

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Coaching Tutor	
<b>Reports to:</b>		Student Development Manager	
<b>Job Grade</b>	T1	<b>Department</b>	

### SPECIFIC RESPONSIBILITIES:

- Deliver high-quality tutorials and enrichment programmes with a broad range of activities designed to develop the knowledge and skills students require for their personal and social development and career progression.
- Create individual SMART learning targets linked to the learner study programme/course.
- Be responsible for a caseload of students and ensure that each one receives tutorials and support that meets their needs, along with sufficient advice and guidance to enable them to achieve and progress.
- Work collaboratively within a curriculum team.
- Motivate and inspire students to achieve targets and develop their skills to enable progression.
- Play a key role in maximising student retention, achievement and progression in line with the college standards and targets.

### CORE RESPONSIBILITIES:

- Deliver high quality, differentiated and personalised tutorial support targeted to the individual needs of learners at different levels within a specified caseload.
- Use coaching techniques that develop student confidence and independence and motivate students to reach their goals and full potential.
- Respond proactively to learner feedback and ensure that all students feel safe and supported and receive the encouragement needed to maximise their participation and enjoyment in learning.
- Provide excellent support, advice and guidance that keeps students on track and promotes good attendance and punctuality, which results in high levels of retention and achievement and progression to positive destinations.
- Liaise closely with curriculum staff and parents about student progress and development and address any learning needs identified.

- Support students with particular needs collaboratively, communicating with learner support and student services specialist staff and external agencies to address any support or development needs as they arise.
- Work closely within curriculum areas to deliver student induction activities and ensure students settle into their study programmes.
- Monitor student attendance and punctuality against College targets and intervene pro-actively if improvement is required.
- Identify and target barriers to learning that affect attendance, retention and conduct, developing a wider understanding of challenging behaviour and considering underlying causes. Implement the Positive Behaviour Policy working collaboratively and sensitively with curriculum managers, tutors, parents/carers and students.
- Use ProMonitor to develop individual learning plans for students and rigorously track their personal and academic progress and development.
- Promote opportunities for internal progression and carry out exit interviews recording student progression and destination information.
- Design and deliver an engaging programme of enrichment sessions that teaches social and emotional skills, attitudes and values, promotes respect, equality and diversity and the skills and knowledge required to progress into employment or further education.
- Integrate enterprise and employability into tutorials to provide students with the skills required to secure employment in the future economy and provide careers, information and advice to enable students to progress to further education or into employment.
- Provide support to students with health, mental health and wellbeing through the tutorial programme to ensure they feel safe and enjoy their college experience.
- Lead on student retention and internal progression within a Curriculum School.
- Deliver sessions on study skills and academic development to help learners with assignment writing and exams.
- Identify and support students at risk for safeguarding reasons, liaising closely with staff who have safeguarding responsibility.
- Ability to participate in evening/weekend work as required
- Any other duties that are specific to the department
- 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*

**Enjoyment**

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

**Passion**

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

**Ownership**

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

**Collaborative**

*Proactively seeking opportunities to create synergies and positive outcomes for all*

**Creative**

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

## Person Specification

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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 personal statement section of 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, R = Reference

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q2. Degree and/or professional Level 5 qualification.	A / C
D	Q3. Level 5 Teaching Qualification or achieve this within two years of appointment.	A / C
D	Q4. Mentoring and/or coaching qualifications.	A / C

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Experience of delivering high standards of student pastoral and academic support.	A / I
E	EK2. Thorough knowledge of tutorial and enrichment processes and understanding about how to maximise the impact of this	A / I

	provision to improve student retention and attainment.	
E	EK3. Knowledge and understanding of student engagement and motivation in a post 16 setting.	A / I
E	EK4. Previous teaching experience in FE and or mentoring/coaching experience.	A / I
E	EK5. Relevant up to date subject knowledge in a specific vocational or academic area delivered by the College.	A / I
E	EK6. Proven experience in developing strategies to improve attendance, retention and success rates.	I
E	EK7. Knowledge and understanding of practice to promote positive social and emotional wellbeing, improving behaviour and supporting students to manage predictable transitions.	I
D	EK8. Previous experience as a Personal Tutor or other pastoral role.	A

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	S1. Proven ability in student target setting, monitoring and reviewing.	A / I
E	S2. Ability to relate to, and work effectively with a broad range of students in Further Education cohorts.	I
E	S3. Exceptional communication and interpersonal skills	A / I
E	S4. IT Literate and able to use computer systems to track and monitor progress	A / I
D	S5. Knowledge and understanding of the needs of a range of College stakeholders e.g. local schools, parents/carers, employers etc.	I

<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