



New College Durham

JOB DESCRIPTION

Job Title:	Progress Tutor (CSC)
Grade:	Support Grade E
Hours:	37 hours per week (pro rata)
Location:	Framwellgate Moor Campus
Department:	School of Business, Management & Professional
Accountable to:	Head of School

Job Purpose

The post holder will be a member of the team within the School of Business, Management and Professional and will provide high quality support to maximise the progress and achievement of each student during their time in college. The post holder will contribute to the effective, efficient organisation and delivery of designated courses supporting academic colleagues with a focus on student support by delivering individual tutorial sessions, setting effective SMART targets and reviewing student progress at key points in the academic year.

Key Result Areas

The post holder will be a member of the team within the School of Business, Management and Professional and will contribute to the effective and efficient organisation and delivery of Tutorial sessions for up to 1000 hours per annum (pro rata) which may include:

1. The development and implementation of individual learning plans for students based on a comprehensive assessment of their strengths and needs whilst providing strategies for overcoming barriers to learning e.g. behaviour, motivation, aspirations and academic achievement;
2. To monitor the progress of individuals at regular intervals and set new targets when appropriate. To formulate and regularly review individual learning plans for students and provide additional support for those students who are underachieving or who exhibit specific barriers to learning;

3. Providing short-term cover arrangements, support in recruitment and transitional events, supporting student trips and supervise, as directed student learning activities in a learning centre, library, classroom, visits, placements or any other learning situation;
4. To plan and deliver effective tutorial sessions to up to 20 groups of FE students including sessions on safeguarding, staying safe-online, Fundamental British Values (FBV) and the Governments PREVENT Agenda;
5. To set effective SMART targets linked to soft skills such as attendance & punctuality, maths and English and main programme targets;
6. To utilise the Colleges approved system for recording tutorials in order to complete effective Individual Learning Plans (ILPs), monitor student progress and to support students with action planning with regards to their academic aspirations;
7. To offer pastoral support and maximise attendance at all sessions of the study programme whilst encouraging students to take responsibility for their own learning;
8. Undertake, as required, Progress tutor role for a designated course(s) which includes responsibility for:
 - Maintaining up to date records to address student achievement and performance;
 - Supporting students to achieve qualifications through:
 - Providing support and guidance on future careers/ higher education in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
 - Promote, develop and maintain effective and supportive mentoring relationships with students in support of other school teaching, learning professionals and external agencies;
 - Promote positive activities within the college and the local community and support learning, participation and social inclusion of the student
9. Undertake, as directed, the requisite administration appropriate to the learning situation including the marking of registers, maintaining detailed student records/contact logs and the submission of other returns and records. This will include the development of 1:1 mentoring material for personal and shared use;
10. To liaise with appropriate staff in College e.g. subject lecturers, course leaders, Curriculum Managers and Head of School along with cross college support staff and refer students to other agencies, as appropriate;
11. To operate within legal, ethical and professional boundaries when working with New College Durham students. This includes our confidentiality policies.

As a Progress tutor you have specific responsibilities, plus generic practices within the mentoring and learning structure.

Variation in the Role

Given the dynamic nature of the role and structure of New College Durham, it must be accepted that, as the College's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the member of staff.

Equality and Diversity

The College is committed to equality and diversity for all members of society. The college will take action to discharge this responsibility but many of the actions will rely on individual staff members at New College Durham embracing their responsibilities with such a commitment and ensuring a positive and collaborative approach to Equality and Diversity. This will require staff to support the College's initiatives on Equality and Diversity which will include embracing development and training designed to enhance practices and the experiences of staff, students and visitors to the College with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action.

If you as a member of staff identify how you or the College can improve its practice on Equality and Diversity please contact the Equality and Diversity Officer in Human Resources 0191 375 4025. Alternatively if you wish for any support or assistance with regards to Equality and Diversity please again contact the above individual.

Commitment to Safeguarding Vulnerable Groups

New College Durham is committed to safeguarding & promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

Assessed by key:

1. Application form
2. Interview
3. On the job
4. Skills test

In order to progress through the recruitment process you must be able to show how you meet each of the criteria at ALL of the “assessed by” stages stated.

PERSON SPECIFICATION

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Knowledge & Experience	Assessed by	Essential	Desirable*
English and Maths at Level 2 (GCSE / O Level, Grade C/4 or above) or equivalent, or willing to work towards**	1	✓	
NVQ level 2 or equivalent <u>or</u> 5 GCSE / O Levels (including Maths and English) at grade C/4 or above	1	✓	
Experience of working with a range of students across study programmes	1	✓	
A1 Assessor Award or working towards	1		✓
Teaching qualification at FENTO Level 3 (eg CertEd or equivalent)	1		✓
Experience of managing a student caseload and setting targets to maximise student achievements	1, 2		✓
Recent experience of working within an FE/HE College or training provider with a wide range of students	1, 2		✓
Skills	Assessed by	Essential	Desirable
A proven track record of being able to prioritise and organise own work	2, 3	✓	
Ability to deal professionally with staff and students in person, by phone or by correspondence	2, 3	✓	
Recent experience in effectively organising and scheduling tasks to meet deadlines	2, 3	✓	
Demonstrate the ability to work effectively with others	2, 3	✓	
A commitment to resolving problems and to improving own performance	2, 3	✓	
Possess drive, enthusiasm and a commitment to provide an excellent service to both internal and	2, 3	✓	

external customers including employer engagement			
Demonstrate the ability to work with accuracy and attention to detail in a constantly changing environment	1, 2, 3	✓	
Suitable to work with young people and vulnerable groups	1, 2	✓	

*For the post holder to be successful in the role, all criteria within the person specification are essential, however for the purpose of recruitment some are listed as desirable as we may expect to see this skill, experience or qualification develop or be obtained once in the role.

**This criteria might be considered at the shortlisting stage.

This job description may be reviewed in light of experience, changes and developments during the on-going appraisal and performance review process.

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