

Job Description

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| Directorate | Curriculum & Quality |
| Department | Higher Education |
| Section | Higher Education |
| Job Title: | Student Engagement Officer |
| Grade: | Academic Qualified |
| Reports To: | Higher Education Academic Lead |
| Responsible For: | N/A |

Teaching Commitment: Up to 736 hours per year

Key Responsibilities

Work with the HEAL (Student Experience) and HEAL (Standards) in order to:

- Implement outstanding HE pastoral support and guidance including innovative pastoral strategies, which are responsive to students' needs.
- Implement the HE Tutorial Policy in order to meet HE KPIs for attendance, success, attainment and progression.
- Coordinate and provide high quality academic study support to students within HE.
- Facilitate the career readiness HE strategy.
- Track the student life-cycle with regards to Value Added, Learning Gain and Access and Participation Plan actions.

Key Accountabilities

- Provide a first point of contact for students regarding pastoral support requirements
- Co-ordinate the effective monitoring of student attendance, including the identification of vulnerable / at risk students and appropriate follow up procedures
- Advise students in terms of late submissions, extenuating circumstances and suspension of studies applications
- Meet students individually to provide support in cases where students are encountering difficulties arising from medical or adverse personal circumstances, where necessary, referring students to appropriate College staff / outside agencies
- Provide an effective referral system for students requiring specialist support and guidance
- Aid the development and maintenance of a pastoral care systems for all HE students including, but not limited to, schemes of work, tutorials, PDP, admissions, induction welfare and discipline
- Facilitate HE Student Voice activities
- Liaise with learner support to ensure needs of supported students are met
- Provide advice on study skills to all teaching staff
- Design and deliver study support sessions to meet the varying needs of students
- Hold drop in sessions for students to advise and support on academic issues as appropriate
- Organise and deliver regular study support sessions

Key Tasks:

Quality of Education

- Develop and use high quality resources and teaching materials, both physical and virtual, which meet course specifications and learning outcomes.
- Use technology effectively, including the College's virtual learning environment, to enable

independent learning.

- Keep up-to-date with relevant course subject matter, industrial and commercial developments, course examination and assessment requirements and relevant legislation.
- Ensure all lessons commence promptly in accordance with the timetable and all teaching time is fully utilised to maximise learning.
- Maintain a teaching environment which allows students to focus on learning that reflects the ambitious intentions for the curriculum.
- Use initial and continuous assessment to accurately determine students' starting points and understanding, and use this information to plan lessons that support substantial and sustained progress to be made.
- Take part in the College's quality assurance processes – for example, the Course Review and self-assessment process – and prepare relevant information and statistics as required.

Behaviour and Attitudes

- Consistently apply College standards, encouraging positive behaviour to promote high expectations of all learners and supporting the development of a College culture which is free from bullying, harassment or discrimination.
- Maintain a fair and disciplined learning environment, setting clear expectations for behaviour and addressing concerns in a timely manner following College policies and procedures.
- Consistently challenging lateness and attendance concerns, working with learners to build resilience and find solutions to individual challenges, directing learners to relevant College support services, if relevant.
- Embed career-related employability skills through high quality teaching and learning to support progression.
- Identify and support internal and external activities and events which provide opportunities for students to further develop their skills, knowledge and social responsibility.

Personal Development

- Participate in the development of external partnerships in order to enrich teaching and learning and enable students to develop knowledge and skills beyond the qualification.
- Provide opportunities for students to develop their character, confidence and resilience to promote physical and mental wellbeing.
- Work with staff from Student Experience to ensure that students' attendance and learning gain to centralised personal development sessions is maximised.

Other

- Participate in school liaison work, meetings with employers, examination board moderators/assessors/verifiers or representatives of Higher Education, as required.
- Assist in admissions activities such as open events, student experience days and employer engagement events.
- Collaborate with the College's Marketing team to celebrate student achievements.
- Ensure the timely and accurate completion of MarkBook, registers and other relevant systems.
- Undertake cross-College exam invigilation as required.

