



JOB DESCRIPTION

Oldham College

Job Title:	School Link Coach		
Department:	Pathways	Job Ref:	
Grade:	18 - 22A	Position Type:	Permanent
Responsible to:	Head of Faculty	Responsible for:	NA

Job Description

Main Purpose of Role

To work in partnership with local secondary schools to deliver targeted, high-quality learning sessions that support learners' successful transition into further education, particularly within Foundation Learning pathways. To prepare and inspire prospective students by addressing barriers to engagement, supporting personal development, and building confidence and readiness for college life. To track and monitor learner engagement and progress during transition activities, adapting approaches to meet individual needs. To liaise closely with school staff, parents/carers, and college teams to provide consistent support, share learner information, and ensure a smooth, positive transition experience. To contribute to the development of inclusive transition programmes and resources and support the planning and delivery of activities that promote inclusion, aspiration, and progression into FE

Main Duties and Responsibilities

Planning

- Plan and prepare targeted intervention activities, contributing to the full planning cycle including lesson planning, resource development, and ongoing evaluation of lessons.
- Develop independent learning opportunities that support learners' progress, focusing on their social, emotional, and academic development.
- Work collaboratively to adapt learning plans and teaching materials to meet the needs of learners with diverse abilities and challenges.

Teaching and Learning

- Deliver intervention sessions to small groups and individuals, addressing specific skills gaps and providing tailored support.
- Provide constructive, detailed verbal and written feedback on learner progress, identifying areas for improvement and next steps.
- Ensure familiarity with Individual Learning Plans (ILPs), learner targets, and relevant schemes of learning.

- Promote inclusion, ensuring all learners, including those with special educational needs (SEND) and disabilities, feel supported and engaged in lessons.
- Implement behaviour management strategies in line with college policy to create a positive learning environment and encourage respectful interaction.
- Create and manage a supportive learning environment and ensure resources are used safely and effectively.
- Encourage and reinforce learners' self-esteem, fostering independence and celebrating achievements.
- Support and facilitate parent involvement in learners' educational journey, leading or contributing to meetings about learner progress and well-being.

Monitoring and Assessment

- Regularly evaluate learners' progress through assessments and adapt teaching methods where necessary to meet individual and group needs.
- Track and monitor learners' participation and progress, providing feedback and guidance for improvement.
- Assist in maintaining accurate records of learners' progress and support in analysing data to identify areas for further support.

Behavioural and Pastoral

- Recognise and address incidents of bullying, discrimination, or any form of abuse, ensuring adherence to college policies and promoting a safe, inclusive environment.
- Implement child protection procedures and support vulnerable learners in accordance with legal responsibilities.
- Provide pastoral support, addressing students' emotional and social needs to foster a positive learning experience.
- Maintain constructive relationships with parents and carers, supporting them in their child's learning and attendance, and linking home and college to improve learner outcomes.

General

- All employees of Oldham College Corporation are required to actively promote and work within the policies, procedures, regulations and codes of conduct of the Corporation.
- All employees of the Corporation are required to work within and contribute to the achievement of the College strategic plan.
- To undertake such other duties that may be reasonably required commensurate with grade.
- Be committed to personal professional/vocational development and participate in the College's appraisal process and training and development activities as required. All employees of the Corporation are required to undertake such professional development and skills updating as required by the College and/or required by the changing demands of their role.
- To work flexibly, which may include evenings, open days, and possibly weekends.

Equality and Diversity

- It is the responsibility of the post holder to promote equality and diversity throughout the College.
- The postholder will undertake their duties in full accordance with the College's policies and procedures relating to equal opportunity and diversity.

Health and Safety

- To promote health, safety and welfare throughout the College.
- To undertake their duties and responsibilities in full accordance with the College's Health and Safety Policy and Procedures.

Safeguarding Children and Vulnerable Adults:

The College is committed to providing a safe environment in which children, young people and vulnerable adults can develop educationally, socially and emotionally, free from abuse, and expects all members of staff to share this commitment.

