

JOB DESCRIPTION

St. Anthony's Girls' Catholic Academy.

Temporary post: TLR 2a.

Line Manager: Director of Sixth Form.

Introduction

The school has been designated by the Secretary of State as a school with a religious character. Its instrument of government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with canon law, the teachings of the Roman Catholic Church and the trust deed of the Diocese of Hexham and Newcastle. The school is part of Bishop Chadwick Catholic Education Trust. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

This appointment is with the board of the school under the terms of the Catholic Education Service contract signed with the board as employers. It is subject to the current conditions of service for leadership staff contained in the *School Teachers' Pay and Conditions* document and other current education and employment legislation.

In carrying out his/her duties the Y13 Progression Coach shall consult with the Headteacher, Deputy Headteachers and Senior Assistant Headteacher and when appropriate, with the board, the Diocese, the local authority, the staff of the school, the parents of its pupils, the parish(es) served by the school and other local Catholic schools, particularly where collaboration or federation is being developed.

This job description is based on the key areas identified in the *National Standards of Excellence for Headteachers* published by the Department for Education (2015). It recognises the role of the Y13 Progression Coach in the sixth form leadership team.

The board and the Diocese acknowledge the importance of the role of the Y13 Progression Coach and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The board and the Diocese are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and staff must ensure that the highest priority is given to following the guidance and regulations to safeguard them. The successful candidate will be required to undergo an Enhanced check for Regulated Activity from the Disclosure and Barring Service.

The core purpose of the Progression Coach is to assist the Director of Sixth Form and the Assistant Director (Y12) to set and implement the strategic direction of vulnerable Y13 students and to provide professional leadership and management to drive achievement of high standards in all areas of the school's¹ work, particularly in ensuring the provision of sustainable outstanding education through the preservation and development of its Catholic character.

The school's objectives relate to the provision of Catholic education and the school is part of the Catholic Church and, as such, is to be conducted as a Catholic school in accordance with canon law, the teachings of the Catholic Church and the trust deed of the Diocese of Hexham and Newcastle.

¹ The term school refers to both voluntary aided schools and academies

The Four Domains

There are four 'Excellence as Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the school's Progression Coaches.

Domain One – qualities and knowledge.

Progress Coaches (Y13):

1. Hold and articulate clear values and moral purpose, focused aimed at good/outstanding progress and achievement for a defined cohort of vulnerable Y13 students.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their cohort, other staff, parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding linked to the education of vulnerable students locally, nationally and globally, and pursue continuous professional development.
5. Work with senior post-16 staff to deploy and monitor the impact of the post-16 bursary.
6. Communicate compellingly the school's post-16 vision, empowering the vulnerable students in their care to succeed.

Domain Two : pupils and staff.

Progress Coach (Y13):

1. Demand ambitious standards for all pupils, particularly those in the vulnerable cohort aiming to overcome disadvantage and advancing equality, instilling a strong sense of accountability to cohort outcomes.
2. Secure excellent coaching through an analytical understanding of how students make excellent progress and achievement.
3. Support an educational culture of sharing best practice within and between departments and schools, drawing on and conducting relevant research and robust vulnerable cohort data analysis.
4. Create an ethos within which cohort students, are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify areas for development for cohort students and monitor and track their progress linking with their teachers and their tutor.
6. Hold vulnerable cohort students supportively to account for their progress and achievement.

Domain Three : systems and process.

Progress Coach (Y13):

1. Efficient and fit for purpose methods, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for vulnerable cohort coaching.

3. Establish rigorous, fair and transparent systems and measures for managing the performance of **vulnerable cohort**, addressing any under-performance, supporting senior post-16.
4. Support senior staff with post-16 UCAS references and systems.
5. Exercise sound financial planning to ensure the equitable deployment of bursary budgets and resources, in the best interests of **vulnerable cohort** achievements and the school's sustainability.
6. Use data systems to monitor progress and achievement of the **vulnerable cohort** at key points in the assessment calendar.

Domain Four: the self-improving school system.

Progress Coach (Y13):

1. Create outward-facing **systems** which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for **Y13 vulnerable students**.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students, but **particularly Y13 vulnerable students**.
3. Harnessing the findings of well-evidenced research to frame self-regulating and self-improving curriculum and associated systems.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Progress Coach (Y12).

- Lead for the progress of the Y13 "vulnerable" cohort
- Linking with "vulnerable" cohort stakeholders
- Assisting senior post-16 staff with UCAS