

Job Description

Job Title	Sixth Form Progress Support Officer
Academy	Thomas Deacon Academy
Reports to	Deputy Head of Sixth Form for relevant year group
Line Management of	None
Working Hours & Pattern	Full Time
Salary / Grade	Pathway 4, point 14 - 18
Date Last Evaluated	April 2024
Core Purpose	Work as part of the Sixth Form Team to ensure students develop the behaviour, attitudes and character required, and are supported to make effective academic progress in Sixth Form to thrive.

Key Responsibilities:

Maintain a positive environment for learning in the Sixth Form Study Centre

- Maintain a positive, purposeful environment and atmosphere for learning at all times enabling students to study independently; minimise noise, litter and mess.
- Ensure all students are correctly registered and remain focused in the Study Centre throughout each session.
- Monitor, intervene, praise and sanction sixth form student conduct
- Offer advice and guidance as required helping students to map out and/or plan their work and meet deadlines.
- Actively circulate and challenge those not meeting expectations.
- Liaise with subject leaders to maximise learning opportunities within the study centre and develop a positive culture of independent study.

Leading and managing for academic progress

- Build and maintain effective working relationships with the students, establishing a positive, professional presence within the Sixth Form and responding appropriately to individual needs.
- Play a key role in developing and implementing the academy's vision for inclusion and high expectations of student behaviour, with Sixth Form students acting as role models for young year groups.
- Liaise with the relevant Deputy Head of Sixth Form and subject staff, regarding patterns of student behaviour for learning, exchanging relevant information about students with a focus on improving and developing students academically.

- Direct students towards relevant resources/materials to help them become more effective learners.
- Plan and lead after school study support sessions for identified students.
- Monitor appropriate data and work closely with the Sixth Form Leadership Team and tutors, in the drive to reduce truancy and improve attendance.
- Support investigations, as requested, into breaches of the Behaviour Policy by students, collating statements, making recommendations to Deputy Head of Sixth Form and liaising with parents as required.
- Maintain records of interventions with students, meetings with parents and external agencies.
- Contact parents, as appropriate, regarding work to support students' progress and character development.
- Support the attendance, and management, of students at after-school detentions, as required.

Student Wellbeing:

- Liaise with relevant pastoral staff regarding specific students, discussing behaviour and share information as necessary/appropriate.
- Discuss sensitive issues with parents/carers with regard to student behaviour, progress, punctuality or attendance.
- Maintain regular contact with parents/carers of students needing extra support to keep informed of their child's needs and progress and to secure positive family support and involvement.
- Liaise with internal support and external agencies to assist in identifying provision for student requiring additional wellbeing support.

Character Development:

- Promote the development of the academy's character values across the Sixth Form. Character is never fixed or complete; this is an ongoing development.
- Support students in reflecting on their behaviour and actions, linking these to their character development.

General Responsibilities:

- Comply with any reasonable request from a manager/supervisor to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with all health and safety policies, at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- **On an annual basis at the time of the annual appraisal meeting, or**
- **As a result of a change in strategic direction, or**
- **As a result of a team/operational requirements, or**

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.

Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
Minimum Level 2 qualification in Maths and English.	E	A
Qualifications at Level 3 or higher	D	A
Knowledge & Understanding		
Practical knowledge of a wide range of IT packages including Microsoft Word, Excel, Outlook.	D	A/I
Knowledge and understanding of the principles of good customer care practices and how they relate to working with students, staff, parents, visitors and other contacts both internal and external to the Academy.	E	A/I
Practical knowledge of office procedures including setting up systems.	D	A/I
Knowledge and/or experience of Post 18 progression options such as higher apprenticeships or university	D	A/I
Skills & Abilities		
Ability to defuse situations involving conflict and manage students who maybe in an emotive state.	E	A/I
Ability to use own initiative to prioritise and organise conflicting ongoing and immediate demands.	E	A/I
Ability to use ICT effectively and appropriately, with high accuracy levels.	E	A/T/I
Ability to ensure tasks are seen through to completion, ensuring all stakeholders are kept up to date with progress.	E	A/I
Ability to deal with callers and deal with staff and students, efficiently, politely, and helpfully.	E	A/I
Ability to communicate appropriately at all levels within the Academy, and with visitors and external organisations.	E	A/I

Ability to build good working relationships with colleagues.	E	A/I
Ability to adapt to change and the introduction of new working practices.	E	A/I
Ability to work without direct supervision.	E	A/I
Experience		
Experience of working with young people.	E	A/I
Experience of working with parents.	D	A/I
Experience of engaging with external partners/agencies.	D	A/I
Experience of working in a school environment.	D	A
Personal Commitment To		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

Assessment methods

A – Application I – Interview T – Task/Activity L – Lesson Observation R – References