

Job Description

Group Member:		Leeds Sixth Form College	
Job Title:		Coach	
Reports to:		Course Leader	
Job Grade	T1	Department	Leeds Sixth Form College

ROLE SUMMARY:

Responsible for a caseload of students who require coaching and on-line support as part of their planned learning programme.

SPECIFIC ROLE RESPONSIBILITIES:

1. To track and monitor progress towards achievement using assessment grades in ProMonitor markbooks, ensuring learner progress is tracked against their target grades.
2. To be responsible for achieving student outcomes-achieving the qualification and target grade.
3. To assist with initial, diagnostic and formative assessment.
4. To provide support for students with their learning, using on-line support technology and education platforms.
5. To identify where students require an intervention and convene small groups of students to work on a specific topic related to their course.
6. Ability to participate in evening/weekend work as required.

CORE RESPONSIBILITIES:

1. To be responsible for the support provided to students who have learning needs (including EHCP learners), acting as the main point of contact for these students while they are enrolled within the school.
2. Act as the designated key contact for Children Looked After (CLA) and Care Experienced learners, attending Personal Education Plan (PEP) meetings, contributing to target setting, monitoring educational progress, and liaising with carers, social workers, designated teachers, and curriculum staff to ensure appropriate support and positive outcomes.
3. Attend high-needs meetings, including EHCP reviews.
4. Facilitate student learning and development using effective and supportive coaching and mentoring techniques.
5. Develop and agree on individual learning plans, setting SMART targets and aspirational goals in collaboration with subject specialists and other academic and support staff.
6. Identify barriers to learning and implement a range of strategies to help students overcome them.
7. Work alongside curriculum staff to improve attendance and implement interventions to re-engage students.
8. Facilitate Additional Learning Support (ALS) funding streams, Advanced Learner Loan applications, and Learner Support Fund (LSF) assessments, ensuring learners receive timely financial and educational support to aid their participation and achievement.
9. This role does not include a regular teaching timetable; instead, the postholder will be responsible for providing lesson cover as required.

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 relational 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

Ownership

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

Enjoyment

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

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

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

Creative

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

Person Specification

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

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Demonstrates significant experience or knowledge of how to work successfully with different groups of students enrolled to vocational courses (ideally where English is an integral part of the study programme).	A / I / T

E	EK2. 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	EK3. Good working knowledge of the use of new technologies and platforms to develop skills and knowledge.	A / I / T
D	EK4. Sound subject knowledge (including English) and the curriculum and assessment frameworks.	A / I

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.	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
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
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