November 2019

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **Post Title:** | Personal Progress Tutor |
| **Accountable To:** | Alliance Leader |
| **Location:** | Elliott Hudson College |
| **Scale** | SO1 point 23 – 25 (£26,999 - £28,785) |

**PURPOSE OF THE POST**

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. It is important that prospective candidates fully understand the role of a progress tutor at Elliott Hudson College. Personal Progress Tutors are achievement focused and accountable for the students in their care. Personal 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.

Personal 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. Personal 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 Personal 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. This is important work and I hope that you are excited by the challenge.

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.

**DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS**

* 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.
* Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
* Have a commitment to collaboration and co-operative working.
* 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.

**WORKING WITHIN THE LAW AND FRAMEWORKS**

* Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
* Know how to identify potential child abuse and follow safeguarding procedures.
* 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.

**DEVELOPING PRACTICE**

* Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.)
* Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
* Review the effectiveness of their practice and its impact on learners’ progress, attainment and well-being refining their approaches where necessary.

**PROFESSIONAL SKILLS**

* Track the progression of all students and identify and implement bespoke support strategies for those students identified as at risk of underachievement.
* Design opportunities for students to develop positive habits and characteristics which will form the bedrock of their academic success.
* Deliver engaging and motivating tutorial sessions informed by well-grounded expectations of students, designed to raise levels of attainment and aspiration.
* 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.
* Provide students, colleagues, and parents/carers with timely, accurate and constructive feedback on learners’ attainment, progress, areas for development and areas of concern.
* Support and guide students so that they can reflect on their progress, identify personal targets for improvement and encourage them to develop aspirational goals.
* 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 group and one to one tutorial sessions.
* Manage students’ behaviour constructively by establishing and maintaining a clear and positive framework for behaviour, in line with the College’s behaviour policy.
* Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills.

**PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

* 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.
* Have an awareness of the assessment requirements and arrangements for A Level subjects and an ability to support students preparing for these assessments.
* Know how to use performance data to identify young people at risk of underachievement.
* 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.
* 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.
* 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.
* Know when to draw on the expertise of colleagues, 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 support from external agencies.

**PERSONAL RESPONSIBILITIES**

* Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
* To carry out the duties and responsibilities of the post, in accordance with the College’s Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
* To take responsibility for safeguarding and promoting the welfare of children and young people.
* To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
* To undertake training and professional development as appropriate.
* To undertake other duties appropriate to the post that may reasonably be required from time to time.

*The Elliott Hudson College is committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check (formally Criminal Records Bureau Disclosure). We promote diversity and aim to establish a workforce which reflects the population of Leeds.*

**Progress Tutor**

November 2020

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Essential** | **Desirable** | **How identified** |
| Qualifications | * Good honours degree in relevant subject/area or equivalent |  | * Application * References |
| Knowledge and skills | * Understanding of the Post 16 Educational Landscape. * Ability to form meaningful relationships with young people in the 16-19 age range. * Detailed Knowledge of the Post 16 Safeguarding agenda. * Knowledge of SMSC priorities for Post 16 students * Knowledge of progression pathways for Post 16 students | * Understanding of the UCAS Process * Understanding of Multi-Agency working to support students with additional needs. | * Application * References * Interview |
| Experience | * 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 | * Significant contribution to the development enrichment beyond the classroom | * Application * References * Interview |
| Continuous Professional Development | * Evidence of commitment to personal CPD | * Evidence of self-directed learning | * Application |
| Personal Qualities | * A passion for education and making a difference to life chances of all young people * Excellent communication and organisational skills * Effective team member and a willingness to go the extra mile * Drive and determination to reach and exceed challenging targets * Energy, enthusiasm, sense of humour and flexibility * A positive mindset * A caring nature |  | * Application * References * Interview |