

JOB TITLE:	Progress Tutor
REPORTS TO:	Academic Advocate Lead
WORK PATTERN:	Full Time, 40 weeks (equating to term time plus 1 weeks)
CONTRACT:	Permanent & Maternity Cover
EVALUATED SALARY:	Spine Point 10

Purpose of the Role

To promote a high culture for learning and challenge within John Leggott College. To act as first point of contact for students and delivering strong pastoral support to an assigned cohort. Deliver a robust tutorial programme to first and second year students. Monitoring student attendance ensuring appropriate support students experiencing difficulties. To complement the work of academic teaching staff and provide study skills support and curriculum interventions, to ensure all learners develop outstanding academic skills.

To facilitate students' independence, resilience and critical thinking skills to ensure students attain their target grades. To track the progress of each learner within an allocated case load of students in respect of target grades and integrate appropriate academic support plans to enable successful student outcomes.

Key Responsibilities

Strategy and Direction:

- Provide a first point of contact for students ensuring their pastoral needs are met leading to good attendance and retention of allocated cohort.
- Engage and educate learners via a tutorial programme, which promotes the EIF.
- Support the College to inspire, challenge and motivate students creating a climate of student ownership/innovation
- Promote a high culture of challenge equipping students with good study skills and routines from the start of their learner journey and ultimately enabling positive progression
- Dovetail tutorial and curriculum support to ensure all students are supported throughout their time at college.
- Collaborate with Area Leaders, teachers, LSAs/SENCO to identify and respond to students' personalised needs.
- Support the development and implementation of strategies which will contribute towards effective learning, behaviour and achievement

Study Skills:

- Plan and deliver a series of study skills workshops which will equip students with the transferable skills needed to progress within and beyond John Leggott College
- Promote the importance of/prepare material and embed academic reading skills to ensure students read widely

- Ensure the effectiveness of student academic group work promoting the importance of role in group/stages in group/behaviour in group
- Educate students on learning styles to enhance their performance
- Develop students critical thinking skills/writing skills through – debating, questioning, problems solving
- Promote standards required for academic writing placing emphasis on formal language, structure, objective, citations and references
- Equip learners with the skills needed to act on feedback to become highly reflective learners to enable improved academic performance
- Developing time management/organisational techniques with individual learners
- Support learners with examination techniques and support
- Contribute to the planning of displays on study skills
- Contribute to college wide events to promote the importance of study skills
- Set and review meaningful SMART targets for each progress review one to one meeting to aid student progression, and to review and monitor student within their caseload
- Work with Area Leaders to promote cross college initiatives and agendas (e.g. employability/literacy/numeracy)

Pastoral Support:

- Be the first point of contact for students
- Support students throughout all aspects of their learner journey starting with the initial interview process, enrolment and progression beyond college.
- Provide pastoral support to a caseload of students and signpost to areas of support in college as and when required
- Take appropriate action for the welfare and safeguarding of students in accordance with the College's safeguarding policy
- Responsible for a cohort of first and second year students (monitoring attendance, performance and student behaviour)
- Provide reports around attendance, retention and in year progress of allocated case load of students
- To develop student's resilience through support and workshops to enable successful student outcomes/positive progression.
- Support students who have been identified as requiring support/intervention.
- Adhere to all college policies effectively to support pastoral work e.g. attendance, behaviour, fitness to study, safeguarding policy etc.
- Regular, clear and concise communication with parents/carers to support learner progress
- Deliver tutorials to groups of students and engage in planning process for tutorial scheme of work
- Support students with the UCAS process
- Support with the process for leavers/potential leavers working in collaboration with Area Leaders and SLT
- Support with course transfer process in collaboration with teachers and Area Leaders

Tracking and Reporting:

- Track progress of supported learners, identifying the impact of academic support
- Liaise with subject areas over data tracking and monitoring to maintain an overview of student progression
- Prepare data/reports on progress of caseload at key points in the academic year, such as after internal assessments and external examinations
- Maintain up-to-date and accurate student progress and intervention records on a regular basis via college systems

Quality Assurance:

- Work with the rest of the team to contribute to self-assessment and quality improvement
- Undertake peer observations of Progress Tutors to play a part in the evaluation and sharing of practice
- Reflect on practice and identify key areas for development within the role of Progress Tutor to feed into the college self-assessment

