**The Role**

* Ensuring students are making progress and achieve their targets and personal goals
* Enabling progression to higher levels of study or employment/apprenticeships
* To be the Advocate for the student

Responsible to: Senior Progress Leader

**Position Description**   
**Key Accountabilities & Responsibilities:**

1. To contribute fully to the mission and values statement of the College ensuring its effective implementation in all aspects of College life
2. To plan and implement the delivery of the student induction programme in partnership with the curriculum teams and ensure that induction provides each student with all the necessary course information and an awareness of where and how to access support in order to be successful on their course.
3. To ensure that students are enrolled on the correct programme of study through the implementation of a progress reviews and, if appropriate, facilitate transfer to a new programme.
4. To plan and prepare high quality group tutorial sessions using a range of effective and appropriate teaching and learning techniques to engage and motivate students
5. To establish and maintain electronic individual learning plans for all designated students
6. Meeting students for 1:1 Progress Reviews to monitor progress against Minimum Target Grades and attendance and to support students and action plan with them to ensure they achieve or exceed their targets
7. To identify and make sure that appropriate curriculum interventions are put in place to monitor students who are at “risk”
8. To facilitate student involvement including the collection of the student voice and feedback to staff and students
9. Develop an effective and supportive partnership with parents or guardians and other agencies by regular and appropriate contact with home through events such as Parent Welcome Events, Parent’s Evenings and through the preparation of progress reviews in relation to attendance, achievement, conduct and progression
10. To attend meetings and events as required and contribute to the development of tutorial tools and resources
11. Take a full part in the sharing of ideas, resources and good practice within the tutorials and through the VLE
12. Establish a purposeful and motivating learning environment where students feel safe, secure, confident and valued and accept responsibility for safeguarding and promoting the welfare of children and vulnerable adults.
13. Establish and maintain procedures with students which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes, ensuring that all students comply with College’s policies and procedures
14. To work with the work experience team to support students career ambitions and encourage work/industry placement
15. To ensure accurate capture of destination data
16. Supporting the completion of UCAS applications and the writing of references
17. To work with colleagues and address additional students’ English and Maths and study skills development
18. To review own professional development needs and to participate fully in future training and development

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| **PERSONAL ATTRIBUTES, QUALIFICATIONS & EXPERIENCE** | ESSENTIAL | DESIRABLE | METHOD OF ASSESSMENT |
| 1. Educated to Level 4 e.g. Degree or equivalent | √ |  |  |
| 1. A recognised Teaching qualification or vocational experience |  | √ |  |
| 1. Professional qualification relevant to the subject area |  | √ |  |
| 1. Excellent computer literacy – ability to use the current IT programs of the College | √ |  |  |
| 1. Knowledge and understanding of Tutorial Provision | √ |  |  |
| 1. Engaged in Continuing Professional Development |  | √ |  |
| 1. Minimum of Level 2 literacy and numeracy or willingness to complete | √ |  |  |
| 1. High level of communication and interpersonal skills | √ |  |  |
| 1. Ability to set high standards for students, colleagues and for themselves | √ |  |  |
| 1. Experience of resource based learning |  | √ |  |
| 1. An ICT qualification |  | √ |  |
| 1. Membership of a relevant professional body |  | √ |  |
| 1. Experience of assessing students’ needs and planning curriculum for their benefit including Technology Enhanced Learning |  | √ |  |
| 1. Good understanding of curriculum development to meet the training needs of employers |  | √ |  |
| 1. Good understanding of quality assurance and improvement processes |  | √ |  |