Role Impact:

Successful delivery of the role will impact most significantly on the achievement of the following Strategic Aims:

- The 'Curriculum' Aim: Provide a challenging, well-thought-out and evidence-based curriculum offer that reflects local need and is implemented with integrity and in the best interest of all learners.
- The 'Teaching' Aim: Deliver fun and unmissable lessons that learners enjoy, attend and

which support them to make progress and achieve their potential

Special Features:

Undertake teaching on a maximum of two evenings per week if required.

Miscellaneous:

You have a legal duty, so far as is reasonably practicable, to ensure that you do not endanger yourself or anyone else by your acts or omissions. In addition, you must cooperate with the College on health and safety matters and must not interfere or misuse anything provided for health, safety and welfare purposes.

You are responsible for applying the College's Equal Opportunities Policy in your own area of responsibility and in your general conduct.

You have a responsibility to promote high levels of customer care within your own areas of work.

You are required to participate with the Appraisal process, engaging in the setting of objectives in order to assist in the monitoring of performance and the achievement of personal development.

Such other relevant duties commensurate with the post as may be assigned by your Manager in agreement with you. Such agreement should not be unreasonably withheld.

Review:

This is a description of the job as it is presently constituted. It may be reviewed and updated from time to time to ensure it accurately reflects the job required to be performed, or to incorporate proposed changes.

Person Specification

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|---------------------|----------------------------|
| Job Title: | Student Experience Officer |
| Directorate: | Curriculum & Quality |
| Department: | Higher Education |
| Section: | Higher Education |



In order to be short-listed you must demonstrate that you meet all the essential criteria and as many of the desirable criteria as possible. Where we have a large number of applications that meet all of the essential criteria, we will use the desirable criteria to produce the shortlist.

All disabled candidates who meet the minimum essential criteria will be included on the shortlist

| | Attributes | Item | Relevant Criteria | How Identified | Essential/ Desirable |
|---|-----------------------------|------|--|----------------|----------------------|
| 1 | Skills & Abilities | 1.1 | Ability to provide clear, direct and constructive written and verbal feedback which enables students to embed and develop their knowledge and skill. | T | E |
| | | 1.2 | Ability to deliver well planned, fun and unmissable academic study support and group tutorial sessions. | T | E |
| | | 1.3 | Ability to maintain a disciplined learning environment promoting high expectations of all students. | I | E |
| | | 1.4 | Ability to work independently and as part of a team in order to deliver individual and team objectives. | I | E |
| | | 1.5 | Competent in the use of technology to underpin learning and assessment and support the development of independent learning. | I | E |
| 2 | General & Special Knowledge | 2.1 | Understanding of teaching and learning support mechanisms and strategies. | A/I | E |
| | | 2.2 | Knowledge of key issues affecting both traditional and non-traditional HE student groups. | A/I | D |
| | | 2.3 | Knowledge of support networks and processes relevant to the educational environment, preferably Higher Education. | A/I/P | E |

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|-------------|-----------------------|-----|--|----------------------|---|
| | | 2.4 | Knowledge of supportive technology applications available to students. | A/I | E |
| 3 | Education & Training | 3.1 | An appropriate Honours Degree or relevant support qualification. | A/C | E |
| | | 3.2 | A Cert Ed or equivalent. | A/C | E |
| | | 3.3 | Level 2 English and Maths qualifications (or equivalent) | A/C/T | E |
| 4 | Relevant Experience | 4.1 | Experience of student support and welfare procedures within an HE, or similar, environment. | A/I | E |
| | | 4.2 | Experience of using electronic tracking/ monitoring systems. | A | D |
| | | 4.3 | Relevant office administrative experience. | A/I | E |
| | | 4.4 | Experience of designing and delivering study support material and guidance. | A/I | E |
| | | 4.5 | Experience of marketing and promoting projects/ activities. | A | D |
| | | 4.6 | Experience of working with students with specific learning differences. | A | D |
| | | 4.7 | Experience of delivering training/ supporting staff and students in assistive technology and support applications. | A | D |
| 5 | Special Requirements | 5.1 | Possess a clean driving licence | C | D |
| Key: | How Identified | | A | Application | |
| | | | I | Interview | |
| | | | T | Test | |
| | | | C | Copy of Certificates | |
| | | | P | Presentation | |