

<b>Job Title</b>	<b>Progress Chaser</b>		
<b>Location</b>	Bidwell Brook School		
<b>Reporting to</b>	HR Manager		
<b>Post Number</b>		<b>Grade</b>	D
<b>Directorate/Section</b>	CYPS		
<b>Effective date of JD</b>		<b>JE Job Number</b>	

**Job Purpose including main duties and responsibilities:**

To support the support services department, facilitators and advocates in the provision of efficient and effective specialist administration.

- Help co-ordinate Person centred reviews and Transition reviews.
- Collate the actions from the action plan and investigate the targets needing to be met and allow appropriate and achievable timescales before chasing results.
- Liaise with parents, teachers and multi agencies.
- Evaluate progress made by other professionals, staff and parents regarding actions laid down in action plan.
- Implement strategies to ensure the Person Centred process is complete for each pupil by the set deadlines.
- Manage the student appraisal process and paperwork.
- To liaise with and support other Progress Chasers across Devon, provide training and guidance where required.
- Manage statement audit, review and record statements ensuring students are receiving legal entitlements.
- To provide office services including typing, word processing.
- To provide PA assistance as required.
- To promote and safeguard the welfare of children and young people.
- Manage student files

**1. Supervision and Management:**

N/A

**2. Creativity and Innovation:**

- To implement strategies to ensure the Person Centred process is complete for each pupil by set deadlines.
- To continually use creative thinking to ensure that the appropriate professionals meet their targets by the deadlines.
- To use initiative and deal with matters as independently as possible.
- To provide training and guidance to other potential Progress chasers across Devon.
- To problem solve on a daily basis in order to achieve the targets by set deadlines.
- To liaise verbally and in writing to all other professionals, parents and staff.
- Negotiation skills.
- Professional communication skills.

**3. Links with other officers, Service users or Members of the Public:**

- Liaise with multi agency staff ie physiotherapists, speech and language therapist, OT, social workers, key workers, paediatricians, nurses, teachers, parents, access teacher, facilitators, advocates, head teacher, Inclusion co coordinator amongst others.
- To negotiate deadlines and chase targets from the above.
- To gain information regarding targets and pupils action plans from the above.
- To motivate the above into achieving the targets by the deadlines.

**4. Levels of Responsibility:**

- To make decisions on a daily basis, regarding chasing targets, as to who to chase, how to achieve the results and what strategies to use.
- To investigate through action plans the targets needing to be met and to allow appropriate and achievable timescales before chasing results.
- To evaluate the progress made by appropriate professionals, staff and parents in respect of actions laid down in the action plans.
- To implement strategies to ensure the process is complete for each pupil by the set deadlines.
- To provide training and guidance to other potential progress chasers across Devon.

**5. Effects of Decisions:**

- To ensure all targets are met by the deadline so that the pupils receive the provision set out in their action plans. The targets will have a range of significance for each pupil, both educational and social. Without those targets being met the pupils will be unable to progress to their full potential.
- The parents may or may not receive the adequate respite required and laid down in plans.
- Social Services may not be made aware of future needs of each pupil.
- Health care professionals need to be made aware of any significant needs and requirements and /or changes of each pupil.

**6. Resources:**

- Complete pupil filing system containing action plans for each pupil, along with the results of the progress chasing.

**7. Work Demands:**

- Prepare an action management system to ensure effective coordination of targets.
- Chase professionals, parents and staff concerned to ensure targets are met by the deadlines.
- Continually liaise with all agencies concerned.
- Evaluate progress made by appropriate professionals.
- Provide administrative support for the school.
- Manage own time efficiently and effectively.
- Provide training for other potential progress chasers throughout Devon.

# Devon County Council Job Description



**8. Physical Demands:**

- None

**9. Working Conditions:**

- Office based

**10. Work Context:**

- Potential verbal abuse from all agencies ie parents, professionals etc.
- Stress from work load at certain times of the academic year.
- Stress from frustration from professionals etc not adhering to action plans.

**11. Knowledge and Skills:**

- Ability to take and interpret professional notes from the review meetings.
- Time management.
- Professional communication skills.
- Negotiation skills
- The knowledge and understanding of evaluating progress made by professionals, staff and parents.
- High level of administrative knowledge and skills.
- Knowledge and use of strategies to ensure the process is complete for each pupil by the set deadlines.
- High level of initiative.
- To provide training and guidance to other potential progress chasers across Devon.

