

Job Description

Group Member:		Leeds City College	
Job Title:		Coach - Pastoral	
Reports to:		Head of Department	
Job Grade	T1	Department	Creative Media and Digital Arts

ROLE SUMMARY:

You will deliver a high-quality PHSCE and tutorial curriculum covering areas including personal development, relationships and wellbeing, safeguarding, healthy lifestyles, equality and diversity, British values, careers, employability, financial awareness and preparation for adulthood.

The Pastoral Coach will also provide vital support to students, fostering their personal and academic development by guiding them through academic challenges, offering emotional and practical support, and promoting their overall wellbeing.

SPECIFIC ROLE RESPONSIBILITIES:

1. To track and monitor progress in professional development and soft skills using Navigate
2. Lead on attendance monitoring, provide follow up support to students to a positive resolution of any attendance issues.
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. Deliver sessions based around the Inclusion, participation and development curriculum.
6. Implement support plans for students using specific software packages such as Navigate.
7. To identify where students require an intervention and convene small groups of students to work on a specific topic related to their course.
8. Ability to participate in evening/weekend work as required.
9. Support students across the department with all Safeguarding situations and lead on child looked after student cases.

CORE RESPONSIBILITIES:

1. To facilitate student learning and development through highly effective and supportive coaching / mentoring techniques.
2. To identify barriers to learning and implement a range of strategies to overcome barriers with students.
3. To develop and agree individual learning plans, identify SMART targets and set aspirational goals for students, liaising with subject specialists and other academic and support staff.
4. To keep confidential records and provide reports and statistical data as required.
5. Support the increasing use of technology for independent/online learning whilst maintaining

the quality of the learning experience.

6. To manage learning in a variety of teaching spaces, creating a positive and focused experience.
7. Any other duties that are specific to the department.
8. 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.

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
-------------------	-------

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 criterion 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	A / I / T
	Maximum impact in improving student retention and attainment	
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 and willingness to train to become a Designated Safeguarding Lead	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I