April 2017

**Dear Applicant**

**Re: Opportunities for Personal Mentors, Progress Coaches and Additional Learning Support Assistants.**

I am delighted that you have chosen to find out more about these roles within our Sixth Form College.

Sir George Monoux is situated in the North East London Borough of Waltham Forest on a single site in Walthamstow. Around 1,700 students attend the College all of whom are aged 16-19 and are on full time courses. We serve a wide catchment area, however 50% of our students live in the neighbouring boroughs of Newham, Haringey, Hackney, Enfield and Tower Hamlets.

Following recent changes in leadership we have embarked on an ambitious journey to transform the College, refocussing what we do and how we do it with a renewed passion for excellence in teaching and learning and changing the way we motivate and support our students to succeed.

Our 2017-2020 Strategic Plan sets out our goals to deliver a significant and long-standing positive impact on our students and their future careers. Our mission is to propel our students to develop the skills and personality that will bring success in the future. To achieve this mission we need our people to have an uncompromising determination to unlock their potential.

The College has recently re-organised the curriculum delivery model to provide more coherent progression pathways. To support this change we have introduced the roles of Personal Mentor, Progression Coach and Additional Learning Support Assistant. Further information on each of these roles is found below.

**Personal Mentor**

Personal Mentors work across all curriculum pathways building students’ ability to make positive choices and define for themselves powerful and motivational personal strategies for success.

Day to day, you will have a caseload of students and will need to prioritise your workload in order to support those learners whose progress and learning is being affected by personal challenges and self-limiting behaviours. Clearly, safeguarding issues will be foremost in your mind and assisting in this area of work is a one of the main priorities for this role. Effective prioritisation will require your flexibility and ingenuity and you will have considerable scope to create innovative approaches to mentoring. As Mentor you will need an ability to “close the loop” on support offered. The loop is closed, typically, when a student can “do it for themselves”.

Your time therefore will largely be spent working with and motivating students. This does not imply working uniquely on a 1-1 basis, nor does it imply working primarily with learners who are poor attenders. As a team, the Mentors will organise well-judged group activities in addition to the 1-1 work and will play a key role in induction, enrichment activities, parents’ evenings, organised workshops / talks in lunchtimes and collaborating on celebratory events. The journey starts at induction as this role is key to identifying the best strategies to help students make a successful start to their studies. As a Mentor you will help deliver this support throughout the course of the year to enable students to achieve their potential.

**Progress Coach**

Progress Coaches build students’ ability to study successfully, meet challenging targets and prepare themselves to progress into further study or employment. As a Coach you will guide students on approaches to learning with a strong emphasis on building independence and resilience. As with the Personal Mentors, a key principle is that students should arrive at the point where they can “do it for themselves” but with an emphasis on planning, research, meeting deadlines and having ambitious targets.

Progress Coaches are linked to a specific curriculum pathway, but work collaboratively with other Coaches across the College in order to maximise the impact of this role. As a team, the Progress Coaches work innovatively and creatively to design workshops for students as well as drop-in support sessions for students’ academic work and revision workshops.

You will often spend time in classrooms to understand the learning aims of students, networking with teachers in a curriculum pathway. You will also have the opportunity to develop and oversee pathway-themed zones in our Learning Resource Centre, each zone having its own unique character, functionality and materials focussed around the curriculum offer to create a focused, relevant and motivational space for independent learning.

**Additional Learning Support (ALS) Assistant**

As an ALS Assistant you provide highly specialist support for students with learning needs and difficulties to enable their time at the College to be successful. These roles provide more specialist support for students with specific learning difficulties such as dyslexia and dyspraxia.

To be successful in this role you will need to understand the individual needs and preferences of students, selecting and adapting tasks, resources and learning activities to generate positive engagement. We also want you to further improve the support provided to students as they make the transition from School to College through effective networks with school SENCOs.

As an ALS Assistant you could be undertaking classroom work to support individuals / groups of students or monitoring student progress towards agreed targets and taking remedial action, in collaboration with others, to secure positive outcomes.

A good understanding of the needs of students is essential. Working as part of a team, you will need to be an effective communicator who is able to adapt their style to interact effectively with students who have learning, emotional or behavioural difficulties.

I hope that you see these roles as an exciting opportunities to develop your career in a positive, supportive and forward looking organisation. This is a perfect time to join our College as we transform how we motivate students and support learning, and as such I look forward to receiving your application in due course.

Yours sincerely

**Dave Vasse**

Principal