

Job Description:

Job Title: Year 7 Lead Coach with responsibility for Transition
Contract: 37 hours per week term time plus 3 days (22 hours per year)
Responsible to: Progress Leader
Pay Grade: Point 23-27

Job Description

This job description may be amended at any time following consultation between the Head of School and Lead Coach and will be reviewed annually.

Specific Duties

Staff at The Gateway Academy are expected to act with honesty and integrity; have strong educational knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships and work with parents/carers in the best interests of the students.

Aims and Purpose

To work in partnership with the Progress Leader, College Coordinator and a number of Tutors to focus on the highest standards of academic, personal and social development of students by:

- Having consistently high expectations of all students' attitudes to learning.
- Being accountable for a case load of Year 7 students' attainment, progress and outcomes especially that of disadvantaged students.
- Playing a key role in ensuring the attendance targets set out in The Gateway Academy's Development Plan at the beginning of the academic year are met and that no groups of students are disadvantaged due to low attendance, by putting appropriate interventions in place to support rapid improvement.
- Delivering specific short term programmes to support the students' area(s) of weakness(es).
- Initiating and responding to communications with parents/carers and relevant agencies ensuring that they are kept fully informed and involved in the progress of their child/children.
- Developing positive relationships to prepare students for learning and life skills.
- Developing effective partnerships for the benefit of all in the community.

Promote good progress and outcomes for students by:

- Ensuring students understand how their education equips them with the behaviour and attitudes necessary for success in their education, both now, post 16 and in adult life.
- Ensuring your caseload of students value their education and rarely miss a day at the Academy and that no groups of students are disadvantaged by low attendance.
- Developing and maintaining the Academy's ethos that is ambitious in ensuring that all students are high achieving, resilient, healthy, aspirational, caring and fulfilled members of society.
- Having a deep understanding of the range of barriers that impact upon student learning, ensuring relevant and timely interventions are put in place for a caseload of students who are "not ready to learn" and have difficulties that prevent them from accessing areas of the curriculum.
- Analysing students' data and exam performance and ensuring relevant intervention(s) is/are put in place that is/are highly effective. Report the impact of these interventions on a half termly basis and linking to students' overall progress particularly in Maths and English.

- Meeting regularly with the Student Support Team to ensure specific individual programmes are effective and there is a clear record of impact.
- Attending 'RAP' meetings and Inclusion meetings every week and liaising with the relevant staff member(s) to ensure clear actions and impacts are in place.
- Working in partnership with other Lead Coaches to develop initiatives that drive students' development across the Academy.
- Completing relevant student assessments in order to fully understand the intervention programmes that need to be put in place.
- Ensuring that Academy staff are aware of individual students' needs and establish and share effective strategies with teachers to improve students' learning.
- Supporting key students in class, small groups or 1-2-1 as appropriate, to meet the individual needs of the students.
- Challenging staff where data shows that the students are not progressing and modify support plans to fully meet the students' needs.
- Keeping accurate records of coaching and evaluating the impact on a regular basis.
- Challenging and holding students to account to individual performance targets.
- Challenging Academy staff where students' needs are not being met within the classroom.

Transition

- Continuously liaise with GLC feeder Primary Schools to facilitate the smooth transition of students from primary to secondary provision.
- Liaising with the GLC primary schools and other local schools, attending key internal and external meetings for students who are transitioning to the Gateway Academy.
- Attending the pre-transition information evening for Year 6 parents.
- Collecting Key Stage 2 data from partner Primary Schools to aid transition planning.
- Liaising with the SENCO regarding specific staffing needs in order to provide the necessary SEND provision.
- Working alongside the Curriculum Co-ordinator and Progress Leader to finalise classes and Tutor Groups.
- Organising student mentoring systems, where necessary, to help individual students settle in at the Academy.
- Working alongside the Progress Leader and relevant staff to effectively manage the two-week Year 6 transition process.
- Working with the SENCO and relevant staff to learning plans are completed and adhered to for identified students.

Events and Marketing

- Liaising with GLC Primary Schools and other local schools to arrange for students to visit the Academy.
- Developing and oversee bridging projects with our GLC Primary Schools including Year 5 Big Bang Science, Year 5 and Year 6 Maths Masterclasses and Year 5 Danceathon.
- Overseeing in coordination with a member of the Senior Leadership Team the two Year 5 taster days
- Regularly visiting GLC Primary Schools to speak to students and staff members about the Gateway Academy.
- Attending GLC Primary parents' evenings to promote the Gateway Academy.
- Liaising with GLC Primary Schools and other local schools to arrange for parents and carers to visit the Academy.

Promote personal development, behaviour and welfare by:

- Actively promoting all aspects of students' welfare.
- Ensuring students are and feel safe at all times and understand how to keep themselves and others safe in different settings.
- Understanding and implementing the Behaviour for Learning Policy.
- Developing a trusting, reliable and strong professional relationship with the students, that ensures rapid and appropriate actions will be taken to resolve any concerns that they may have.
- Establishing a safe and stimulating environment for all students.
- Consistently modelling the positive attitudes, values and behaviours which are expected of students at all times.
- Advocating for the student and family at internal and external meetings.
- Playing an active role in key year group events i.e. Parents' Evening.
- Ensuring students have an age appropriate understanding of how to stay healthy, what a healthy relationship is and are confident in staying safe from abuse, exploitation and radicalisation.
- Establishing a culture which promotes excellence, equality, high expectations of all students within an environment where mutual respect, tolerance and having fun together are common place.
- Ensuring the environment in which your year group is based plays a key role in displaying student successes and that you take every opportunity to promote and celebrate students who make positive choices.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head of School to carry out appropriate duties within the context of the job, skills and grade.

Fulfil wider professional responsibilities

- Making a positive contribution to the wider life and ethos of the Gateway Academy.
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Communicating effectively with parents/carers with regard to students' achievements and well-being.

Personal and professional conduct

All staff are expected to demonstrate consistently high standards of personal and professional conduct. Staff working in the Gateway Academy uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- Treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a staff member's professional position.
- Having regard for the need to safeguard students' wellbeing, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Staff must have proper and professional regard for the ethos, policies and practices of the Academy in which they work and maintain high standards in their own attendance and punctuality.

Staff must have an understanding of and always act within, the statutory frameworks which sets out their professional duties and responsibilities.

Other professional requirements and duties include:

- Setting a good standard of behaviour and being a good role model for children, supporting Academy Policies on Behaviour and Discipline and sharing responsibility for the behaviour of all children in the Academy.
- Establishing good relationships with parents/carers, creating trust and confidence, communicating with parents/carers about general Academy issues, curriculum matters and individual children's progress.
- Developing and maintaining effective systems for communication with staff and the Head of School to ensure continuity of learning and consistency of approach.
- Informing the Head of School of any concerns of parents/carers in relation to work or other aspects of education at the earliest opportunity.
- Taking shared responsibility for the care and appearance of the Academy's environment and to encourage all children to have pride in their Academy.
- Being mutually supportive of other staff and the Head of School, to foster good working relationships and a happy working environment.
- Participating in any arrangements for the appraisal of your performance.
- Maintaining Academy confidentiality at all times.
- Ensuring you are aware of your common law duty in relation to the health, safety and welfare of the children in the Academy or when leading activities off the Academy's site and that all such procedures are followed in line with the Academy's Policies and Procedures.
- Knowing the legal responsibilities in relation to the Race Relations Act 1976, Sex Discrimination Act 1975, Children's Act 1989, Child Protection procedures, appropriate physical contact and physical restraint of students and other relevant DFE circulars.