

JOB DESCRIPTION

LINCOLNSHIRE COUNTY COUNCIL		V5
JOB DESCRIPTION		
DIRECTORATE: Children's Services		Division/Section/Branch: Schools
Service/Sub-Division:		
JOB TITLE: ASSISTANT PROGRESS LEADER		JEM Number 02-512
GRADE: Scale 4 SCP 9 to 12. Salary range £18,319 to £19,819 Actual starting salary £15,532 for 37 hours per week 39 weeks per year (term time + 5 days).		
REPORTS TO: Progress Leader		
1.	PURPOSE OF JOB:	
	To work with the Progress Leaders	
2.	MAIN RESPONSIBILITIES, TASKS & DUTIES	
i	To ensure students attain good levels of progress, attendance, punctuality and behaviour.	
ii	To work closely with students, teachers and parents and other support staff to ensure that students flourish within the school environment and thereby achieve their potential in all aspects of school life.	
iii	To work with individual students, using a range of strategies, to ensure that they achieve their personal goals.	
iv	To assist with the development and implementation of appropriate strategies to ensure students make consistent good progress.	
v	To promote the inclusion and acceptance of all students.	
vi	To motivate students, to promote and reinforce self-esteem.	
vii	To participate in the comprehensive assessment of students to determine those in need of particular help	
viii	To provide information and advice to enable students to make choices about their behaviour/attendance/punctuality.	
ix	To support students to improve their progress/behaviour/attendance/punctuality through the use of a range of strategies including target-setting	
x	To monitor students' response to strategies deployed.	

xi	To liaise with the relevant Progress Leaders to ensure that students who may from time to time be withdrawn from normal lessons are reintegrated as smoothly and as soon as possible.
xii	To evaluate progress with individuals/groups of students against agreed targets both academic and pastoral on a regular basis.
xiii	To keep accurate records of interviews with students and agreed outcomes.
xiv	To contact parents/carers by telephone as directed by the Progress Leaders and to keep accurate records of agreed outcomes.
xv	To be aware of and comply with policies and procedures on child protection, health and safety, confidentiality, data protection.
xvi	To organise filing of students' records.
xvii	To undertake reprographic duties to support the Progress Leaders and the Leadership Team.
xviii	To work collaboratively with external agencies and members of staff to promote good outcomes for students.
3.	<p>MANAGEMENT OF PEOPLE</p> <p>Not applicable</p> <p>SUPERVISION OF PEOPLE</p> <p>Not applicable</p>
4.	<p>CREATIVITY AND INNOVATION</p> <p>To undertake appropriate training where necessary. Because every child has different needs, unexpected demands are almost a daily occurrence. The postholder will be required to deal with new situations on a regular basis and to show initiative. The degree of difficulty is likely to vary according to the particular set of circumstances. Under normal circumstances, directions, guidance and support are available from the Progress Leaders and/or members of the Leadership Team.</p>

