

LINCOLN COLLEGE GROUP

JOB DESCRIPTION

JOB TITLE & NUMBER

LC1446P: Progress Coach – Additional Learning Support & Wider Learning

SALARY

£26,775 - £29,409 per annum

GRADE

LC Support Scale 5/6

HOURS

37

REPORTING TO

Curriculum Lead – Service Sector Apprenticeships & Work-Based Learning

DEPARTMENT

Apprenticeships

LOCATION

Lincoln

BE READY...

Job Purpose:

To provide high-quality additional learning support, pastoral coaching and progress monitoring for apprentices, ensuring they successfully complete their programme from induction through to End-Point Assessment (EPA)/Apprenticeship Assessment. The role will lead on the delivery of wider learning sessions to groups of apprentices, ensuring alignment with Ofsted EIF themes, including behaviour and attitudes, personal development, and learner progress.

The Progress Coach Additional Learning Support and Wider learning will ensure all apprentices, including those with additional learning needs, make sustained progress, develop the knowledge, skills and behaviours (KSBs) required, and are fully prepared for their next steps in employment or further training. The post is based at Lincoln College, but could in the future involve teaching at other centres or in the workplace.

PRINCIPAL DUTIES AND RESPONSIBILITIES:

1. Identify apprentices with additional learning needs, SEND, or barriers to learning at induction and throughout the learner journey.
2. Deliver targeted Additional Learning Support interventions, including Functional skills support (English, Maths) if required.
3. Work collaboratively with student services and apprenticeship delivery teams to ensure inclusive teaching, learning and assessment practices.
4. Monitor and evaluate the impact of support strategies on learner progress and achievement.
5. Plan and deliver a structured programme of wider learning to group tutorials/workshops, aligned to Ofsted EIF Personal Development themes, including but not limited too: British Values, equality, diversity and inclusion Safeguarding, Prevent, radicalisation awareness, Mental health, wellbeing and resilience, Healthy lifestyles and relationships, Careers education, employability and professionalism, Digital awareness and online safety.
6. Ensure all sessions are planned with clear intent and sequencing, Inclusive and differentiated, particularly for learners with additional needs and are clearly linked to KSB development and workplace readiness
7. Contribute to the continuous improvement of the wider learning curriculum
8. Be prepared to conduct progress reviews, including tripartite reviews with employers and training staff.
9. Set and monitor SMART targets covering: Knowledge, skills and behaviours, attendance, engagement and progress, Personal development and wellbeing
10. Maintain accurate and timely records on ILPs and tracking systems such as Smart Assessor
11. Identify “at risk” apprentices and implement timely interventions., ensure apprentices are on track for timely EPA completion.
12. Provide ongoing pastoral support and mentoring, addressing personal and social barriers to learning.
13. Promote safe working practices in both college and workplace environments.
14. Develop and maintain effective relationships with employers, tutors, assessors, and support services,
15. Provide impartial careers education, information, advice and guidance (CEIAG) and Support apprentices to: Plan next steps (employment, progression, further study)
16. Track and report learner destinations and progression outcomes.
17. Ensure compliance with: Apprenticeship funding rules and audit requirements, Ofsted EIF expectations Internal quality assurance processes.

18. To accept responsibility for the implementation of the College's Equal Opportunities policy throughout all personal contacts in the College and within this area of responsibility.
19. To maintain professional standards and expertise by undertaking relevant professional development, including ensuring that knowledge regarding changes to relevant legislation is kept up to date.
20. To maintain quality standards, appropriate to the post.
21. To conform with the Health and Safety requirements relevant to the post.
22. 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 | Level 3 Award in Education and Training or willingness to work towards. | A/I |
| 2 | Understanding and appreciation of Apprenticeship delivery and assessment. | A/I |
| 3 | Internal verification qualification (A1, TAQA, CAVA) or willingness to work towards. | A/I |

| | Skills/Abilities – Interpersonal | PSM |
|---|--|-------|
| 4 | Ability to deliver high-quality group learning sessions. | A/I/T |
| 5 | The ability to respond to individual learning needs. | A/I/T |
| 6 | Strong coaching, mentoring and pastoral support skills. | A/I/T |
| 7 | Excellent presentation skills and proven success rates and achievement data. | A/I/T |
| 8 | The ability to communicate effectively with a wide range of people. | A/I/T |

| | Experience | PSM |
|----|--|-----|
| 9 | Proven competence of delivery in Business and Customer Service related programmes. | A/I |
| 10 | Previous experience of apprenticeship provision. | A/I |
| 11 | Proven competence of assessing learners with a variety of methods within a vocational based context. | A/I |
| 12 | Relevant industrial experience in coaching, mentoring and supporting learning. | A/I |

| | Work Related Circumstances | PSM |
|----|---|-----|
| 12 | Ability and willingness to undertake relevant professional development to maintain up-to-date knowledge of legislation and best practice. | A/I |
| 13 | Ability and willingness to work flexibly, and across sites. | A/I |

| | Skills/Abilities - Other | PSM |
|----|--|-----|
| 14 | Appropriate levels of IT skills to undertake relevant duties, i.e. Word, Excel and PowerPoint (MS Office) or the willingness and ability to undertake relevant training. | A/I |
| 15 | Demonstrates a clear commitment to safeguarding and promoting the welfare of children and young people. | A/I |
| 16 | Ability to actively promote equality, diversity and inclusion across all aspects of the role. | A/I |

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| Prepared By: | Curriculum Lead – Service Sector Apprenticeships & Work-Based Learning |
| Date: | June 2026 |

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

VISION 2030

LINCOLN COLLEGE GROUP STRATEGY 2025-30

OUR PURPOSE *BE READY...*

**REALISE ASPIRATIONS;
SHAPE FUTURES;
SERVE OUR COMMUNITIES.**

OUR CODE

Our Group Code sets the tone of how we behave and achieve our Purpose because **You Matter**.

We **CARE** deeply about achieving outcomes in the right way and expect staff and students to behave with...

COMMUNITY

We will prioritise empathy, compassion and wellbeing. Our goal is to develop a positive community where the mental and physical health of staff, learners, governors and key stakeholders is emphasised.

ACCOUNTABILITY

We will all act with integrity and transparency, take full ownership of our actions and deliver on our commitments, impacts and outcomes.

RESPECT

We will all create an inclusive environment where everyone is valued, trusted and treated with consideration, kindness and fairness.

EXCELLENCE

We will all drive innovation and pursue extraordinary quality through an "ambitious spirit", consistently striving for the highest standards in all we do.

OUR PRIORITIES

Over the next five years we will achieve "Our Purpose" by delivering on our strategic priorities set out in full detail in 7 strategic plans.

In summary we will:

