



St. Joseph's Institution International School

POSITION DESCRIPTION

Job Title:	<i>Pupil Progress Leader (Assessment, Data and Tracking)</i>		
Reporting To:	<i>Head of High School</i>		
Direct Reports:	<i>Heads of Department/Heads of Year (in relation to role) and HS Exams admin</i>		
Effective starting from:	<i>August 2025</i>	To:	<i>July 2027</i>

Primary Purpose: The Pupil Progress Leader for HS is accountable for all aspects of data analysis, monitoring and progress tracking of students in Years 7-13. The Pupil Progress Leader will support pupil progress in the school by using data driven to direct interventions and raise attainment.

Position in Context: The Pupil Progress Leader for HS is a member of the High School Senior Leadership Team and as such is expected to contribute to the strategic and operational planning and policy development of the High School.

The Pupil Progress Leader for HS works with the Head of School, the Head of High School, the Assistant Principals, Heads of Department and Heads of Year to oversee the use of data to support the academic and pastoral needs of students in Years 7-13. In addition, the Pupil Progress Leader will:

- i) Develop an overarching framework for students in the High School regarding tracking and supporting student academic progress
- ii) Lead and manage organisational and communication issues in the High School, including timetabling and cognitive assessments (including Entrance Assessments)

Personal Specifications:

- Leadership skills consistent with the HS culture
- Emotional and social intelligence
- Ability to engage and motivate members of staff
- Knowledge of teaching and learning best practices and their underlying ethos
- An interest in academic research, wider reading and how to use that research practically
- Knowledge of tracking student academic progress and its underlying ethos
- Up-to-date knowledge of the UK National Curriculum, IGCSE and A Level courses
- Knowledge of reporting systems and their underlying ethos



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- Knowledge of rigorous assessment models and their underlying ethos
- Knowledge of, and interest in, policy development and implementation
- Ability to work collaboratively, develop effective relationships and establish productive partnerships
- Excellent organisational and time management skills

Major Activities:

1. Triangulation of data analysis and tracking
2. Assessment
3. School wide interventions
4. Writing of the timetable
5. Direct reports
6. Teaching
7. General/Administration

Specific Duties and Responsibilities:

1. Triangulation of data analysis and tracking (Years 7-13)

- Guide and support staff involved in the academic progress of Years 7-13 students (Heads of Department, Heads of Year and the Head of Sixth Form).
- Oversee the use and analysis of academic data to monitor progress, achievement, performance and wellbeing for individual students in Years 7-13 and initiate action in identified areas as a result of this analysis.
- To assist colleagues in making full use of the data available to them.
- Produce and oversee policy and practice regarding data tracking systems for Years 7-13 students and guide middle leaders in relation to the use of data.
- Respond to concerns about data analysis and tracking and in the HS in line with the school ethos.
- Support students and parents during transitions (Year 6, Year 9, Year 11) and advise on subject options.
- Liaising with the Elementary School on transition data.
- Analysing achievement and progression data to inform planning and decisions about programmes and courses.
- Working with the Head of Sixth Form and University and Careers Counsellor to analyse Higher Education data, developing programmes and personalising support.



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- Analysis with data from external examinations to gather information regarding school performance and share with relevant staff (IGCSE Coordinator, A-Level Coordinator and IB Coordinator)
- Support middle leaders and teachers with the usage of data through means of CPD

2. Assessment

- Guide and support HODs and SLs by developing policy and practice in all areas of (summative) assessment, including cognitive testing in collaboration with the Assistant Principal Teaching and Learning.
- Respond to inquiries about (summative) assessment and communication in the HS in line with the school ethos.
- To support colleagues throughout the academic year to improve the collection, accuracy and use of assessments and other data.
- Overseeing the administration of all internal and external summative assessments and examinations (including mock and end of year examinations).
- To support the Head of School, Head of High School and admissions team with the assessment of prospective pupils and share data with staff prior to the students arrival.

3. School Wide Interventions

- Develop and implement a comprehensive intervention strategy aligned with the school's overall improvement plan.
- Identify areas of need through data analysis and teacher feedback.
- Collaborate with SLT and other stakeholders to prioritise interventions.
- Oversee the implementation of targeted interventions for students with specific needs.
- Coordinate with Heads of Department and teachers to ensure consistent delivery of interventions.
- Develop and maintain clear systems for tracking student progress and intervention effectiveness.
- Provide regular training and professional development for staff on effective intervention strategies.

4. Timetable Management

- Inform the Head of School of staffing needs for recruitment purposes and play an active role in the recruitment process in the High School along with the Head of School, Head of High School and APs.
- Plan the High School timetable in consultation with Elementary School and High School leaders, HoDs and HoYs in preparation for release in June of the preceding academic year.
- Respond to concerns about the timetable and communication in the HS in line with the school ethos.



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- Coordinate with staff across the school, as required, in the planning of the timetable.
- Be transparent and ensure loadings are fairly calculated in line with job descriptions and responsibility allowances.

5. Reporting and Options procedures (including SLC/PTC systems)

- Develop policy for reporting and options which includes report/SLC/PTC ethos and timelines, process for producing templates, class lists etc.
- Oversee the quality of academic reporting and options documentation.
- Oversee procedures for the distribution and electronic storage of options documentation and reports for Year 7-13 students.
- Respond to concerns about reporting (including SLC/PTC systems) and options and communication in the HS in line with the school ethos.
- Liaise with AP Character and Wellbeing on the ethos of reporting, options and SLC/PTC systems.

6. Direct Reports

- Collaborate with the Head of School, Head of High School, Assistant Principals and Head of Sixth Form to provide coaching, training and mentoring to Heads of Department and Heads of Year in regard to those activities listed here.

7. Teaching

- Teach up to 16 lessons of allocated classes and participate in the CCA programme.

8. General/Administration

- Respond to concerns about activities and communication in the HS in line with the school ethos.
- Promote the standing of SJIIS in the local community.
- Act in the best interest of the students.
- Support the school's ethos and aims.
- Act in accordance with school policy and the school's Professional Charter.
- Other duties as directed by the Head of School.