**Preparation for adulthood coach; SEND Programmes**

# Job Description

*(This is a description of the job as it is as present constituted. It may be necessary, from time to time, to update job descriptions to ensure that they relate to the job as then being performed.*

*Therefore, management reserve the right to make changes to your job description, commensurate with your grade/level in the organisation, after consultation with you).*

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| **Post Title:** | **Preparation for adulthood coach: SEND Programmes** |
| **Post Reference:** |  |
| **Reports to:** | **Curriculum Manager Land Based and SEND** |
| **Department:** |  **Foundation Learning** |
| **Grade:** |  |
| **Contract:** | **FT** |
| **Location:** | **Kirkley Hall Campus** |

# ROLE PURPOSE

# To provide personal support to students in an assertive and pro-active way to ensure high levels of student attendance, punctuality, retention, progress measures including English and maths, and ultimately success, including progression to training, education or employment. This will involve working closely with course teams, students, parents, and other support staff to ensure that students can flourish in the college environment and thereby achieve their personal learning goals. You will be responsible for overseeing the progress made by a specific caseload of students, including all components of their programme of study.

# The post holder will provide effective coaching for students on an individual basis or in group settings to support success, progress from starting point and progression, including:

# promotion and encouragement of personal and academic growth and progression through planned target setting.

# timely interventions which direct and support students to improve their attendance, behaviour, success, and progression.

# tracking, monitoring and recording the progress of students within their caseload via the eILP (ProMonitor).

# ensuring that “At Risk” students and groups of students where there are achievement gaps receive timely and effective support.

# actively contribute to positive progress measures for students.

**KEY ACCOUNTABILITIES**

* To work as part of a team to support students in their personal development, enabling them to become independent students who enjoy, achieve and are able to reach their full potential.
* To provide and support the student development programme and to carry out effective 1:1 tutorials with a cohort of students and to monitor their attendance, punctuality, academic and or technical progress, English and maths progress, work experience and social development.
* To monitor of attendance, punctuality and progress of students on all elements of student’s individual study programme within caseload and implement timely interventions to enable students to realise their full potential.
* To work closely with Programme Leaders to improve attendance, retention, achievement, progress and progression.
* To provide pastoral support and referral to appropriate internal professionals and external agencies.
* To act as an advocate for the student, if required, throughout the Positive Behaviour or Disciplinary Process and refer effectively and promptly to other internal and external agencies for additional support if needed.
* Implement strategies and support students in self-esteem and confidence building activities including working on developing a growth mind-set model that enables the realisation of ambitious goals.
* Draw up agreed action plans and negotiate targets with students, reviewing and adjusting regularly, ensuring students are aware of target grades for all components of their study programme.
* To participate and contribute to College activities and events such as external events, open days, enrolment and visits and have input to parental/ carer reports and attend parent/ carer evenings.
* Treat all data and personal information in the strictest confidence and in accordance with GDPR requirements. To be aware of any safeguarding/ vulnerable student needs and follow procedures for the higher duty of care required to these students.
* To be aware of any safeguarding/ vulnerable student needs and follow procedures for the higher duty of care required to these students.
* To provide students with information and guidance on how to access all forms of support available to them at the College including careers, financial, travel accommodation and welfare support.
* To act as an advocate for the student, if required, throughout the Positive Behaviour or Disciplinary Process and refer effectively and promptly to other internal and external agencies for additional support if needed.
* Draw up agreed action plans and negotiate targets with students, reviewing and adjusting regularly, ensuring students are aware of target grades for all components of their study programme.
* To have input to parental/ carer reports and attend parent/ carer evenings.
* Create an environment that enhances the student experience and supports the development of the college community.
* To participate and contribute to College activities and events such as external events, open days, enrolment and visits.
* To participate and contribute to College activities and events such as external events, open days, enrolment and visits.

