



Job Description: Assistant Progress Leader (non-teaching)

Job Purpose:	To support learning at Ripley
Responsible to:	Progress Leader
Salary:	NJC Pay Scale Grade 7, Points 19-25 Actual Salary Range £27,111 - £30,748 (FTE £32,061 - £36,363) The position is full time (37 hours), term time only (38 working weeks, 44.09 paid weeks, pro rata holiday weeks 6.09).
Hours of work:	8.15 am – 4.15 pm (including 30 minutes unpaid lunch break). Some flexibility in hours may be needed to cover occasional late detentions.

Academy Vision Statement

As a Christian community, we aim to provide an education which enables all members of our Ripley family to flourish academically, personally and spiritually. Through acts of faith, hope and love, we encourage our young people to live well, to serve others and to make a difference in the world.

'And now these three remain: faith, hope and love. But the greatest of these is love.'

1 Corinthians 13:13

Our Aims

1. We aim to follow the examples and teaching of Jesus Christ.
2. We draw inspiration from the vision of Julia and Thomas Ripley by continuing their work of providing care and education for all.
3. We strive for a culture of excellence in all we do and we are ambitious for all members of our community.
4. We provide a rich curriculum and co-curriculum which develops pupils in body, mind and spirit.
5. We love and care for one another, treating each other with kindness, dignity and respect.
6. We understand that the wellbeing of our pupils and staff is the key to flourishing.
7. We have a commitment to creation and the stewardship of our planet, as well as service to our community.

Context

The postholder will be part of a team working to raise achievement in the academy.

The main tasks associated with the role are:

Supporting the Progress Leader by:

- Establishing professional relationships with the young people
- Resolving behavioural issues during the school day to ensure there is no disruption to learning
- Responding to 'callouts' if behavioural issues are disrupting learning
- Dealing with day to day issues across the year group
- Working with individual pupils across the year group to ensure all children can reach their potential this includes vulnerable pupils and CLA and previously CLA

- Assisting with monitoring underachievement and putting in place strategies to improve outcomes
- Liaising with parents as directed by the Progress Leader and assistant principal
- Assisting with the Year Council/Senior Student Team
- Conducting pupil voice as directed
- Supporting Year assemblies
- Supervising pupils at worship and off site events
- Attending Parents' Evenings
- Assisting with administrative and clerical tasks relating to the year group including making applications for support from external agencies
- Supporting the Progress Leader with the year meetings

Other tasks to support learning across the academy may include:

- Supervising pupils as required
- Undertaking the role of learning mentor with pupils across the school as directed by the Progress Leader/senior staff
- Contributing to the recording of incidents and safeguarding matters for relevant year groups as appropriate
- Undertaking lunchtime and breaktime duties
- Supervising pupils in the 'The Reflection Centre' as required
- Liaising with outside agencies as directed by Progress Leaders and senior staff
- Organising and supervising detentions
- Monitoring attendance and punctuality and putting in strategies to improve both as necessary with those in your designated year group
- Providing individual support for pupils experiencing difficulties eg with anger, organisation and relationship issues
- Liaising with learning support and Bridge colleagues to provide the best learning opportunities
- Attending and contributing to meetings for pupils in the year group when necessary and appropriate
- Liaising with outside agencies for the benefit of a pupil's development
- Making referrals to outside agencies to support pupils
- Attending meetings to represent pupils at the academy

Person Specification:

- Ripley is a Church of England Academy and all those working at Ripley are required to be fully supportive of the Christian ethos of the school. Candidates will be expected to involve themselves fully in the spiritual dimension of school life.
- The successful applicant will need to relate well to young people and have had some experience of working with them in a formal setting.
- Applicants need to be able to work both in a team and without supervision.
- Enthusiasm, a sense of humour, flexibility and considerable stamina are required in this busy and successful large academy.
- Qualifications: The successful candidate will need to have GCSE Maths and English at Grade C or above and will preferably have Level 3 qualifications. He/she will need to be computer literate.
- Applicants need to be creative, able to find solutions to help pupils achieve.
- A willingness to contribute to the wider life of the school beyond the timetabled day is desirable.

All staff are expected to model the following values, behaviours and attitudes:

- Actively supporting, articulating and promoting the Christian values and ethos of this Church of England Academy
- Putting pupils first and being positive about young people

- Committing fully to the safeguarding of pupils
- Having a commitment to excellence and high standards in everything we do
- Having, and communicating, the highest expectations of young people academically and personally
- Having a commitment to social justice and equality of opportunity
- Being committed to ethical behaviour: demonstrating integrity, honesty, resilience, professionalism, kindness and humility
- Behaving in a professional manner with staff and pupils at all times, treating all members of the school community with dignity and respect
- Contributing to the overall aims of the school by complying with and implementing school policies and by working collaboratively as part of pastoral and academic teams
- A willingness to contribute to school life beyond the curriculum

Your duties should be discharged in such a manner as to maintain and develop the vision, principles and values of the Trust.

This job description may be altered by consultation and discussion. It will periodically be reviewed as part of ongoing continuing professional and Trust development. In addition it may be amended at any time after consultation with you.

The Bay Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects its entire staff to share this commitment. All post-holders will be required to have an Enhanced Disclosure from the Disclosure & Barring Service (DBS).

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our Health and Safety policy.

PERSON SPECIFICATION

Training and Qualifications	Essential/ Desirable
Relevant degree (or equivalent)	D
NVQ level 3 / A Level or equivalent qualification – appropriate to the post	D
GCSE Grade C or above (or equivalent) in English and Mathematics	E
Training to support emotional, social or developmental needs	D
Trained in safeguarding	D

Experience	Essential/ Desirable
Proven experience of working with young people aged 11-16 in a voluntary or other professional capacity	E
Experience of working in a school environment	D
Proven recent experience of the implementation of Child Protection and Safeguarding policies and procedures	E

Professional Knowledge and Skills	Essential/ Desirable
High quality people skills to deal with difficult problems	E
Ability to use initiative to respond to and resolve problems in the short term	E
Excellent literacy and numeracy	E
General administrative/ICT skills especially in the use of a range of IT software (Word, Excel, e-mail)	E
Proven organisational and time management skills	E
Ability to build effective relationships and work sensitively and effectively with parents, pupils, staff and outside agencies	E
Ability to promote a positive ethos and have a 'can do' attitude	E
Sound knowledge and experience of Child Protection and Safeguarding legislation and pastoral care systems	E
Understanding of the main challenges for pupils in the secondary sector	E
Knowledge and ability to deal with a range of different pupil behaviours	E

Personal and Professional Attributes	Essential/ Desirable
Professional appearance and conduct	E
A committed life-long learner, willing to undertake further training	E
Good communication skills, flexible approach with tact and diplomacy	E
Self-motivating and ability to work as part of a team	E
Ability to ensure confidentiality	E