

## JOB DESCRIPTION

**JOB TITLE:**

Progress & Achievement Coach

**SALARY GRADE:**

SO2

**HOURS:**

Full Time, 38 weeks per year (Term-time only + 2 weeks)

Part Time\_38 weeks per year (Term-time only + 2 weeks)

**LOCATION:**

Southgate Electrical  
Southgate Engineering & IT  
Southgate Sport  
Colindale Construction  
Wood Street Science

**PURPOSE OF POST:**

- To provide pastoral tutorial support to designated groups of students
- To provide support in small groups, workshops and through enrichment to maximise engagement with learning opportunities
- Deliver high quality tutorial and enrichment programmes to positively promote achievement and progression of students.
- Ensure vulnerable learners are identified, monitored and reviewed regularly in order to maximise achievement and retention, contributing to the reduction in achievement gaps.
- To provide students with support on a 1:1 basis through interventions and ILPs.
- To enhance students' skills and knowledge relating to good mental health, positive attitudes, effective self-management and engagement with their programme including Maths and English.
- To support a caseload of students by developing and delivering support strategies to raise students' achievements and success.

**RESPONSIBLE TO:**

Head of Student Services

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## **Main Duties:**

1. To provide high quality tutorial support to foster and build partnerships of trust and support where students feel safe, secure, confident, valued and are encouraged and motivated to learn.
2. Facilitate a high degree of effective and efficient support to students through the delivery of 1:1's, small group work, enrichment activities and the delivery of workshops in order to remove barriers, develop self-awareness, student independence and a relentless focus on achievement to help them to achieve or exceed course and individual targets. This will include their main course, English and maths, enrichment and study skills.
3. Facilitate individual student achievement and progression by empowering each student to take responsibility for their own learning and help them set realistic personal targets which provides inspiration and motivation to help build confidence, independence, enjoyment and success.
4. Ensure individual SMART targets are set, monitored and reviewed with each student and relate to progress in all elements of the study programme
5. Promote, encourage and facilitate wider learning opportunities which broaden learning and self-development
6. Facilitate the development of study skills, revision techniques, assessment techniques and critical thinking skills.
7. Be responsible for your own caseload of students and work collaboratively across college to provide a consistently high level of support both pastoral and academic.
8. Communicate effectively with curriculum staff to implement learning plans that meet the specific needs of individual learners to secure outstanding retention and achievement.
9. Ensure accurate record keeping, followed-up and maintained in line with college policies, safeguarding and data protection
10. Use dynamic coaching techniques to effectively respond to the individual needs of students and develop a range of interventions to support students
11. Monitor and maintain accurate records of student attendance, progress, action planning, learning support and 'at-risk' indicators.
12. Ensure timely intervention and pro-active actions are taken for students at risk, including regular 1:1s and communication with parents/carers.
13. Explore and agree actions to address issues affecting learning such as low motivation, poor attendance or poor performance.
14. Work to improve student well-being and support students who present with mental health, wellbeing issues and other specific needs, as appropriate, including signposting or referral to internal and external support and agencies.
15. Liaise with colleagues and partners to ensure support transition for students.
16. Promote, maintain appropriate behaviours and respond to behavioural issues, attendance and punctuality and ensure appropriate support is in place to address issues.
17. Develop and encourage an aspirational culture of achievement and success
18. Liaise with curriculum staff, internal and external partners to support students
19. Monitor student attendance and punctuality against College targets and intervene proactively if improvement is required.

