



Appointment of

Progress Leader Yrs 9 & 10

Required September 2026

Welcome from the Head



Carrington School is a forward-thinking, inclusive and innovative school with a clear vision: to provide an exceptional education that enables every young person to thrive academically, creatively and personally.

We are a school that believes in possibility, in ambition and in creating opportunities that transform lives.

Over recent years, Carrington has undergone significant and exciting change. Through reflection, determination and a relentless commitment to improvement, we have developed a strong culture of learning with embedded systems and structures that support the success and wellbeing of every student. Alongside our outstanding facilities and evolving curriculum, we continue to shape a school community where aspiration is nurtured, individuality is celebrated and excellence is expected. At Carrington, we recognise that education extends far beyond examination outcomes. Our role is not only to educate, but to inspire. We want students to discover their talents, develop confidence in their abilities and embrace opportunities in sport, the arts, leadership and enrichment. We believe that widening experiences and encouraging creativity are essential in helping young people grow into respectful, resilient and determined individuals who are prepared for the future.

Our vision is built around three core values:

Aspire – encouraging every student to aim high, embrace challenge and believe in their potential.

Innovate – fostering curiosity, creativity and confidence to think differently and explore new ideas.

Respect – developing thoughtful, compassionate young people who value themselves, others and the world around them.

The Progress Leader will be part of a 'School within a School' Model, which is being introduced ahead of September 2026. This is a unique opportunity to work with students at a key stage in their education, shaping their journey into Key Stage 4 and beyond. As a Progress Leader for Years 9 and 10, you will play a central role in ensuring that every student is known, supported and challenged to thrive. You will work closely with colleagues to remove barriers to learning, build confidence and ambition, and ensure that all young people are equipped to achieve highly. This role is ideal for a values-driven leader who believes in high expectations, strong relationships and the power of education.





Who We Are

- We are a 11-16 comprehensive school
- We are a 7 form entry, 210 PAN
- We are central to Redhill and have great access from the train station, easily accessible to the coast and London
- We are in SESSET along with The Ashcombe School and Therfield School
- Our last Ofsted Inspection was rated 'Good' in May 2023
- Our students make good progress and we continue to work hard to ensure their outcomes continue to improve

“Pupils are proud of their school. They know that the staff work very hard to support them”
(Ofsted 2023)

The Role

The Progress Leader is responsible for improving learning, progress and outcomes for students within their year groups by knowing students exceptionally well, removing barriers to learning and ensuring timely, targeted intervention.

This role replaces the traditional Head of Year model with a deliberate emphasis on academic progress, inclusion and student development, while behaviour systems sit within a separate specialist provision under the wider school model.

The Progress Leader recognises that behaviour is a shared responsibility and will actively support the consistent implementation of behaviour systems across the school to create the conditions in which all students can learn and thrive.

They will also work closely with the Head of School to ensure All Groups make strong, sustained progress and develop the confidence, resilience and independence needed for future success.

Salary:	TMS/UPR, Fringe plus TLR1M
Line Manager:	Head of School
Line Management of:	Tutors and designated support staff

Contact Karen Ehren, HR Officer for more information
hr@carringtonschool.org or 01737 764356 x208



Benefits

- > **Above average PPA** allocation
- > Strong Induction Programme
- > Great CPD and training opportunities
- > Teaching staff **finish early on Fridays**
- > Two-week October half term
- > ECTs paid from June throughout summer for a Sept start
- > Opportunities to **accompany visits locally, nationally and internationally**, such as skiing in Italy, hiking in Morocco and community project work in Uganda
- > Modern, spacious and well-equipped staff room
- > On-site parking
- > Confidential membership of Smart Clinic, our employee support service that covers legal, health, financial and lifestyle support for all staff
- > Annual pay progression within your pay grade
- > Laptops for all teaching staff and tablets for all teaching assistants
- > Start the day with free morning porridge!
- > Complimentary refreshments when attending evening events such as Parent-Teacher meetings and Open Evening
- > £1000 finders fee for staff who recruit other appropriate staff for us
- > London Fringe Allowance
- > **Annual flu vaccinations**
- > Paid lunch duties available

Our people really are what sets us apart, with a warm and positive culture that challenges and supports us to be our best every day.

Our holistic approach is evident in our innovative Excellence Programme designed to provide cultural capital, a beautiful Ecology Area that stretches alongside the Earlswood brook where we run our Forest School, and extensive enrichment opportunities.

Role Description

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Key Accountabilities

These accountabilities are based on the professional responsibilities of teachers outlined in the School Teachers' Pay and Conditions Document (STPCD). They are supplemented as relevant by reference to the DfE Teachers' Standards (2012).

Student Progress, Learning and Achievement

- Take responsibility for academic progress and learning outcomes across the year group(s).
- Maintain an in-depth knowledge of individual students, including strengths, gaps, needs and aspirations.
- Use assessment data, teacher feedback and pastoral information to identify underachievement early.
- Ensure All Groups, including SEN, PP and EAL students, are supported to make expected or better progress, with particular focus on PP and vulnerable students
- Promote high expectations, effort and a strong learning culture across the year group.
- Lead on the work of our HPA students in the form of Super Nova or enrichment opportunities to enable our brightest young people to excel even further
- Lead on our Phoenix Project and other initiatives to support building on cultural capital for our PP students.
- Collaborate with the other school and Leader of PD to ensure a rich and purposeful curriculum for Personal Development, Sexual Relationships and Citizenship Education and ensure it is being taught well to your students

Removing Barriers and Targeted Intervention

- Identify and remove barriers to learning, whether academic, social, emotional or organisational, working as appropriate with the other schools to support this work.
- Have oversight, coordinate and track precisely, student-specific interventions.
- Work closely with Directors of Teaching, subject teachers, SEND staff and the Head of School to ensure interventions are:
 - Purposeful
 - Timely
 - Reviewed regularly for impact
- Adapt support approaches based on evidence and outcomes.