In addition to the above post holders will be expected to:

- Achieve agreed targets and performance indicators across all areas of responsibility
- Support effective safeguarding of all young people throughout the College
- Attend as necessary, meetings of all College Staff
- Adhere to College Policies and procedures e.g. Equality and Diversity; Health and Safety
- Undertake any such other duties as may be required, commensurate with the post which do not change the character or purpose of the post which are necessary to maintain outstanding standards

The job description is an outline of the key tasks and responsibilities and is not intended as an exhaustive list. The job may change over time to reflect the changing needs of the College, as well as the personal development needs of the post holder.

We strive for equality throughout the college and positively encourage applications from all sections of the community. The College has a strong commitment to safeguarding and promoting the welfare of young people and vulnerable adults and all appointments are subject to an enhanced DBS clearance.

Employee signature: Date:

Line manager signature: Date:

PERSON SPECIFICATION PROGRESS TUTOR

Qualifications and awards	Essential	Desirable	How Tested
Honours Degree or equivalent (or substantial relevant work experience)	E		C
Good standard of Level 2 education – 5 A-C GCSE's including Maths and English	E		C
Award in Education and Training (Level 3) or equivalent		D	A,I
Professional Knowledge and Experience			
Ability to monitor and track students' attendance, academic progress and behaviour	E		
Outstanding analytical skills (ability to interpret data/write reports)	E		A,I
Experience of delivering sessions/workshops to students or groups	E		A,I
Understanding of the academic standards required for Level 2/3 qualifications and encompass a wide range of study skills which can support learners	E		A,I
Knowledge of destinations which students could progress on to and knowledge of how to support them with this	E		A,I
Good IT skills and an appreciation of how technology can support learning	E		A,I
Interpersonal Skills & Intellectual Ability			
Ability to work calmly and effectively, both in a team and independently, to prioritise a varied workload	E		A,I
Ability to establish and maintain professional working relationships with staff, students and external stakeholders	E		A,I
The ability to perform effectively and sensitively within a team	E		A,I
Ability to work well under pressure and meet tight deadlines	E		A,I
Outstanding written and verbal communication and presentation skills (including to a large group)	E		A,I
Evidence of excellent 'people skills' and listening skills	E		A,I
Ability to take initiative, work creatively and innovatively, and make effective decisions	E		A,I
Strong commitment to providing excellent customer care to a range of stakeholders	E		A,I
Able to bring creative solutions to tasks, see new opportunities and to propose, implement and manage new initiatives	E		A,I
Particular Requirements			
Flexible approach to working to accommodate essential target dates in the life of the college	E		A,I,R
Commitment to continuous professional development	E		A,I

The Person Specification details the principal skills and personal attributes the post holder must possess and actively demonstrate in order to effectively fulfil the role. The criteria are ranked as 'Essential' and 'Desirable' and your application form should demonstrate how you meet each individual criterion and possess the key skills relevant to the job.

The ranking of criteria on the employee specification can be explained as follows:

Essential The successful candidate must meet the Essential criteria in full on the first day of commencing in post, in order to be able to effectively fulfil the role to which he/she has been appointed.

Desirable The post holder needs to meet the Desirable criteria to fulfil the role on a longer-term, permanent basis. The successful candidate would be expected to develop his/her skills and knowledge within an agreed timescale (usually within six to twelve months of his/her start date) to meet the Desirable criteria in full, if they are unable to demonstrate they meet these criteria at short-listing and interview stage.

Criteria will be measured through a number of methods, the key to which is as follows:

A = **Application**
I = **Interview**
T = **Test**
C = **Certificates**
R = **References**
DBS = **Disclosure & Barring Service**

These letters are used in the 'Assessment Method(s)' column on the employee specification to identify to you the combination of methods we will use to assess you against the requirements of the position for which you are applying. In the first instance your application form will be used to determine the extent to which you meet the criteria for the role and will inform our short-listing decisions.

Where criteria are to be identified through the Interview and/or Test(s), these may involve scenario-based or hypothetical questions and a combination of written exercises, literacy and/or numeracy assessments, presentations, and any other practical assessments relevant to the role.