

## Job Description

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Student Support Coordinator	
<b>Reports to:</b>		Programme Manager/Head of Department	
<b>Job Grade</b>	LEG C	<b>Department</b>	Sport & Exercise

### ROLE SUMMARY:

We are seeking a dedicated, proactive and innovative Student Support Coordinator to join our dynamic team in the Sport & Exercise Science department. In this role, you will play a vital part in supporting students' success and progression, ensuring they receive the necessary academic, pastoral coaching and support to excel in their learning journey.

### SPECIFIC ROLE 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. Work with curriculum teams and learning support teams to put in place support plans to ensure EHCP outcomes are achieved.
3. Attend high-needs meetings, including EHCP reviews and PEP meetings.
4. Deliver 4–8 hours of group tutorial sessions per week.
5. Conduct one-to-one meetings with learners to track and monitor progress toward achievement.
6. Facilitate student learning and development using effective and supportive coaching and mentoring techniques.
7. Develop and agree on individual learning plans, setting SMART targets and aspirational goals in collaboration with subject specialists and other academic and support staff.
8. Identify barriers to learning and implement a range of strategies to help students overcome them.
9. Work alongside curriculum staff to improve attendance and implement interventions to re-engage students.

### CORE RESPONSIBILITIES:

1. Work with curriculum and coaching tutor teams to support student success and retention by providing expertise and support in promoting wellbeing and protecting students from harm.
2. Provide casework support for crisis and acute safeguarding referrals

3. 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.
4. To be responsible for the identification, tracking and monitoring of additional learning support claims.
5. Maintain up to date knowledge and training around safeguarding, vulnerability and additional learning needs.
6. Monitor and provide support for vulnerable and at-risk students providing expertise and information as required.
7. Recording and reporting of safeguarding referrals within the school, using appropriate client record and MIS systems, ensuring processes are followed.
8. Maintain accurate, precise and timely records of support provided for students who have additional learning needs.
9. Act as a point of contact for external agencies and attend external meetings as required.
9. Provide effective transition arrangements for vulnerable students.
10. Participate in regular supervision as a part of case management and review processes
11. Support the enrolment processes.
12. Participate in student recruitment activities, including interviews and open evenings.
13. Maintain and actively engage in quality and professional standards.
14. Participate, as appropriate, in the College's examination process.
27. Support the Induction programmes delivered for learners

#### **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

#### **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

<b>Job Title:</b>	Study Support Coordinator
<b>Department</b>	Sports

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. Level 2 Safeguarding qualification or willingness to achieve within one year of appointment.	A
E	Q2. English and Maths at Level 2	A
E	Q3. Substantial relevant experience of supporting students who have support needs.	A
D	Q4. Degree or equivalent higher-level qualification in a relevant subject	A

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of working with vulnerable groups in an educational setting	A / I

E or D	EK2. Experience of working with a range of partners and referring into their services.	A / I
E	EK3. Experience of supporting curriculum teams.	A / I
E	EK4. Up to date knowledge and experience of a range of safeguarding issues and learning support needs	A / I / T / P
D	EK5. Ability to work on a flexible basis, including evening and occasional weekend work during term-time	A / I
E	EK6. Knowledge of learning difficulty /disability issues which can be barriers to learning or progression and experience of supporting students to overcome these	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Use of restorative practices and high level of emotional intelligence to establish and maintain positive and effective working relationships with and to advise and support others.	A / I / P
E	SC2. Able to be adaptable to the needs of staff and students	I / T / P
E	SC3. Able to stay calm and work under pressure	I / T / P
E	SC4. IT literate	A / I
E or D	SC5. Able to work well both as a member of a team and using own initiative.	I / T / P
E or D	SC6. Exceptional organisational and administrative skills	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
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I