Role Description Continued

Knowing Students Deeply

- Develop a strong understanding of each students':
 - Strengths and talents
 - Areas for development
 - Engagement with learning and the enrichment offer
 - Wider needs and aspirations
- Ensure no student is invisible or unsupported.
- Use this knowledge to inform intervention, mentoring and parental engagement.

Tutor Team Leadership and Academic Mentoring / Reading

- Line manage and support tutors to ensure:
 - Tutor time is focused on learning, organisation and aspiration
 - Academic mentoring is purposeful and consistent
- Support tutors in tracking progress and identifying early concerns.
- Share clear expectations and best practice with the tutor team.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and student's intellectual curiosity

Student Achievement and Attainment

- Keep systematic records to show students' understanding and completion of work and the identified strengths, areas for development and grades awarded
- Support and help colleagues to improve their effectiveness by developing their understanding and use of student data and strategies to address underachievement
- Evaluate student progress across specified areas of responsibility through the use of appropriate assessments and records and regular analysis of the data

Family Engagement and Communication

- Act as a key point of contact for families regarding progress, learning and intervention.
- Ensure communication with families is clear, solution-focused and supportive.
- Work alongside the Head of School to engage families of All Groups, particularly where progress is a concern.
- Support families in understanding how best to help students succeed.

Supporting Personal Development and Resilience

- Promote resilience, independence and self-belief as essential elements of learning.
- Encourage students to take responsibility for their progress and organisation.
- Support students to develop positive study habits and a growth mindset.

Inclusion and Equity

- Champion inclusive practice across the year group(s).
- Ensure equitable access to intervention, enrichment and support for All Groups.
- Monitor the impact of strategies on SEN, PP and EAL students and adjust provision as needed.



Role Description Continued

Working Within the Wider School Model

- Work collaboratively within the school's pastoral and academic structure, recognising that:
 - Behaviour and alternative provision are managed through a separate, specialist pathway.
 - The Progress Leader's primary focus is learning, progress and removing barriers.
- Liaise closely with safeguarding, mental health and inclusion teams where appropriate.
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Professional Development and Leadership Growth

- Contribute to a culture of continuous improvement.
- Engage in professional learning focused on intervention, progress and inclusion.
- Prepare for future leadership by contributing strategically to year group and whole-school priorities.
- Support the development of others through coaching and shared practice.

Safeguarding and Professional Responsibilities

- Uphold safeguarding and child protection responsibilities.
- Ensure the wellbeing of All Groups remains central to decision-making.
- Fulfil professional duties in line with the Teachers' Standards and STPCD.
- Carry out other responsibilities appropriate to the role as directed by the Head of School

Safeguarding and Professional Expectations

- Commitment to safeguarding and promoting the welfare of children and young people.
- Willingness to uphold professional standards in line with the Teachers' Standards and STPCD.
- Commitment to equality, diversity and inclusion.

The successful candidate will be a motivated and values-driven leader, committed to improving progress, removing barriers and ensuring that all students achieve and thrive.

Safeguarding

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). Carrington School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

The above-mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post

Person Specification

Essential	Desirable
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Qualifications and Training

Qualified Teacher status



Successful experience teaching in a secondary school.



Experience of working with students across a range of abilities and backgrounds.



Experience of using assessment information to support student progress.



Experience of working with or supporting All Groups, including SEND, Pupil Premium and EAL students.



Previous experience as a Head of Year, Progress Lead, system leader or similar pastoral/academic role.



Experience of leading or contributing to intervention programmes



Knowledge and Understanding

Strong understanding of KS3 and/or KS4 curriculum, assessment and progress measures.



- Sound knowledge of intervention strategies and how to remove barriers to learning.



Understanding of inclusive practice and equity in education



Awareness of safeguarding responsibilities and student wellbeing.



Clear understanding that behaviour is a shared responsibility, supported through consistent whole-school systems.



Person Specification continued

	Essential	Desirable
Skills and Abilities		
Ability to analyse data accurately and identify students at risk of underachievement.	✓	
Skilled in planning, implementing and evaluating targeted intervention.	✓	
Strong organisational skills, with the ability to prioritise effectively	✓	
Excellent communication skills with students, families and staff.	✓	
Ability to build strong professional relationships based on trust and respect.	✓	
Capacity to motivate students and staff to aspire, persevere and improve.	✓	
Ability to balance strategic thinking with day-to-day operational leadership	✓	
Personal Qualities and Leadership Attributes		
Demonstrates commitment to the values of Aspire, Innovate and Respect	✓	
Belief in the potential of every student, with high expectations for all.	✓	
Resilient, proactive and solution-focused.	✓	
Reflective practitioner, open to feedback and continuous improvement	✓	
Calm, consistent and professional under pressure.	✓	
Collaborative team player who supports collective responsibility and consistency	✓	
Committed to personal leadership development and supporting the development of others.	✓	

Aspire Innovate Respect



Closing date for applications is Wednesday 20 May 2026 at 10:00am however, we reserve the right to appoint before the closing date

Interview date - Thursday 21 May/Friday 22 May 2026

For an informal discussion about the role please contact the HR Manager,
Karen Ehren
hr@carringtonschool.org



Visit our website for more information about our school



www.carringtonschool.org

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Carrington School Redhill



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