- It is the responsibility of the post holder to commit to safeguarding and promoting the welfare of children and vulnerable adults within the College.
- The post holder will undertake their duties in full accordance with the College's policies and procedures relating to safeguarding and promoting the welfare of children and vulnerable adults, e.g., dealing with learner issues i.e., safeguarding and referring on to specialist staff.
- This position is subject to an enhanced criminal records check from the Disclosure & Barring Service (DBS) and will be subject to satisfactory clearance of this check.
- If this position is classed as Regulated Activity, it is subject to an Adult & Child barring check.

This job description is a summary of the key areas of responsibility. It is not a definitive list. The details contained in this job description, particularly the principal accountabilities, reflect the content of the job at the date the job description was prepared. It should be remembered however, that over time, the nature of individual jobs will inevitably change; existing duties may be lost, and other duties may be gained without changing the general character of the duties of the level of responsibility entailed. You are required to work flexibly to meet the needs of the service and along with your line manager, make suggestions to vary the scope and application of your responsibilities within a reasonable framework appropriate to this level of post.

The College will expect to revise this job description from time to time and will consult with the post holder at the appropriate time.

Prepared By:	Adam Blakeley	Date:	19/05/25
Reviewed By:		Date:	
Reviewed By:		Date:	

PERSON SPECIFICATION

POST:

The following person specification has been developed to provide candidates with a general understanding of the main standards of competence and experience we believe are essential to successful performance in this job role.

You should, therefore address these key areas in your application submission providing evidence wherever possible.

You should be aware that this organisation takes very seriously its commitment to serving our students, staff and the wider community through staff who are themselves motivated towards delivering a quality service and whose approach at all times reflects a professional customer care oriented approach. We regard these qualities as essential and will only appoint staff who can support the College in promoting an ethos of equality for all within our developing multicultural diverse organisation.

Assessment: Items marked with a * are short listing criteria, all other criteria will be assessed at interview and/or by other assessment methods.

<u>Qualifications</u>	<u>Evidence Required</u>
ESSENTIAL:	
GCSE English and math's grade C/4 or above or Level 2 Functional Skills	*
Desirable	*
Level 3 teaching assistant or equivalent or willingness to work towards	
<u>Skills, Knowledge & Experience</u>	
ESSENTIAL:	
Experience of working in a support, mentoring, or educator role, particularly in supporting students' progression into further education.	*
Experience of working with young people in a learning environment, with a focus on supporting transitions from secondary school to further education.	*
Demonstrates a passion for and commitment to raising learner progress and achievement, especially for students in Foundation Learning pathways and those transitioning from secondary education.	
Ability to use a range of teaching and support strategies to engage, inspire, and assist learners in overcoming barriers during their transition from secondary school to further education.	
Strong interpersonal and communication skills, with the ability to build positive relationships with students, staff, parents/carers, and external stakeholders to enhance engagement and support progress.	
Competence in ICT and digital tools, with the ability to use ICT systems to track progress, communicate with stakeholders, and develop resources that support learning and engagement.	

Familiarity with behaviour management strategies that contribute to creating a purposeful learning environment during transition activities and interventions.	
<u>Attitude & Motivation</u>	
ESSENTIAL:	
Demonstrates a commitment to supporting students' progression into further education, with a focus on Foundation Learning and bridging the gap between secondary school and FE.	
Shows a genuine passion for raising learner progress and achievement, especially for students facing challenges during their transition.	
Demonstrates a proactive approach in using a variety of strategies to engage, inspire, and motivate learners in overcoming barriers to education.	
Maintains a high level of enthusiasm and energy in supporting students, particularly those at risk of disengagement or those with additional needs.	
Exhibits empathy and understanding of students' emotional and social needs during the transition process, fostering a sense of trust and confidence.	
Committed to creating a supportive, inclusive learning environment where all students, regardless of background or ability, can thrive and make a successful transition into further education.	
Committed to continuous personal and professional development, actively seeking opportunities to improve skills and knowledge to better support students' needs.	
<u>Other Work Related Requirements</u>	
ESSENTIAL:	
Able to work flexibly to meet the needs of the organisation.	