**Job GLPC profile**

SMP	C&I	C&R	D.D	D.C	Res	WDM	PDM	WCN	WCT	K&S	Score

**Signatures:**

**Job Description agreed by:**

**Line/Originating Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Job Holder (if in place):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Head of Service:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Person specification:**

<b>Attribute</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
Management	◦ n/a	◦ n/a	◦ n/a
Experience	◦	◦ Yes	◦ Application form ◦ Interview
Practical Skills	◦ Yes	◦	◦ Interview
Communication	◦ Yes	◦	◦ Application form ◦ Interview
Personal Qualities	◦ Yes	◦	◦ Interview
Strategic Thinking	◦ n/a	◦ n/a	◦ n/a
Technology / IT Skills	◦ Yes	◦	◦ Application form ◦ Interview ◦ Training Certificates
Education and Training	◦	◦	◦ Application form ◦ Qualifications ◦ Certificates
Equal Opportunities	◦	◦	◦

<b>Job Description completion notes:</b>	
Role Title, Location, Reporting to, Post Number, Work Base and Effective Date of JD to be completed by manager. Grade, Salary, and GLPC profile details to be supplied by Personnel and Performance Job Evaluation team.	
<b>Job Purpose including main duties and responsibilities:</b>	
This section should be used as part of the Recruitment Process. Please make sure you retain the page break and only copy the first section to any candidates. The candidates do not need to see any of the section that relate to the Evaluation process.	
Initially describe in brief what the job is there for and why it needs to be done. Then briefly outline the key duties and responsibilities of the job. Concentrate on regular tasks and activities.	
<b>Person Specification</b>	
This section should be used in conjunction with the Job Purpose (above) as part of the Recruitment Process.	
<b>Supervision:</b>	
1.	Give details on which staff the job holder has line management/supervisory responsibility for, the area/speciality of work. Give extent of this responsibility, eg work checking, appraisals, training etc. Give <u>numbers</u> , state whether full-time, part-time, contract, temporary etc. Provide a structure chart showing where within the department the job sits.
<b>Creativity &amp; Innovation:</b>	
2.	Describe here the level and extent of creative thinking/problem solving required to get the job done. For example design, contract specifications, counselling, application of ICT, policy development, interpersonal skills, written word, general task problem solving. What is the frequency of this problem solving (daily/weekly/monthly). Indicate whether the job holder has to follow guidelines and regulations, and how closely.
<b>Links with other officers, service users or members of the public:</b>	
3.	Describe here the normal range of contacts that the job holder has. What are the reasons for the contact, eg information, advice, negotiation, persuasion, care, assessing, developing, motivating. Indicate the frequency of these contacts etc.
<b>Levels of Responsibility:</b>	
4.	The freedom and level of decision making involved with the regular pattern of the job. The requirement to make decisions. The availability of guidelines and procedures limiting decision making.
<b>Effects of decision making:</b>	
5.	Describe the effects of decision making, the outcome, on budgets, people, services, objectives. This is the properly thought out end result of a decision made and not about the negative affect of not making a decision or doing something.
<b>Resources:</b>	
7.	Describe the tangible assets that the job holder is responsible for. Such assets are cash, buildings, plant/equipment etc. Does the Job have responsibility for data systems, eg Systems Administrator role.
<b>Work Demands:</b>	
8.	Describe the deadlines and timescales for tasks, what are the interruptions and their extent and suddenness, what is the frequency of those interruptions. Does the job holder have to juggle with conflicting priorities for example with resource needs.

<b>Physical Demands:</b>	
<b>9.</b>	Describe how physical the job is. The amount of lifting, carrying, working in awkward positions is required. What is the frequency at which the job holder is required to work in such conditions.
<b>Working Conditions:</b>	
<b>10.</b>	Describe whether in office environment, kitchen, outdoors etc. What is the percentage of time that the job holder is exposed to these conditions.
<b>Work Context:</b>	
<b>11.</b>	Describe the potential for injury to health from carrying out work, eg. Contact with public, working in traffic, using machinery etc. Describe the level and frequency of exposure to these risks.
<b>Knowledge &amp; Skills:</b>	
<b>12.</b>	What is the level of knowledge and skills and experience, qualities and attributes that are required to be held by the job holder in order to competently undertake full duties of the role. State academic qualifications and experiences gained through time that are a requirement of the job.