

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Pastoral and Progression Coach	
<b>Reports to:</b>		Course Leader	
<b>Job Grade</b>	T1	<b>Department</b>	Education and Early Years

### SPECIFIC ROLE RESPONSIBILITIES:

1. Support a "caseload" of students across the department.
2. Deliver the PDBA tutorial curriculum to selected groups.
3. Give academic support, extra encouragement, mentoring and pastoral support to all students inside and outside the classroom.
4. Work with teaching staff to support the achievement of excellent outcomes for each student.
5. Support teaching staff where individual student behaviour within a group is impacting on the learning of the group as a whole.
6. Assist in the induction of the students into the curriculum and college life.
7. Ability to participate in evening/weekend work as required.

### CORE RESPONSIBILITIES:

1. Using the Student Pro portal, ensure timely recording of achievements and progress, creating and monitoring SMART targets in negotiation with the student and teaching staff related to areas for development e.g. punctuality, behaviour, attendance at support sessions etc.
2. Develop a 1:1 relationship with a "Case Load" of individual students, meeting regularly to review progress against the action plan.
3. Work with the students in and out of class to help them develop strategies to get the most from their course activities.
4. Participate in running breakfast club and drop-in sessions to a rota system.
5. Contribute towards exam preparation sessions
6. Support staff on visits and off-site activities.
7. Maintain all records relating to student PDP including attendance and interventions.
8. Use ProMonitor and other student tracking systems regularly to support academic achievement and behaviour.
9. Provide information, reports and statistical returns as required.
10. Use Pastoral team and College systems to keep a record of students supported.

11. Liaise with both internal and external agencies/services that may provide useful support for the student.
12. Support and visit students on work experience placement.
13. Maintain an overview of attendance of caseload of learners and follow up any absences immediately
14. Attend team and staff meetings as well as case study meetings.
15. Work with students to support their transition into other departments across college.
16. Work closely with the attendance apprentice in relation to all aspects of family liaison and attendance monitoring
17. Any other duties that are specific to the department.
18. Assistance in the preparation, support and participation of examinations and invigilation across the Group.

### **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

#### **Kindness**

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

#### **Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

#### **Passion**

*Encouraging all to have aspiration and passion in everything they do.*

#### **Ownership**

*Using our robust business planning model to allow areas to have clear ownership over their vision and performance*

#### **Collaborative**

*Proactively seeking opportunities to create synergies and positive outcomes for all*

#### **Creative**

*Always hungry to learn and looking ahead so we can be responsive*

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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,  
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Good general education at NVQ level 2 or equivalent including literacy & numeracy at Level 2.	A / C
E	Q2. Appropriate training and / or a willingness to undertake training in supporting the needs of disengaged / disadvantaged students who may have emotional and behaviour problems.	A / I
D	Q3. Basic Skills awareness training or qualification.	A / C
D	Q4. Relevant Teaching Qualification.	A / C
D	Q5. Mentoring Qualification.	A / I

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of working/dealing with students, particularly age 16+	A / I

E	EK2. Experience of working with disengaged/disadvantaged young people in an educational setting	A / I / T
E	EK3. Experience of working with schools, parents and external support agencies	A / I
E	EK4. Have a good knowledge of behaviour management techniques	A / I
D	EK5. Experience in supporting a tutor group and/or lessons as required	A / I / T
D	EK6. Experience of student-centred approaches to learning and different styles	A / I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Good standard of computer literacy, including Microsoft Office applications	A / I
E	SC2. Some knowledge of barriers to learning and ways to overcome them, particularly with disaffected young people	A / I
E	SC4. Excellent interpersonal and communication skills	A / I
E	SC5. Good organisational and administrative skills	A / I
E	SC6. Able to work positively & effectively as a member of a team and on own initiative	A / I
<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Support and promotion of equality, diversity and inclusion	A / I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I