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**Welcome to TSFA**

**Job Description and Person Specification:**

**Senior Personal Progress Tutor (Culture)**

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| Trinity Sixth Form Academy Job Description |  |

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| **Post Title:** | Senior Personal Progress Tutor – Culture |
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| **Salary:** | SO2/PO1 (points 26-28) |
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| **Core Purpose:** | * *To be accountable for the academic progress and pastoral needs of a designated group of students, and have a key role in supporting their learning and personal development.*
* *To support the work of the Curriculum Leaders and teaching staff to develop study paths, support sessions and other targeted support to enable students to achieve their academic and personal potential.*
* *To report regularly on student progress and attainment and to contribute to 6th form planning and strategy.*
* *To contribute to a tutorial programme designed to promote an active, independent approach to study.*
* *To work across all curriculum areas and develop own practice and knowledge.*
* *To support the development of extra-curricular opportunities for Y12 & Y13 students.*
* *To lead specified areas of 6th Form provision.*
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| **Reporting to** | Assistant Principal |
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| **Liaising with** | SLG, Curriculum Leaders, Deputy Curriculum Leaders, Lead Teachers and other relevant staff with cross-academy responsibilities, other partners, including education providers. |
| **Leadership and Management**  | * To support the AP to provide the strategic leadership within 6th form pastoral provision, in accordance with the aims and objectives of the academy.
* To actively contribute to the leadership of the pastoral provision within 6th form.
* To be responsible for the establishment and effectiveness of the policies and procedures needed to achieve these aims and objectives.
* To support the AP in the distribution of resources to ensure that the aims and objectives can be achieved.
* To monitor and evaluate the progress of students towards meeting the overall aims and objectives.
* To be responsible for student attainment within designated tutor group.
* To support the AP and HoY to strategically plan for future improvements.
* To link with the other leaders to ensure that the work in the 6th form fully reflects the academy's distinctive ethos and mission.
* To act as a designated safeguarding leader (training to be provided if required) and a point of escalation for behaviour and attendance concerns.
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| **Curriculum**  | * To support with the planning, implementation, and evaluation of the Trinity+ programme.
* To be responsible for the development of independent learners in 6th form
* To develop and support the academy’s wider curriculum offer.
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| **Staff Development** | * To work with AP to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
* To be responsible for the efficient and effective development of any relevant associate staff.
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| **Assessment/****Monitoring and Evaluation** | * To support the establishment of robust target setting, assessment and evaluation processes to establish successes and improvements.
* To contribute to accurate and effective monitoring information that influences whole academy teaching and learning strategies.
* To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
* To produce reports on examination performance, including the use of appropriate data.
* To provide relevant bodies with robust information relating to the performance and development of 6th form students.
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| **Pastoral responsibilities** | * To ensure that students within area of responsibility meet the academy’s attainment, behaviour and attendance expectations, being the first point of contact for parents, where required.
* To monitor, guide and support students in academic, welfare and pastoral aspects of their development.
* To provide a link and referral route to relevant support services and agencies.
* To provide information and guidance to students in relation to future career plans, including UCAS applications, job applications etc.
* To ensure effective communication/consultation as appropriate with SLG, Curriculum Leaders and other relevant stakeholders.
* To liaise with Higher Education Institutions, UCAS industrial links and other relevant external bodies to develop future career aspirations.
* To represent the academy’s views and interests in a professional manner.
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| **Management of Resources** | * To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to ensure that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept.
* To develop the use of resources (technology, financial) to improve teaching and learning across the academy.
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| **Operational** | * To promote teamwork and to motivate staff to ensure effective working relations.
* To support the AP in the day-to-day line management of staff within the area ensuring that they follow academy policies and meet all requirements and deadlines.
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| **Other Specific Duties** |
| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.………………………………………………….. ……………………………………………Postholder Date………………………………………………….. ……………………………………………Principal Date |

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| **PERSON SPECIFICATION** |
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| **Job Title:** Senior Personal Progress Tutor |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * 5 or more GCSE’s (or equivalent) at grade C or better, including English and Maths
* an excellent track record of recent, relevant professional development
* accountability for the performance of a cohort of young people
* experience of providing pastoral support to students
 | * innovative use of resources
* taking accountability for the success of an initiative
* experience of providing pastoral support to students
* experience of providing safeguarding support to students
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| **Knowledge & Understanding** | * the principles and characteristics of outstanding teaching
* a knowledge of student data evaluation and analysis
* effective review and evaluation procedures
* innovative approaches to working with students, parents, staff and the local community
* a commitment to inclusive education
 | * different methods of consulting with stakeholders
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| **Personal Qualities** | * ability to inspire confidence in staff, students, parents and others
* adaptability to changing circumstances/new ideas
* reliability, integrity and stamina
* vision, imagination and creativity
* personal impact and presence
 | * personal ambition and potential for further promotion
* determination to succeed and the highest possible expectations of self and others
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| **Leadership & Management**  | * work effectively both as a leader and as a member of a team
* initiate, lead and manage change
* prioritise, plan and organise
* set high standards and provide a role model for students and staff
* deal sensitively with people and resolve conflicts
* seek advice and support when necessary
 | * motivate all those involved in the delivery team
* liaise effectively with other organisations and agencies
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| **Communication Skills**  | * communicate the vision of the 6th form achievement to students and staff.
* negotiate and consult fairly and effectively
* communicate effectively orally and in writing to a range of audiences
 | * develop, maintain and use an effective network of contacts
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| **Decision Making Skills**  | * make decisions based on analysis, interpretation and understanding of relevant data and information
* demonstrate good judgement
* ability to make difficult decisions, based on data and achievement
 | * think creatively and imaginatively to anticipate, identify and solve problems
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| **Self-Management Skills** | * prioritise and manage own time effectively
* work under pressure and to deadlines
 | * achieve challenging professional goals
* take responsibility for own professional development
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