

| | | | |
|----------------------|---------------|---|----------------------------------|
| Group Member: | | Select an organisation – choose Luminate for a member of staff working for LEG services | |
| Job Title: | | Apprentice Student Support Coordinator (Level 3) | |
| Reports to: | | Senior Student Support Coordinator | |
| Job Grade | L3 Apprentice | Department | Music and Performance Production |

ROLE SUMMARY:

You will work alongside Academic staff and the Student Support Co-ordinators across Creative Arts to help identify learners who need additional non-academic support.

You will assist in providing pastoral support to learners, helping to ensure they remain engaged in their studies and can progress into a positive destination.

You will undertake mandatory training to become a Designated Safeguarding Officer, and complete training in First Aid and Mental Health First Aid to support the department's emergency response team. You will complete a Level three Safeguarding apprenticeship.

SPECIFIC ROLE RESPONSIBILITIES:

The main duties of the apprentice role, undertaken with training, guidance, and supervision:

1. **Team Support:** Work with curriculum, coaching tutors, and the Student Support Co-ordinator team to help promote student wellbeing and protect students from harm.
2. **Student Point of Contact:** Offering support to students via drop ins and early intervention work. Signposting and referring into other support both internally and externally.
3. **Data & Tracking:** Assist in the identification, tracking, and monitoring of additional learning support plans/claims and student attendance.
4. **Record Keeping:** Maintain accurate, precise, and timely records of student support and safeguarding referrals within the school using college MIS and client record systems.
5. **External Liaison:** Help coordinate meetings with external agencies and support the preparation of transition arrangements for vulnerable students.
6. **Professional Development:** Actively participate in regular supervision, case reviews, and apprenticeship portfolio building.
7. **Safeguarding Casework (Apprenticeship focus)**
 - **Caseload & Risk Support:** Under supervision, assist in supporting at-risk student cases. Help create, implement, and review risk assessments and safety plans (including safety plans for suicidal intent/ideation) to keep students safe.
 - **Collaboration & Escalation:** Partner with curriculum teams, senior tutors, SEND, and learning support teams to establish student support plans. Learn to safely escalate serious safeguarding concerns to the Stay Safe Officer and/or external agencies (such as Social Care).

- **Admin & CPOMS Compliance:** Ensure all student interactions and safeguarding concerns are recorded accurately and promptly on CPOMS. Provide information and data to enable timely reports to be collated.
- **Meetings & Supervision:** Participate in regular (at least 6-weekly) case supervision with your designated Stay Safe Officer. Attend termly Campus Safeguarding Meetings and Operational Groups, distributing relevant updates back to the department.

CORE RESPONSIBILITIES:

1. Complete all components of the assigned Apprenticeship Standard within the agreed timeframe. [Safeguarding support officer / Skills England](#)

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

| | |
|-------------------|---|
| Job Title: | Assistant Student Support Coordinator (Safeguarding Apprentice) |
| Department | Quarry Hill – Music and Performance Production (MAPP) |

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. English and Maths at Level 2 (GCSE Grade 4/C or equivalent) | A / C |
| E | Q2. Willingness to complete a Level 2/3 Safeguarding qualification within the first year. | A / I |
| E | Q3. Commitment to completing the full Apprenticeship Standard framework. | A / I |

| Experience and Knowledge | | |
|--|---|---------------------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | EK1. An understanding of the challenges faced by vulnerable young people or adults in an educational setting. | A / I |
| E | EK2. Basic awareness of what "safeguarding" and "additional learning needs" mean in an educational environment | A / I |

| | | |
|---|--|-------|
| D | EK3a. Experience (voluntary, placement, or paid) working with young people | A / I |
| D | EK4. Experience (voluntary, placement, or paid) working within a team environment. | A / I |
| E | EK5. Ability to work flexibly, including occasional evening/weekend work during term-time to support college events. | A / I |
| D | EK6. A strong personal interest in, or passion for, the creative arts (media, music, or performing arts) to help connect with the department's student cohort. OR willingness to develop an interest in the Creative Arts | A / I |

| Skills and Competencies | | |
|--|---|---------------------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | SC1. High level of emotional intelligence, empathy, and the ability to build positive relationships with young people. | A / I / T |
| E | SC2. Strong basic IT literacy (MS Office, emails, digital record-keeping). | A / I / T |
| E | SC3. Good organisational and administrative skills with an eye for detail. | A / I |
| E | SC4. Ability to remain calm in fast-paced environments and know when to ask for help or escalate an issue. | I / T |
| E | SC5. Willingness to adopt restorative practice approaches to resolve conflicts. | 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 relational practice approaches | I |