in new experiences and learning as well as extracurricular activities.
- To communicate and collaborate closely with key staff on strategies, which reduce or remove barriers to learning.
- To use effective behaviour management strategies consistently in line with the school's policy and procedures.
- To organise and manage teaching space and resources to help maintain a stimulating and safe learning environment, which is adapted to meet the needs of individual learners.
- To use ICT skills to support pupils and increase access to the curriculum.
- To provide cover for lessons, as necessary, managing the classroom and ensuring that pupils remain on task with the work they have been set by their teacher.

### **Support for the School**

- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be aware of and support differences and ensure all pupils have equal access to opportunities to learn, develop and feel valued, respecting their social, cultural, linguistic, religious and ethnic background.
- To contribute to the school ethos, aims and development/improvement plan.
- To establish constructive relationships and communicate with other agencies/professionals to support the achievement and progress of pupils.
- To work as part of a team appreciating and supporting the role of other people in the team.
- To attend and participate in meetings as required.
- To assist with the planning and supervision of opportunities for pupils to learn in out of school contexts, including before and after school, if appropriate, and within working hours.
- To complete all associated paperwork and maintain accurate electronic records on all contact and intervention work with individuals and families using the agreed case management systems (Arbor or CPOMS).
- To undertake personal development through training and other learning activities including performance management as required.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required.
- To establish own best practice and use it to support others.
- To assist with the organisation, routines and upkeep of the wider learning environment.

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

## PERSON SPECIFICATION

Attributes	Competency
<b>Qualifications, Knowledge and Training</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• GCSE grade C/4 in English Language and Mathematics or equivalent Level 2 qualification in Literacy and Numeracy.</li> <li>• Knowledge of child development.</li> <li>• Ability to undertake further training and development as required.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Relevant Level 2 or 3 qualification relating to working with children and/or young people.</li> <li>• Effective use of ICT including experience of using Arbor or other school management information systems (MIS) and careers education software and programs.</li> <li>• First aid knowledge/qualification.</li> </ul>
<b>Experience</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Experience of working with and/or caring for children.</li> <li>• Ability to relate to others.</li> <li>• Excellent communication skills, both verbal and written.</li> <li>• Ability to plan and deliver effective learning activities to support individual pupils' needs.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Experience of working in an educational setting.</li> <li>• Experience of supporting vulnerable and challenged young people.</li> <li>• Safeguarding experience.</li> <li>• Previous care or medical experience.</li> </ul>
<b>Personal Qualities and Skills</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• A passion for education and supporting pupils to achieve their full potential.</li> <li>• Ability to build positive relationships with pupils, parents/carers, colleagues and other professionals.</li> <li>• Ability to provide non-judgmental pastoral care and support to pupils experiencing difficulties.</li> <li>• Patience, enthusiasm and a caring nature.</li> <li>• Flexibility, adaptability and the ability to remain calm under pressure.</li> <li>• Ability to problem solve and initiate new ideas.</li> <li>• Strong organisational skills and the ability to prioritise tasks effectively.</li> <li>• Ability to work effectively as part of a team and using your own initiative.</li> </ul>

	<ul style="list-style-type: none"><li>• Ability to maintain confidentiality as required.</li><li>• A strong commitment to the safety, welfare and educational success of all pupils.</li></ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"><li>• Ability to deal with complex behaviour/emotional needs.</li><li>• Detailed knowledge of the wide variety of SEND.</li></ul>
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