

Group Member:		Leeds City College	
Job Title:		Pastoral and Progression Programme Manager (ESOL)	
Reports to:		Deputy Head and Head of Department	
Job Grade	T4	Department	Adult, Community and ESOL

CORE RESPONSIBILITIES:

1. Coordinate, manage and administer Pastoral Support Programmes and Pastoral Support Plans, liaising with families and external agencies to help students *who are at risk of exclusion*.
 - a. Liaise with Virtual School and social workers to update on individual learner progress.
 - b. Liaise with parents to update on key issues and lead on implementing Parents' Evening.
2. Lead on implementation of EEP (Employability, Enrichment, Pastoral) hours within the Study Programme and manage internal systems to communicate this to the team.
3. Lead on support for SEND and EHCP learners to ensure needs have been identified and interventions actioned.
4. Line manage staff to liaise with external colleagues to support
 - a. the experience of young people who may have had significant trauma and loss and may have a range of care experiences e.g. foster, kinship, residential etc
 - b. the potential impact of trauma and the barriers (environmental and personal) which may prevent participation in learning, training and work
 - c. the challenges of independent living for care leavers
 - d. the specific needs of new arrivals, refugees and asylum seekers
5. Ensure access to welfare support, financial resilience and economic wellbeing
6. Be a designated safeguarding officer
7. Monitor progress, attendance, student experience and outcomes for the cohort, and liaise with identified teachers / tutors where issues may arise
8. Maintain accurate case notes on support and interventions using Promonitor, ProSolution and / or CPOMSManage activities and strategies to ensure the high retention, achievement, success and attendance rates for identified courses are reached.

WHERE TEACHING OR FACILITATING IS REQUIRED

1. Programme Managers may also be required to teach as part of the role Deliver and assess essential knowledge and understanding to learners.
2. Manage the planning, preparation and development of schemes of work, lesson plans, teaching and learning resources and assessment plans.
3. Manage the process of creation of individual SMART learning targets linked to learner study programme/course to ensure groups of learners are on track to achieve their potential.
4. Manage the recording of student progress and to ensure that individual and group learner targets are being met.
5. Lead activities to ensure effective planning of PSHE resources, *preparation & development of schemes of work, lesson plans (remove as not used?)*.
6. Ensure effective delivery of PSHE sessions across the curriculum and lead on quality assurance that mandatory topics are covered.
7. *Lead and manage the development & employment of assessment activities for identified courses.*
8. *Lead and manage the assessment of student work, feedback to help learners improve & record learner's progress for identified courses.*
9. Lead and manage the creation of targets, recording & monitoring of progress against them. Implement interventions where needed for identified courses.
10. Lead and manage quality assurance processes.
11. Inform the review process to develop & improve identified course(s).
12. Be responsible for the retention, achievement, success & attendance for identified courses.
13. Build positive relationships with learners & provide support to ensure successful outcomes.
14. Contribute to the marketing of courses, learner IAG & enrolment processes.
15. Participate in student recruitment activities, including interviews and open evenings.
16. Participate, as appropriate, in the College's examination process.
17. Participate in pastoral requirements such as monitoring communal areas, attending trips and provision events.
18. Conduct student disciplinary and intervention meetings. Support staff with the college's Behaviour policy to advise on appropriate actions.
19. Ensure that effective Induction programmes are in place for learners, including LSF and Bursary Fund assessments.
20. Lead on Careers and Work Experience programme to implement Gatsby Benchmarks and use of Navigate online careers system.

DEPARTMENTAL RESPONSIBILITIES:

- Responsible for retention, achievement, attendance and positive progression rates for the department.
- Establish and maintain a high profile across the department through the use of a range of strategies and tactics to support positive behaviour.
- Provide a safe and caring environment where students are able to come and discuss concerns and where emotional and educational needs can be met.

- Develop strategies that monitor student attendance in liaison with the department's attendance officer, helping to identify students who require intervention and support, enabling the department to maintain and improve on its attendance rates.
- Provide training for other members of staff with regards to positive strategies for improving behaviour
- Oversee cross cutting themes for the department, such as work experience, disciplinaries, safeguarding etc.
- Support SEND learners with assessment and internal support processes.
- Keep accurate and timely logs of students and incidents of poor behaviour that have led to suspension and exclusion.

RELATIONSHIPS

- Responsible for fostering positive relationships across the department.
- Maintain and develop effective communications and links with parents to provide positive responses to concerns and problems.
- Develop and maintain positive links and relationships with the community and all external agencies.
- Monitor the standards of behaviour and achievement across the department and intervene and support as necessary.
- First point of contact and liaison between families and other children's agencies, such as social and health services.
- Implement the college behaviour policy and deal with student behaviour issues.

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

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Department	ESOL

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
D	Q1. Holds a relevant L5 Qualification or willing to work towards	A / C
D	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
E	Q4. Relevant up to date subject knowledge and recent delivery in the Further Education or department sector.	A / I / P
E	Q5. Holds a relevant level Teaching Qualification or willing to work towards	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Relevant experience, knowledge and skills to enable delivery of a range of levels across the curriculum, which demonstrates active learning and differentiated teaching styles.	A / I / MT
E	EK2. Experience of positively managing student and group progression, advice and guidance in a department or Further Education setting	A / I
E	EK3. Experience developing creative learning materials for groups of learners	A / I / MT
E	EK4. Substantial experience of undertaking internal verification and moderation activities	A / I
E	EK5. Proven commitment to continuous professional development	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Ability to develop and deliver strategies to improve retention, achievement, success and attendance rates for groups of learners	A / I
E	SC2. Ability to plan and deliver quality teaching across identified cohorts	A / I
E	SC3. Ability to work as a pro-active and supportive member of a team, with skills to lead in a particular area of the curriculum	A / I
E	SC4. Ability to inspire and motivate learners to achieve their best	A / I / MT
E	SC5. Exceptional verbal /written communication and interpersonal skills	A / I / MT

E	SC6. Ability to provide productive insight into the review process and development of identified courses	A / I
D	SC7. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	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	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I