

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Academic Support Coach - MaPP	
<b>Reports to:</b>		Programme Manager	
<b>Job Grade</b>	T1	<b>Department</b>	

### CORE RESPONSIBILITIES:

1. Plan, prepare and develop teaching and learning resources, including the development of on-line learning resources, for identified modules.
2. Deliver small group sessions across the curriculum using a wide range of teaching methods for identified modules.
3. Complete Arts Award moderator training and act as moderator for the department.
4. Provide feedback to help the learner improve and record learner's progress for identified modules.
5. Create individual learning plans, which include targets.
6. Record and monitor progress against individual targets. Implement interventions where needed for students on identified modules.
7. Provide documentation required in line with quality assurance processes.
8. Inform the review process to develop and improve identified modules, units and course(s).
9. Implement strategies to ensure high levels of retention, achievement, success and attendance for identified cohorts.
10. Build positive relationships with learners and provide support to ensure successful outcomes.
11. Develop and strengthen positive and collaborative relationships with colleagues and other stakeholders
12. Contribute to the marketing of courses, learner IAG and enrolment processes.
13. Maintain, update and develop teaching practice in line with knowledge gained through studies and CPD activities.
14. Regularly evaluate and challenge your practice, values and beliefs
15. Participate in student recruitment activities, including interviews and open evenings.
16. Maintain quality standards.
17. Ensure that effective Induction programmes are delivered for learners.
18. Participate, as appropriate, in the College's examination process.

## **DEPARTMENTAL RESPONSIBILITIES:**

- Support small groups of MaPP learners with vocational assignment and research work.
- Provide 1:1 academic support to learners where needed
- Assist learners with CV writing and UCAS applications
- Track and record student engagement in support sessions
- Act as moderator for the Arts Award programmes

## **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

<b>Job Title:</b>	Academic Support Coach
<b>Department</b>	

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. Studying towards or with a commitment to gaining a L5 teaching qualification within 2 years in post.	A
E	Q2. Relevant highest level vocational qualification or degree in teaching subject	A / C
E	Q3. English and Maths at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above	A / I / C

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Relevant up to date subject knowledge in specific subject area (e.g. Hair and Beauty, Sport)	A / I
D	EK2. Delivery in the Further Education or school sector (PGCE teaching placements/experience would also qualify here) which demonstrates active learning and differentiated teaching styles	A / I
D	EK3. Experience of setting appropriate SMART targets to support the progression of individuals/groups	A / I / T

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Exceptional verbal /written communication and interpersonal skills	A / I / MT
D	SC2. Ability to be adaptable and flexible towards the requirements of different learner needs	A / I / MT
E	SC3. Ability to follow direction and constructive feedback, to help support development as a teaching practitioner	A / I
D	SC4. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	A / I / T
E	SC5. Excellent organisational skills, to ensure deadlines are met	A / I / T

<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
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