20. Ensure vulnerable 'at risk' students are identified, monitored and reviewed regularly in order to maximise achievement and retention, contributing to the reduction in achievement gaps.
21. Provide targeted support for all students at risk of under-achievement, working collaboratively with support functions and curriculum areas in nurturing and facilitating progression of every learner to reach their full potential. Signposting to specialist support where appropriate.
22. Ensure compliance with quality targets
23. Develop specialist knowledge and links in one or more curriculum areas
24. Signpost to relevant specialist services and partners
25. Ensure that information, advice and guidance to students contribute to a positive student experience
26. Contribute to tracking of student progress through 1:1 meetings and the use of ProMonitor, eILPs and Markbook to rigorously track student's personal and academic progress and development, ensuring they are on track to achieve their target grades.
27. Deliver student induction activities and ensure that students settle into their study programmes effectively.
28. Carry out exit interviews and monitor and record all student destinations.
29. Work with other members of the Student Services team to monitor and track outcomes and destinations for students
30. Support students' use of online resources including the student intranet (iLearn) and O365
31. Be an active member of the Student Services Team
32. Keep own knowledge, skills and practice up to date by continually using and recording the use of a range of resources
33. Apply new knowledge and skills to consolidate learning, improve own practice, and review the effectiveness of newly acquired skills
34. Support curriculum to deliver a positive induction

### **General duties and responsibilities**

1. To provide a helpful, professional and flexible service to internal or external customers of the department or the College.
2. To act in accordance with college values and positively represent Barnet and Southgate College in all aspects of your work.
3. To operate in accordance with the College's policies and procedures.
4. To act in a safe manner which safeguards the health and safety of yourself and others.
5. To maintain up-to-date knowledge of developments and best practice in your area to provide sound professional advice to the staff.
6. To be aware of equality and diversity, the needs of customers and students and demonstrate these principles in all aspects of your work.
7. To be familiar with and comply with the College's safeguarding requirements which protect the welfare of children and vulnerable adults.
8. To participate in and take responsibility for your own learning and development
9. To provide cover or support for other members of your team and undertake any other duties required by your line manager appropriate to your position within the

organisation. This includes attending other Barnet and Southgate College campuses if required.

NOTE: Please be aware that the duties and responsibilities outlined above are not exhaustive, nor are they shown in the order of priority or frequency. They may be varied from time to time after consultation with the post holder. You may, from time to time, be required to work in the evenings or at the weekends

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## Person Specification

### Progress & Achievement Coach

CRITERIA	Essential	Desirable	Method of Assessment A – Application Form I – Interview T – Activity P - Presentation
<b>Qualifications</b>	Relevant Level 3 qualification		A
	GCSE Maths & English A-C or equivalent		A
	L3 Award in Education or equivalent		A
<b>Experience</b>	Proven successful experience of supporting students in a similar role		A/I/P
	Experience of tracking young people/adults and supporting them to achieve positive outcomes		A/I
	Proven experience of developing and maintaining partnership working		A/I
	Experience of managing a caseload of students		A/I
	Experience of delivering workshops		A/I/T/P
	Experience of setting smart targets and demonstrating the progression of students in your caseload		A/I/T/P
	<b>Skills</b>	IT literate with sound working knowledge of Microsoft Office packages and packages specific to role	
Ability to collect and report data in a timely manner to allow qualitative and			A

<b>CRITERIA</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b> A – Application Form I – Interview T – Activity P - Presentation
	quantitate analysis of the quality of the service delivered		
	Ability to demonstrate compassion and resilience		A/I
	Effective written and verbal communication skills at all levels		A/I/T/P
	Able to manage and prioritise own workload to ensure deadlines are met accurately		A/I
	Demonstrate creativity and flexibility in approach to supporting students		A/I
	Ability to make decisions and advocate on the students behalf		A/I/T
<b>Knowledge</b>	Good knowledge of issues and barriers that young people face		A/I/T
	Demonstrate understanding of the support required at the correct level for the varying student needs		A/I/T/P
	Good knowledge of safeguarding concerns and processes to support		A/I/T/P
<b>Personal Attributes</b>	Evidence of commitment to own continuous professional development (please give information about your CPD during the past 2 years)		A
	Ability and willingness to travel		A

CRITERIA	Essential	Desirable	<b>Method of Assessment</b> A – Application Form I – Interview T – Activity P - Presentation
	and work at all main College campuses		
	Demonstrate high levels of confidentiality		A/I

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### Alignment of tasks

Task	Tutor	Teacher
Tutorial sessions	Plan and deliver pastoral tutorial sessions	
Progress reviews	Complete the summative element of the progress reviews at three points throughout the academic year.	Complete the Teacher element of the progress reviews at three points throughout the academic year.
Attendance		
EHCP		

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