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| Organisation: | Leeds City College |
| Primary Organisation Supported | N/A |
| Core Job Role: | Study Support Coach |
| Job Title: | Study Support Coach |
| Reports to: | Manager / Deputy Head |
| Grade | T1 |
| Date of compilation: | 08.06.2023 |

CORE RESPONSIBILITIES:

1. To be responsible for a caseload of students who require coaching and online support as part of their planned learning programme in English and Maths.
2. To track and monitor progress towards achievement using assessment grades in ProMonitor markbooks, ensuring learner progress is tracked against their target grades.
3. To be responsible for achieving student outcomes-achieving the qualification and target grade.
4. To assist with initial, diagnostic and formative assessment.
5. To provide support for students with their English and Maths learning, using on-line support technology and education platforms. We also have venues in Seacroft, Beeston, Enfield, Eastgate, so some travel may be required. Primary location is Enfield, LS7 1RG.
6. To identify where students require an intervention and convene small groups of students to work on a specific topic related to their English and Maths course.
7. To facilitate student learning and development through highly effective and supportive coaching/mentoring techniques.

8. To identify barriers to learning and implement a range of strategies to overcome barriers with students.
9. To develop and agree individual learning plans, identify SMART targets and set aspirational goals for students, liaising with English and Maths subject specialists and other academic and support staff.
10. To keep confidential records and provide reports and statistical data as required.
11. Support the increasing use of technology for independent/online learning whilst maintaining the quality of the learning experience.
12. To manage learning in a variety of spaces, creating a positive and focused English and Maths experience.

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 our Organisational Culture:

Few rules & clear boundaries

The ability to be creative, within areas of focus.

Energy & enjoyment

Fostering an environment that enables our people and learners to be brave, interact and have fun.

Passion & ambition

Encouraging all to think aspirationally, inspiring others to do the same.

Ownership & performance

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

Creative & reflective

Always hungry to learn and looking ahead to see what is on the horizon.

Collaborative & responsive

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

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| Job Title: | Study Support Coach |
| Department | Travel, Food and Drink |

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 is 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. English and Maths qualification at L2 with a commitment to achieving L3 within 2 years of appointment if not already achieved. | A / C |
| D | Q2. Google Educator Level 1 or commitment to achieve within 1 year of appointment. | A / C |
| E | Q3. Supporting teaching and learning / teaching assistant / or learning, mentoring/coaching qualification or commitment to achieving within 1 year of appointment | A / I |

| Experience and Knowledge | | |
|--|--|---------------------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| D | EK1. Sound subject knowledge of the English, Maths and the curriculum and assessment frameworks. | A / I |
| E | EK2. Demonstrates significant experience or knowledge of how to work successfully with different groups of students enrolled to vocational courses where English and maths is an integral part of the study programme. | A / I / T |
| E | EK3. Knowledge of blended learning strategies and how these can be used to ensure maximum impact in improving student retention and attainment | A / I / T |
| E | EK4. Good working knowledge of the use of new technologies and platforms to develop skills and knowledge. | A / I / T |
| Skills and Competencies | | |
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | SC1. Good organisational skills and ability to prioritise work to meet deadlines, using own initiative. | A / I |
| E | SC2. Ability to relate to, support and work with, individuals of all ages and abilities. | A / I |
| E | SC3. Ability to innovate and enthuse learners to succeed in English and Maths | A / I / T |
| E | SC4. Excellent interpersonal skills and the ability to communicate effectively with a range of stakeholders, including students, college staff, parents and employers. | A / I |

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| E | SC5. Ability to identify and report on barriers to learning and liaise with colleagues to support strategies for improvement. | A / I / T |
| E | SC6. Ability to effectively utilise coaching and mentoring skills. | A / I / T |

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| E | SC7. Ability to confidently manage learning and learning spaces, so that behaviour and progress have a positive impact on outcomes. | A / I |
| E | SC8. Ability to maintain tracking and contribute to reports on progress and learning. | A / I |
| D | SC9. Ability to troubleshoot technical issues. | A / I / T |

Behavioural, Values and Ethos

| Essential (E) Desirable (D) | Criteria | Method of assessment |
|--|--|---------------------------------|
| 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 |