**Progress & Achievement Lead TLR Profile**

| Role & Responsibilities |
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| As a member of MLT, you are responsible for ensuring pupils across all curriculum pathways make secure and sustained progress in their learning, using a refined, evidence-based approach to evaluating 'Achievement' as a distinct, graded judgement in our SSE.<br><br>Ofsted EIF (09.25), places greater emphasis on the substance of pupils' learning, their readiness for the next stage, and how well the curriculum meets the needs of all learners, including those with SEND, EAL and from disadvantaged backgrounds.<br><br>You are accountable to recommend judgements by triangulating evidence from: direct observation of learning; scrutiny of pupils' work; analysis of assessment and destination data; and pupil voice.<br><br>This profile explains how, in this role, you will monitor moderated assessment to inform evaluation, embed high standards across school and present clear, credible evidence, that underpins FGB's SSE judgements |

**You need to understand how to:**
- Analyse & evaluate achievement
- Ensure achievement is evident across the curriculum.
- Track & demonstrate progress for all pupils on different pathways
- Secure achievement for pupils with complex needs
- Prepare leaders & staff to articulate achievement

**Senior Leaders' intent is to:**
- Embed 'Achievement' as a stand-alone evaluation area, placing renewed emphasis on what pupils know, remember & can do because of the education they receive.
- Secure our judgement of achievement underpinned by evidence, gleaned by looking at pupils' progress through the curriculum, the depth & security of their learning over time, & their readiness for the next stage of education, training or employment & adulthood.

**As a Middle Leader, (ML), implementation is by:**
- Ensuring achievement is monitored, supported & celebrated, across all pathways from Subject Leads/Coordinators & quality first, adaptive teaching, to pupil personalised support & curriculum planning, to demonstrate pupils are progressing well, achieving ambitious outcomes & are being well prepared for the next stage of life.
  - √ Familiarise yourself with Ofsted's definition of 'Achievement' & indicators for all 5 evaluation grades from 'Exceptional' to 'Urgent Improvement' & map our provision as a 'secure fit' to one.
  - √ Ensure that you, all SLT & Subject Leads/Coordinators, understand what evidence, when triangulated, demonstrates progress & achievement over time.
  - √ Ensure staff avoid performing or presenting irrelevant information, to outdated inspection frameworks & build staff understanding that achievement across the whole curriculum is judged through the connectivity of a broad base of evidence of learning, not teaching.
  - √ Familiarise yourself, leaders & staff with current Ofsted guidance documents/webinars, eg:
  - Education Inspection Framework (EIF)
  - School inspection toolkit.
- Ensuring achievement is evident across the curriculum, not just that assessed externally. Achievement must be embedded across the curriculum & underpinned by strong Subject/Domain clear progression, as inconsistency can limit judgements:
  - √ Review achievement in all Subjects & Learning Domains to demonstrate pupils are achieving well across the full breadth of pathways
  - √ Equip Subject Leaders/Coordinators, Semi- & Pre- Formal Coordinators/teachers to monitor pupil progress, using work sampling, assessment data & lesson visits
  - √ Ensure each Subject & Learning Domain has a clear end point & progression expected, so staff & pupils know what success looks like
  - √ Provide CPD to help teachers understand how to support sustained learning & progression in their curriculum area
  - √ Use assessment to inform teaching & address gaps, not simply to generate grades
  - √ Ensure pupils have regular opportunities to re-visit, apply & connect prior learning across curricula
- Track & Demonstrate Progress for All Pupils:
  - √ Ensure your assessment systems allow Leads/Coordinators & staff to monitor progress from pupils' different starting points, across Subjects & Learning Domains
  - √ Disaggregate pupil achievement data by groups, eg: SEND, disadvantaged, EAL to identify trends & gaps in progress

√ Use formative assessment & regular work scrutiny to check if pupils are retaining & applying knowledge & skills over time
√ Avoid over-reliance on one-off or summative data, & look for a broader picture of achievement
√ Regularly review achievement in line with curriculum expectations to ensure pupils are on track & teaching is responsive
√ Triangulate information from assessments, work samples & pupil voice to build a full view of how well pupils are achieving
- There should be clear evidence that pupils are making sustained progress through the curriculum. You can show how different groups are supported, monitored & challenged, & how gaps are closing. This broad evidence base provides the credibility & clarity needed.

**Impact: Secure achievement for pupils with SEND**
√ Ensure SEND & Inclusion strategies are fully aligned with curriculum & achievement expectations across the school
√ Review how well curriculum pathways are adapted, scaffolded & delivered to support pupils with SEND or those at risk of underachieving
√ Maintain clear records of interventions, support plans & their impact on pupil progress
√ Promote high expectations for all learners, avoid narrowing/capping the curriculum for pupils with additional needs
√ Provide ongoing staff training on adaptive teaching, inclusive assessment & how to evaluate progress meaningfully
- Achievement is judged for all pupils, including how well disadvantaged pupils & those with SEND are supported to achieve ambitious outcomes. Gaps in provision or low expectations can significantly impact evaluation grade

- Prepare leaders & staff to articulate achievement:
√ Ensure Senior Leaders, including FGB, can explain how they know pupils are achieving well, including the evidence used & areas for development
√ Build staff confidence in discussing achievement, including how assessment, curriculum delivery & pupil work, link together
√ Create concise summaries for each subject & learning domain that outline how pupil progress is tracked, supported & improved
√ Provide opportunities for staff to rehearse conversations
√ Ensure all staff can explain how they support pupils to make progress, including that the learning is revisited & built on, over time
√ Link staff CPD & performance reviews to our school's approach to monitoring & strengthening achievement
- Professional dialogue between school leaders & staff, demonstrates their ability to confidently & accurately, articulate, how pupils achieve & that how you know is essential
- Unclear or inconsistent responses can undermine strong provision

**Avoid/Be Aware**:
√ External data is considered but greater emphasis is on what pupils know & can do practically. Ensure internal evidence eg: work scrutiny & pupil discussions, clearly show progress through the curriculum
√ Achievement must be strong for all learners, including those disadvantaged, those with SEND & those at risk of falling behind & your role is to probe the impact of teaching & support on these groups. Track achievement gaps & use intervention strategies that are well monitored & consistently reviewed
√ Short term bursts of progress are not always efficient, if pupils cannot recall or apply their learning over time. Focus on long term retention, ensuring learning builds securely & progressively through the curriculum
√ Over reliance on teacher expectation: some lesson observations show teachers working harder than pupils, with limited opportunity for pupils to retrieve & apply prior learning. Ensure teaching includes frequent opportunities for pupils to revisit, practise & apply knowledge independently
√ Inconsistent evidence across pathways – this should be consistently evident across the curriculum. Weakness in foundation subjects can undermine the overall evaluation. Ensure Subject/Domain Leads/Coordinators are equipped to monitor achievement in their area & can articulate pupil progress, clearly
√ Lack of clarity in leadership conversations: SLT sometimes struggle to explain how they know achievement is strong or where it needs to improve. Prepare leaders at all levels to speak confidently about evidence, trends & next steps in achievement