

# Progress Tutor

## *Job Description and Person Specification*

*June 2024*

|                        |                                 |
|------------------------|---------------------------------|
| <b>Post Title:</b>     | Progress Tutor                  |
| <b>Accountable To:</b> | Head of Alliance                |
| <b>Location:</b>       | Elliott Hudson College          |
| <b>Scale</b>           | SOI SCP 23-25 (£28,423-£30,079) |

## Job Description

### Purpose

The purpose of this post is to provide high quality and personalised pastoral support to the young people of the College, with the overall objective of securing the best possible academic outcomes for all students. Progress Tutors are achievement focused and accountable for the students in their care. Progress Tutors will be empowered to make decisions that will improve student performance in terms of academic achievement. At Elliott Hudson College we are clear that academic achievement is the key to social mobility and unlocking the door to careers of worth and significance. We will not allow disadvantage, in any form, to act as an excuse for lower expectations. This role will demand that tutors not only get to know students really well but are proactive in developing strategies to raise the attainment of individual students.

Progress Tutors will work closely with Alliance Leaders to ensure that all students have access to high quality, personalised support and that the achievement and progress of students is closely monitored and discussed with the student. The tracking of attendance and ensuring the safeguarding of students will be a key priority within this role and therefore it is essential that you are able to form positive relationships with Parents and Carers. Progress Tutors will contribute to the planning and delivery of the College's assembly and tutorial programme that aims to reinforce the core principles of spiritual, moral, social and cultural values as well as provide informed and up to date careers and UCAS guidance.

The ability to care for, empathise and really get to know our young people is a must. As a Progress Tutor you will become a 'critical friend and a professional mentor', you will walk alongside an individual young person for the two years that they are with us. You will become a powerful advocate for your students and have the opportunity to become a significant, positive influence and role model for them. Your role is central to our mission to raise aspiration and achievement in the communities that we serve.

Members of staff should at all times work within the framework provided by the College's policy statements to fulfil the general aims and objectives of the College's Strategic Plan.

### Post-specific responsibilities

- a) Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- b) Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
- c) Track the progression of all students and identify and implement bespoke support strategies for those students identified as at risk of underachievement.
- d) Design opportunities for students to develop positive habits and characteristics which will form the bedrock of their academic success.

- e) Make effective use of an appropriate range of tracking, monitoring and recording systems to build a detailed and personalised knowledge and understanding of all students, thus allowing bespoke care, advice and guidance.
- f) Provide students, colleagues, and parents/carers with timely, accurate and constructive feedback on learners' attainment, progress, areas for development and areas of concern.
- g) Support and guide students so that they can reflect on their progress, identify personal targets for improvement and encourage them to develop aspirational goals.
- h) Manage students' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour, in line with the College's behaviour policy.
- i) Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

### **Pastoral and Safeguarding responsibilities**

- a) To make effective use of an appropriate range of tracking, monitoring and recording systems to build a detailed and personalised knowledge and understanding of all students, thus allowing bespoke care, advice and guidance.
- b) To effectively utilise systems that systematically monitor and promote outstanding levels of attendance for all students.
- c) To establish a purposeful and safe environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of young people, so that all students feel secure and sufficiently confident to make an active contribution to College life.
- d) To promote the effective use of systems that constructively manages students' behaviour by establishing and maintaining a clear and positive framework for behaviour, in line with College policy.
- e) To know when to draw on the expertise of external agencies, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and guidance.
- f) To understand how young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

### **Academic Responsibilities**

- a) Have a good, up-to-date working knowledge and understanding of the University admissions process UCAS, and an ability to give advice on high quality personal statements.
- b) Have an awareness of the assessment requirements and arrangements for A Level, Vocational and Technical qualifications and an ability to support students preparing for these assessments.
- c) Know how to use performance data to identify young people at risk of underachievement.
- d) Know how to use skills in literacy, numeracy and ICT to support their role and wider professional activities. To model good standards of literacy to students.
- e) Understand how young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

- f) Know how to make effective personalised provision for those in their year group and how to take practical account of diversity and promote equality and inclusion in their work.

