CEDAR MOUNT ACADEMY

# Director of Progress

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

The role of the Director of Progress is to lead and inspire the academic and personal development of pupils at CMA, to continue the transformational journey to ensure the best *for* everyone, the best *from* everyone.

Reporting to, and supported by a member of senior leadership, the Director of Progress will support and monitor the academic progress of students within the school and work alongside tutors, pastoral leaders and curriculum leaders to identify barriers to learning then initiate and support appropriate intervention

The Director of Progress will be a successful and experienced person able to enthuse, motivate and inspire children. The successful candidate will have demonstrated excellent leadership and communication skills in his/her present role.

As CMA is a member of Bright Futures Educational Trust, it is expected that all members of the staff will also, where appropriate, contribute to the work of the Trust and the schools within the Trust.

# Key Responsibilities

## Excellent progress and achievement for all pupils

* To lead the house system across the school
* To analyse and interpret data in relation to students in year groups or Houses, in order to promote maximum student progress
* To have a relentless focus on the achievement key groups or individual students, including but not exclusively: those entitled to additional support through Pupil Premium, looked after children, and any other identified key groups
* To run designated whole staff progress and intervention meetings aligned with year group responsibilities, to support pupil progress across the school.
* To oversee student attendance and develop strategies to maximise it, taking appropriate action with students whose attendance or punctuality to school is poor
* To play a part in the development and consistent delivery of the tutor programme across the school, ensuring that students have a consistent and high-quality experience at key transition points
* To work closely with the support staff team and external agencies where additional family and student support is necessary
* To be familiar with best practice in handling Safeguarding and Child Protection issues
* To liaise with pastoral leaders and the Senior Pastoral Lead to complete Pastoral Support Plans for students when required
* To co-ordinate the production of documentation needed for suspensions
* Demonstrate knowledge and understanding of a range of teaching, learning and behaviour management strategies and use and adapt them to meet the needs of all learners
* Plan for progression, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge

## An environment where our people are valued

* Undertake specific line management responsibilities.
* Ensuring whole school staff training and development is targeted to needs and measured to ensure that it positively impacts on standards.
* Implementing the trust’s people policies to ensure that people are recruited, managed, supported and developed appropriately and in accordance with our values and commitments.
* Developing and maintain a culture of high expectations for self and other.
* Open and transparent verbal and written communication strategies are implemented with staff, pupils, parents/carers and the local community, as appropriate.
* To build, communicate and implement a shared vision within the tutor teams, focused on achievement, high expectations and a strong identity
* To have a significant impact on key whole school priorities
* To ensure clear communication pathways with Heads of Year, Assistant Heads of Year, form tutors, subject leaders, subject teachers, SLT and support staff, to ensure a consistent approach.
* To provide support and guidance to tutors, facilitating their professional development and ensuring that expectations and practice across the school are consistent.
* To develop positive working relationships with parents and carers, ensuring that they are informed of issues affecting the progress of their child
* To oversee the reporting process and organisation of parent consultation evenings and related events
* To take assemblies within an agreed programme

## Financial viability

* Contribute to the monitoring of school budget, for approval by the Principal, which enable robust teaching and learning and value for money.

## Robust governance and systems and processes

* Provide transparent and thorough materials and updates to SLT, in order for them to challenge and hold the school to account and/or to make decisions.

## Community

* Be a visible presence for pupils, parents and the local community and sustain effective and positive relationships
* A commitment to safeguarding and protecting the welfare of children and young people
* Take assemblies where appropriate and support in extra-curricula department activities.
* Any other reasonable duties as requested by the Principal.

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure & Barring Service. This post is exempt from the Rehabilitation of Offenders Act 1974

# Person specification

| Category | Essential | Desirable | Means of identification |
| --- | --- | --- | --- |
| Qualifications, Education, training | Qualified Teacher Status  Appropriate academic qualifications to at least degree standard | Post graduate educational qualifications | Application form/Certificates |
| Relevant Experience | Demonstrable track record of successful teaching across KS3 and KS4.  Track record of raising standards and achievement, demonstrated with outcomes.  Experience of the analysis of data to support strategic planning across a curriculum area.  Experience of running successful interventions for pupils.  Current knowledge of leadership strategies to continually improve the quality of experiences for pupils.  Experience in developing, implementing and monitoring practice and policy.  Management role in pastoral or curriculum development. | Evidence of successful teaching at KS5  Current knowledge of leadership strategies to continually improve the quality of learning of students. | Application  Interview  Tasks  References |
| Other | A passionate commitment to develop the best in young people.  A positive mindset focused on solutions.  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 vision and values of the Academy and the Trust.  A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness. |  | Application  Interview  Tasks  References |
| Safeguarding | Commitment to demonstrating responsibility for safeguarding and promoting the welfare of young people | Knowledge of ‘Keeping Children Safe In Education’ (KCSIE) and ‘Meeting Digital and Technology Standards in Schools and Colleges’ government guidelines | Application |
| Our Values | Community: Evidence of working together for a common purpose and encouraging diversity |  | Interview  Tasks |
| Integrity: Evidence of doing the right things for the right reason, demonstrating a commitment to a values-led organisation |  | Interview  Tasks |
| Passion: Evidence of taking personal responsibility, working hard and having high aspirations |  | Interview  Tasks |
| Pre-employment screening | Enhanced DBS check  2 satisfactory employment references, from the last two employers  Evidence of the right to work in the UK |  | On-line DBS check  References deemed suitable  Passport or other evidence allowed by UK Home Office |