

## LINCOLN COLLEGE JOB DESCRIPTION

|                           |   |                      |                         |
|---------------------------|---|----------------------|-------------------------|
| <b>Post Title:</b>        | Progress Coach                                | <b>Post Number:</b>  | LC0366P                 |
| <b>Daily Supervision:</b> | Head of Study Programmes                      | <b>Grade:</b>        | CSS Support Scale 5 - 6 |
| <b>Department:</b>        | School of English, Maths and Study Programmes | <b>Last Updated:</b> | September 2022          |

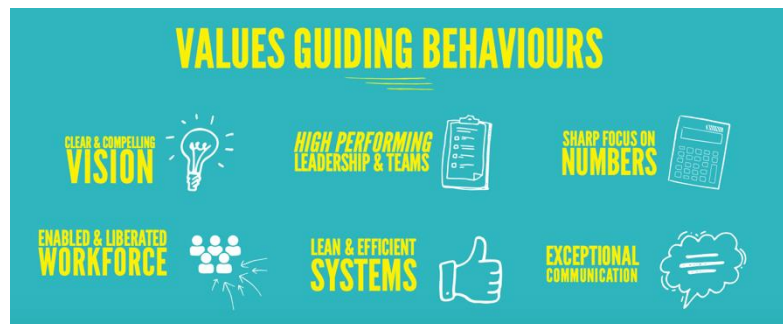
### Our Vision:

To be an extraordinary organisation whose talented students, staff, governors and alumni ensure that it adds recognised social and economic value to its local communities by providing high quality education and training and making people exceptionally well prepared for work, potentially via higher education.

### Our Mission:

Employer-led; producing a highly skilled and productive local workforce.

### Our Cornerstones of Success & Values Guiding Behaviours:



### Job Purpose:

Develop and deliver consistent and effective timetabled CPD sessions following the Progress plan set by the Head of Study Programmes.

Conduct 1:1 support for an allocated caseload of learners to fulfil Cross College requirements.

Ensure learners are encouraged and supported and can access College services with ease as and when required.



## PRINCIPAL DUTIES AND RESPONSIBILITIES:

1. Develop and deliver effective and consistent CPD sessions in accordance with cross-college need and which supports the Gatsby framework.
2. Encourage debates and discussions with tutees and their peers to increase group communication skills and understanding of the subject.
3. Support learners in timetabled Progress Review 1:1 sessions to complete the ILR, set targets & aspirations and review to encourage success, which supports the Gatsby framework.
4. Work with learners in Progress Reviews 1:1 or small CPD groups to implement strategies to support building of self-esteem and confidence.
5. Identify at-risk learners, through communication with vocational teachers.
6. Input, manage and control learner data through the College system (ProPortal). Progress Reviews and independent careers guidance monitoring and tracking.
7. Prepare CPD materials to include a focus on study skills and careers guidance (Gatsby framework).
8. To listen to learners and embed a solution focussed approach to barriers to learning.
9. To develop strategies to help learners who are underperforming to understand why and to seek solutions.
10. To support transition from School to College or from year to year for learners already identified as at-risk.
11. To communicate effectively with academic and vocational staff in regard to the learners.
12. Establish and maintain effective communication with other support services on behalf of the tutees.
13. Provide initial pastoral support, and where appropriate, referring to appropriate support services both within and outside the College.
14. To liaise with Student Support Services as required and ensure support is put in place for any student who has identified a need for learning support.
15. Provide impartial careers education, information and advice, and referring to careers guidance where appropriate, as part of a structured programme.
16. To support learners' next steps and progression opportunities by ensuring that learners can apply for the full range of opportunities that are available to them. This includes learning in colleges, coordinating the universities UCAS process and signposting to apprenticeship opportunities via the WEX/IP Team.
17. Liaise with attendance monitor and support discipline where necessary.
18. Use motivational dialogue to engage the learner in the learning process and embed effective processes to support learners in being successful.
19. To maintain an overview of student progress on Study Programmes through liaison with subject tutors.
20. Ensure appropriate application of the Behaviour Support & Disciplinary Policy and Process.
21. To contribute towards the development of an inclusive learning environment.
22. To accept responsibility for the implementation of the College's Equal Opportunities policy.
23. To maintain professional standards and expertise by undertaking relevant professional development.
24. To conform with the Health and Safety requirements relevant to the post.
25. To be responsible for the safeguarding and promoting the welfare of children wherever applicable within the role
26. To maintain learning, assessment and teaching quality through critical self-reflection and collegial activity.
27. To promote the development of the Equal Opportunities Policy throughout all aspects of employment.
28. To develop and maintain quality standards appropriate to the post.
29. To maintain professional standards and expertise by undertaking relevant professional development.
30. To conform with the Health & Safety requirements to the post.
31. To be responsible for the safeguarding and promoting the welfare of children wherever applicable within the role.

**N.B. This is not a complete statement of all duties and responsibilities of this post. The postholder may be required to carry out other lawful and reasonable duties as directed by a supervising manager.**

## PERSON SPECIFICATION

|   | Knowledge   | PSM |
|---|---|-----|
| 1 | Qualified to at least a Level 3 teaching qualification  | A/I |
| 2 | Hold a minimum of level 2 qualifications in English and Mathematics                           | A/I |
| 3 | Information, Advice and Guidance qualifications Level 3 - 6 (willing to work towards Level 6) | A/I |

|   | Skills/Abilities – Interpersonal  | PSM   |
|---|---|-------|
| 4 | Excellent communication skills (written and oral)                             | A/I/T |
| 5 | Ability to work in a non-discriminatory manner                                | A/I   |
| 6 | Ability to demonstrate compliance with College systems, policies & procedures | A/I   |
| 7 | Has an understanding of motivational techniques to encourage learning         | A/I/T |

|    | Experience  | PSM |
|----|---|-----|
| 8  | Experience of working with young people   | A/I |
| 9  | Recent successful experience of teaching/delivering tutorials/undertaking pastoral duties in an education environment | A/I |
| 10 | Experience in safeguarding, mental ill health and supporting students with barriers to learning                       | A/I |

|    | Work Related Circumstances  | PSM |
|----|---|-----|
| 11 | The ability and willingness to undertake relevant staff development | A/I |

|    | Skills/Abilities - Other   | PSM   |
|----|--|-------|
| 12 | Effective organisational skills with the ability to prioritise, action plan and meet deadlines | A/I   |
| 13 | Ability to work flexibly and to tight deadlines  | A/I   |
| 14 | Appropriate computer literacy to undertake duties e.g. PowerPoint, email and Internet          | A/I/T |
| 15 | Ability to prepare high quality learning material  | A/I   |
| 16 | Ability to travel to locations   | A/I   |
| 17 | Responsibility for safeguarding and promoting the welfare of children wherever applicable      | A/I   |
| 18 | Ability to relate to young people  | A/I   |

|                     |   |
|---------------------|---|
| <b>Prepared By:</b> | Michaela Lines - Director of Study Programmes |
| <b>Date:</b>        | January 2022                                  |

| Proposed Selection Method Key (PSM) |               |          |
|-------------------------------------|---------------|----------|
| A = Application                     | I = Interview | T = Test |