## Other Responsibilities

### Developing professional and constructive relationships

- a) Have a commitment to collaboration and co-operative working.
- b) Support the recruitment and retention of students' consistent with the published admissions policy and capacity of the college.
- c) Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- d) Take part in marketing and liaison activities such as Open Evenings, Parent's evening and liaison events taking responsibility for promoting the Alliance.
- e) Establish and develop effective team working practices.
- f) Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- g) Be able to prioritise, be efficient and meet deadlines.

### Working within the law and frameworks

- a) Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- b) Know how to identify potential child abuse and follow safeguarding procedures.
- c) Read and implement the College's key safeguarding materials which include:
  - a. The Child Protection Policy
  - b. The Behaviour policy
- d) Familiarise yourself with the content within Appendix A of: *'Keeping Children Safe in Education'*
- e) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- f) Members of staff should always work within the framework provided by the College's policy statements to fulfil the general aims and objectives of the College.

### Developing practice

- a) Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.).
- b) Recognise the importance of self-evaluation in raising standards.
- c) Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

### Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

### Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

*We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.*

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.**

## Person Specification

|  | Essential | Desirable |
|--|-----------|-----------|
| <b>Qualifications</b>  |           |           |
| A relevant Level 4 Qualifications or willingness to work towards.                                      | ✓         |           |
| Relevant Honours Degree  |           | ✓         |
| Evidence of involvement in relevant CPD  |           | ✓         |
| <b>Training, Experience and Knowledge</b>  |           |           |
| Good understanding and knowledge of statutory safeguarding requirements.                               | ✓         |           |
| Knowledge of external agencies and how these can support a wide range of student needs.                | ✓         |           |
| Understanding of the Post 16 Educational Landscape   | ✓         |           |
| Ability to form meaningful relationships with young people in the 16-19 age range.                     | ✓         |           |
| Knowledge of SMSC priorities for Post 16 students  | ✓         |           |
| Knowledge of progression pathways for Post 16 students   | ✓         |           |
| Knowledge and understanding of the ethos of Elliott Hudson College and a commitment to our core values | ✓         |           |
| Knowledge of progression pathways for Post 16 students   | ✓         |           |
| Knowledge of the challenges of pre-16 and post-18 education.   |           | ✓         |
| An understanding of associated external agencies and avenues to support young people.                  | ✓         |           |
| Knowledge of strategies that promote a positive climate for learning within a college.                 |           | ✓         |
| Understanding of the UCAS Process  |           | ✓         |
| Knowledge of supporting students with SEND   |           | ✓         |

|   |   |   |
|---|---|---|
| Ability to provide a safe environment to ensure the physical and psychological safety of the students       | ✓ |   |
| Genuine passion and a belief in the potential of every student  | ✓ |   |
| Good communication, planning and organisational skills  | ✓ |   |
| Able to assess college-based assessments accurately and identify strategies for improvement.                | ✓ |   |
| Ability to evaluate and strengthen intervention strategies that bring about rapid improvement               | ✓ |   |
| Ability to work flexibly and under pressure   | ✓ |   |
| Highly motivated with the ability to plan, problem-solve and negotiate                                      | ✓ |   |
| <b>Experience</b>   |   |   |
| Successful delivery of high-quality tutoring and pastoral care sessions for Post 16 students.               |   | ✓ |
| Experience of offering information, advice and guidance to young people.                                    | ✓ |   |
| Evidence of work demanding significant organisational skill, with an eye for detail                         | ✓ |   |
| <b>Personal Qualities</b>   |   |   |
| A passion for education and making a difference   | ✓ |   |
| Excellent communicator  | ✓ |   |
| Pleasant, polite, and friendly manner   | ✓ |   |
| Reliable and punctual   | ✓ |   |
| A commitment to working as part of the whole college team and supporting the vision and aims of the academy | ✓ |   |
| To have high aspirations but to manage those with pragmatism  | ✓ |   |
| To have the ability to win the respect of colleagues and students alike                                     | ✓ |   |
| Energetic, enthusiastic and hard-working  | ✓ |   |
| Highly motivated, ambitious, and upbeat.  | ✓ |   |
| Calm under pressure   | ✓ |   |
| Flexible and collaborative  | ✓ |   |
| Take responsibility for own professional development as identified with the line manager.                   | ✓ |   |
| <b>Continuous Professional Development</b>  |   |   |
| Evidence of commitment to personal development  | ✓ |   |
| <b>Other Conditions</b>   |   |   |
| Enhanced DBS Clearance  | ✓ |   |

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