5.	<p>CONTACTS AND RELATIONSHIPS</p> <table border="1" data-bbox="245 300 1409 1016"> <thead> <tr> <th data-bbox="245 300 395 331">Contacts</th> <th data-bbox="395 300 651 331">Who?</th> <th data-bbox="651 300 1182 331">What for?</th> <th data-bbox="1182 300 1409 331">How Often?</th> </tr> </thead> <tbody> <tr> <td data-bbox="245 331 395 734" rowspan="4">Internal</td> <td data-bbox="395 331 651 456">Progress Leaders</td> <td data-bbox="651 331 1182 456">Identification of students in need of support; discussion of appropriate strategies. Feedback of information / progress.</td> <td data-bbox="1182 331 1409 456">Daily</td> </tr> <tr> <td data-bbox="395 456 651 551">Other Support Staff (LSA, TA, Inclusion Officer)</td> <td data-bbox="651 456 1182 551">Discussion over specific issues for individuals; exchange of information, advice or guidance</td> <td data-bbox="1182 456 1409 551">As required</td> </tr> <tr> <td data-bbox="395 551 651 703">Teaching Staff</td> <td data-bbox="651 551 1182 703">Discussion over specific issues for individuals; exchange of information, advice or guidance; provision of possible strategies; agreeing reintegration programme</td> <td data-bbox="1182 551 1409 703">As required</td> </tr> <tr> <td data-bbox="395 703 651 734">Students</td> <td data-bbox="651 703 1182 734">Working with targeted individuals / groups</td> <td data-bbox="1182 703 1409 734">Daily</td> </tr> <tr> <td data-bbox="245 734 395 1016" rowspan="2">External</td> <td data-bbox="395 734 651 891">Parents</td> <td data-bbox="651 734 1182 891">First point of contact for parents of targeted students at discretion of the Head of House. Telephone contact / home visits to secure partnership as directed by the Head of House</td> <td data-bbox="1182 734 1409 891">Weekly / Daily / As required</td> </tr> <tr> <td data-bbox="395 891 651 1016">External Agencies [EWS, SENSS, Social & Youth Service, Ed Psych]</td> <td data-bbox="651 891 1182 1016">Discussion over specific issues for individuals; exchange of information, advice or guidance.</td> <td data-bbox="1182 891 1409 1016">As required</td> </tr> </tbody> </table>	Contacts	Who?	What for?	How Often?	Internal	Progress Leaders	Identification of students in need of support; discussion of appropriate strategies. Feedback of information / progress.	Daily	Other Support Staff (LSA, TA, Inclusion Officer)	Discussion over specific issues for individuals; exchange of information, advice or guidance	As required	Teaching Staff	Discussion over specific issues for individuals; exchange of information, advice or guidance; provision of possible strategies; agreeing reintegration programme	As required	Students	Working with targeted individuals / groups	Daily	External	Parents	First point of contact for parents of targeted students at discretion of the Head of House. Telephone contact / home visits to secure partnership as directed by the Head of House	Weekly / Daily / As required	External Agencies [EWS, SENSS, Social & Youth Service, Ed Psych]	Discussion over specific issues for individuals; exchange of information, advice or guidance.	As required
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7.	<p>RESOURCES</p> <p>The postholder has no direct responsibility for cash or equipment. However, the postholder will agree the purchase and effective deployment of resources [including administrative resources] with the Head of House and s/he will have regular access to a laptop/PC.</p>																								
8.	<p>WORK ENVIRONMENT</p> <p><i>a) Work Demands</i> – The postholder will normally work within an agreed routine which may be varied dependent upon the needs/behaviour of students. Time management is a key element of this post. The co-ordination of support for targeted students requires consultation and negotiation with a range of adults/service providers/students. There is a need to be vigilant and responsive to students’ needs, often at very short notice.</p> <p><i>b) Physical Demands</i> – Normal physical demands of an office/classroom based post. The role may involve travel locally to meetings.</p> <p><i>c) Working Conditions</i> – The postholder will work within the College environment. Some external visits to meetings may be required.</p> <p><i>d) Work Context</i> – Normal office/classroom context within a College environment. Some external visits to meetings may be required.</p>																								

9.	<p>KNOWLEDGE AND SKILLS</p> <p><i>Knowledge</i> – An understanding of the structure and operation of a College environment and an appreciation of how this role will enhance support mechanisms for students. Working knowledge of curriculum provision in a secondary school and of recent developments in education. Knowledge and experience of techniques related to raising self-esteem, modifying behaviour, target setting, monitoring progress, conflict resolution – with students/young adults. Knowledge of ICT systems and applications, and an understanding of how such technology can be used to support students. A willingness to undertake training to understand the way data is used to support good progress.</p> <p><i>Skills</i> – The ability to establish good relationships with students, working as a role model and being aware of and responding appropriately to needs. Communication and inter-personal skills – socially and professionally skilled at dealing with a range of people; able to engender confidence in others; able to secure confidence of others; able to listen, counsel, negotiate, be sensitive, tactful, diplomatic as circumstances demand. Team leader and team worker – able to organise and motivate others; able to work positively with others; encourages input from all and actively contributes to team discussions, working to come to consensus decisions. Organisation skills – can prioritise work; maintain accurate records, meet deadlines, manage conflicting demands. ICT skills of a high order – able to use a range of software applications for administrative, planning, student support functions. Demonstrates integrity and total discretion in maintaining confidentiality.</p>		
10.	<p>GENERAL</p>		
<p>Job Evaluation – This job description has been compiled to allow the job to be evaluated using the GLEA Job Evaluation scheme as adopted by the County Council</p>			
<p>Other Duties – The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the postholder.</p>			
<p>Equal Opportunities – The postholder is required to carry out the duties in accordance with Council Equal Opportunities policies.</p>			
<p>Health and Safety – The postholder is required to carry out the duties in accordance with the Council Health and Safety policies and procedures.</p>			
	Name:	Signature:	Date:
Job Description written by:
Job Description agreed by: