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| Group Member: | | Leeds City College | |
| Job Title: | | Study support Coach | |
| Reports to: | | HOD or Deputy HOD | |
| Job Grade | T1 | Department | Sustainable Technologies & Motor Vehicle |

ROLE SUMMARY:

- To promote inclusion and support the learning and development of all students, particularly those facing challenges related to motivation and learning, ensuring they remain engaged and achieve their academic goals.
- To provide pastoral wrap-around care by fostering a supportive and nurturing environment that addresses the emotional, social, and academic needs of students, helping them navigate personal challenges that may impact their learning.
- To help students build resilience and develop effective study habits, offering guidance and encouragement to enhance their overall educational experience.
- To cover lessons on a short-term basis for absent teachers or trainers as required, ensuring continuity in the learning process.
- To line manage a team of Learning Support Assistants, providing guidance, training, and support to ensure the effective delivery of tailored learning interventions and support for students.

CORE RESPONSIBILITIES:

- Effectively manage the delivery of creative, modern, active learning for each referred student “case load” of students, who have been identified by the course teams as students “at risk” if not achieving their potential due to behaviour, attendance or progress concerns.
- Give academic support, extra encouragement, coaching and pastoral support to all students inside and outside the classroom.
- To identify where students require an intervention and convene small groups of students to work on specific topics to improve studies, mental health and wellbeing.
- Work with teaching staff and SEND Team leads to support the achievement of excellent outcomes for each student.
- To identify barriers to learning and implement a range of strategies to overcome barriers with students.
- To provide support for students with their studies, using on-line support technology and education platforms.

- To support students with re-engaging with learning barriers, through support with mental health, wellbeing
- To support students and staff around Equality, diversity and Inclusion and wellbeing.
- To support with Safeguarding, working closely with the Designated Safeguarding Officer and Stay Safe Officer
- To assist with initial, diagnostic and formative assessment.
- Develop a 1:1 relationship with the individual students
- To deliver lessons planned by the teacher/department for short-term cover purposes
- Support teaching staff with off-site activities in line with the individual EHCP outcomes
- Use ProMonitor, Navigate and other student tracking systems regularly to support academic achievement and behaviour.
- Provide information and reports as required.
- Liaise with both internal and external agencies/services that may provide useful support for the student.
- Support students whilst out in the community.
- Attend team and staff meetings.
- Work with students to support their transition into college pre and post-16.
- Ability to participate in evening/weekend work as required.
- Any other duties that are specific to the department.
- Assistance in the preparation, support and participation of examinations and invigilation across the Group.

DEPARTMENTAL RESPONSIBILITIES:

- To provide tailored tutorials and workshops to individuals or small groups of students.
- To liaise with the department management teams, teachers and trainers to provide tailored support
- To support learners' health and wellbeing.
- To facilitate students in working towards EHCP and personal targets
- Monitor and track attendance
- To engage in specific training in order to better support those students with complex needs.

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

Person Specification

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| Job Title: | Study Support Coach |
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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 personal statement section of 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, R = Reference

| Qualifications and Attainments | | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | Q1. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above. | A / C |
| E | Q3. Good knowledge of Equality legislation and the rights of disabled individuals within the workplace | A / C |
| E | Q4. Relevant recognised professional attainments. | A / C |
| E | Q5. Appropriate training and / or a willingness to undertake training in supporting the needs of students who may have complex, emotional and behaviour problems | A / C / I |

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

| | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------|-------|
| E | EK1. Relevant up-to-date subject SEND / PMLD knowledge. | A / I |
| E | EK2. Knowledge of Government policy in relation to SEND education and training, including its funding and curriculum / qualification reform. | A / I |
| E | EK3. Relevant experience, knowledge and understanding of working in the SEND / PMLD Sector. | A / I |
| E | EK4. Proven experience managing staff in an educational setting. | A / I |
| E | EK5. Experience of working positively with young people and adults with learning difficulties / disabilities / PMLD | A / I |
| E | EK6. A good understanding of Safeguarding policy and wellbeing practice. | A / I |

| Skills and Competencies | | |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | SC1. Professional and Technical Knowledge Has full command and use of relevant professional / technical knowledge and job- related knowledge and skills. | A / I |
| E | SC2. Organisational and Education sector knowledge. Effective knowledge of the college and an appreciation of the wider educational issues. | A / I |
| E | SC3. Interpersonal and Communication skills Relates effectively to others, both one to one and in teams, effective in giving and receiving messages both face to face and in writing. | A / I |
| E | SC4. Influencing skills Takes effective action to affect the behaviour and decisions of other people. | A / I |
| E | SC5. Critical thinking | A / I |

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| | Ability to make sense of complex issues, identify and solve problems and to think on one's feet. | |
| E | SC6. Self-management and learning Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours. | A / I |
| E | SC7. Achievement and Action Focuses on making progress, achieving results. Keen to get going and keep going. | A / I |
| E | SC8. Initiative and innovation Creates and appreciates new ideas and perspectives, sees possibilities and challenges | A / I |
| E | SC9. Strategic perspective Ability to think broadly, analyse the big picture and value diverse perspectives. | A / I |
| E | SC10. Capacity for change Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty. | A / I |
| E | SC11. Emotional Intelligence Understanding the benefits of different leadership/management styles. Gauging own impact as a leader/manager. | A / I |
| E | SC12. Enduring Resilience Continually exuding optimism and a 'can do' attitude. | A / I |

| 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 |

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| E | B4. Commitment to professional standards | |
| E | B5. Commitment to restorative practice approaches | |