# GENERAL RESPONSBILITIES

* To work at any of the College sites on a temporary or indefinite basis.
* To undertake such duties as are reasonably allocated, appropriate to the grade of the post
* Comply with College Policies and Procedures and the Staff Code of Conduct which can be accessed via Alfresco.
* To take appropriate responsibility for PREVENT and the safeguarding and promotion of the welfare of children and/or vulnerable adults.
* To uphold British Values, the college values and responsibilities with regard to equality and diversity.
* To understand and adhere to college Health and Safety polices and guidelines ensuring compliance with statutory legislation.
* To invigilate during examinations if and when requested.

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|  | **ASSESSMENT METHOD** |
| **PERSON SPECIFICATION – Student Progress & Development Tutor Post Reference:** | **Essential** | **Desirable** |  | **Certificate** | **Application Documents** | **Reference** | **Selection Process** |
| **Qualifications** |  |  |  |  |  |  |  |
| GCSE Maths and English Grade A\* - C or equivalent |  |  |  |  |  |  |  |
| Level 3 qualification |  |  |  |  |  |  |  |
| First Aid Qualification or willingness to undertake |  |  |  |  |  |  |  |
| Educated to degree level |  |  |  |  |  |  |  |
| IT qualifications |  |  |  |  |  |  |  |
| **Experience** |  |  |  |  |  |  |  |
| Experience of working with a wide range of students in an educational setting. |  |  |  |  |  |  |  |
| Experience of working with young people and adults with varying levels/ ranges of ability |  |  |  |  |  |  |  |
| Experience of making effective use of learner progress tracking systems |  |  |  |  |  |  |  |
| Experience of action planning and monitoring progress |  |  |  |  |  |  |  |
| Experience of addressing a range of learners’ needs and interests |  |  |  |  |  |  |  |
| Evidence of successful development and maintenance of working relationships |  |  |  |  |  |  |  |
| Excellent communication and presentation skills both written and verbal and to a wide range of audiences |  |  |  |  |  |  |  |
| **Skills and Understanding** |  |  |  |  |  |  |  |
| Ability to positively promote the College Values to students |  |  |  |  |  |  |  |
| Ability to be able to set, and monitor and review targets |  |  |  |  |  |  |  |
| Excellent, communication and interpersonal skills |  |  |  |  |  |  |  |
| Awareness of confidentiality and working in a sensitive and professional way |  |  |  |  |  |  |  |



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|  | **ASSESSMENT METHOD** |
| **PERSON SPECIFICATION – Student Progress & Development Tutor Post Reference:** | **Essential** | **Desirable** |  | **Certificate** | **Application Documents** | **Reference** | **Selection Process** |
| Good organisational, administrative and time management skills |  |  |  |  |  |  |  |
| Ability to analyse and assimilate information quickly and find ways of overcoming day to day issues |  |  |  |  |  |  |  |
| Good coaching skills |  |  |  |  |  |  |  |
| Excellent IT skills and the ability to produce electronic records, reports and analysis |  |  |  |  |  |  |  |
| Ability to work as part of a team |  |  |  |  |  |  |  |
| **Personal Attributes** |  |  |  |  |  |  |  |
| Suitable to work with children and young people |  |  |  | * Criminal

records check via DBS |  |  |  |
| An empathy with students who display dissatisfaction or disengagement with the focus on enabling learning to take place |  |  |  |  |  |  |  |
| Energy and drive to meet targets and deadlines |  |  |  |  |  |  |  |
| Professional manner and ability to engage and communicate effectively with staff at all levels |  |  |  |  |  |  |  |
| Ability to work under pressure |  |  |  |  |  |  |  |
| Flexible attitude to work |  |  |  |  |  |  |  |
| Willingness to develop in the job and to undertake new challenges |  |  |  |  |  |  |  |
| Commitment to College policies i.e. Student First, Health and Safety, Equal Opportunities, Inclusion, Quality Assurance and the College Charter |  |  |  |  |  |  |  |
| To take appropriate responsibility for PREVENT and the safeguarding and promotion of the welfare of children and/or vulnerable adults. |  |  |  |  |  |  |  |

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| To uphold British Values, the college values and responsibilities with regard to equality and diversity. |  |  |  |  |  |  |  |
| To understand and adhere to college Health and Safety policies and guidelines ensuring compliance with statutory legislation. |  |  |  |  |  |  |  |