

KNOWLEDGE, SKILLS AND EXPERIENCE REQUIRED

1	Qualifications	Assessed At
1.1	Essential A vocational qualification minimum of level 3 or above	A
1.2	English & Maths qualifications at minimum Level 2	A
1.3	Desirable Mentoring or coaching qualifications at level 2 or above	A
1.4	Teaching Qualification	A
2	Experience	Assessed At
2.1	Essential Proven experience of working with/engaging young people	A
2.2	Proven customer care experience	A
2.3	Previous experience of working with students within vocational delivery setting	A
2.4	Desirable Recent experience (last 5 years) of working in an educational institution	A
2.5	Evidence of ability of maintaining student records/logs and action plans	A/I
3	Skills	Assessed At
3.1	Essential Ability to effectively support students and staff	A/I
3.2	Proven interpersonal and negotiating skills	A/I
3.3	Ability to work as part of a team.	A/I
3.4	Good communication skills including listening skills	A/I
3.5	Evidence of ability to manage own workload and work independently	A

3.6	Planning and organisational skills	A/I
3.7	Proven experience of problem solving skills Have the ability to coach using the following skills: Patient, understanding, caring Calm, approachable Cheerful, enthusiastic, committed Cooperative, flexible Tactful, confidential Dependable Assertive	A/I
3.8	An interest in people and their success	A/I
3.9	Suitable to work with young people and vulnerable adults	A/I
3.10	Desirable Ability to use strategies to support learning skills	A/I

JOB DESCRIPTION

JOB DETAILS

Job Title: Performance and Progression Coach

JOB PURPOSE

The Performance and Progression coach role will focus upon supporting and mentoring students to make more than expected progress and achieve stretching targets as well as ensuring students become more independent as learners and very well prepared for their next steps in education or industry. This post is to support students within Engineering, Manufacturing, IT and Construction (EMIC) which offers vocational subjects in Engineering, Construction and IT related disciplines.

The coaches will undertake a number of functions within the role including delivery of tutorial, supporting academic and personal progress, enterprise activities, progression and employability, support UCAS applications, work experience planning, careers fairs and careers guidance and liaise with department team members to ensure students are focused, attending and on target to achieve and progress.

The students will be studying at all levels will be predominantly 16-18

ACCOUNTABLE TO:

Head of Department and Deputy Head of Department; Progression and Assistant Principal
Customer and Learning Services

KEY RESULT AREAS

1. To be responsible for a caseload of students across the working week within departments/area/ schools.
2. To facilitate workshop activities and/or study skills sessions, leading and managing independent study sessions or skills development workshops.
3. To provide direct intervention, support and advocacy to students identified as 'at risk' of leaving college and/or achieving their learning goals.
4. To work on a one-to-one basis and with assigned and/or timetabled groups, to help each student to overcome barriers to learning, including setting personal and social development targets as well as monitoring and reviewing academic targets.
5. To develop the students independent learning skills underpinning academic and personal progress and to focus upon planned progression for each individual student.
6. To work with curriculum teams to co ordinate, plan, organise and monitor appropriate and suitable work experience within study programme planning to ensure planned hours and are met and appropriate records are maintained.

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7. To maintain electronic student tutorial and personal learning plan records and report to course leaders so a holistic view of student performance is understood and actioned, timely information to ensure course team meetings are well informed is imperative for intervention.
8. To inspire and motivate students and to ensure the students interests stay central to the approach and Performance Coach model building self-confidence and self-esteem, raising student's aspirations and providing honest and constructive feedback.
9. To liaise with relevant staff in College such as subject teachers/lecturers/ trainers, course leaders, support staff, mentors and Heads of Learning
10. To liaise with parents, carers and agencies where appropriate and required to ensure support and transition/ communication is clear at all times.
11. To liaise with curriculum teams to ensure all progression processes are in place and completed by any agreed deadlines, including those for UCAS and employment references.
12. To encourage and motivate individual students to build self-confidence and self-esteem, raising student's aspirations, giving honest, constructive feedback.
13. To encourage student time management and work organisation, supporting the students understanding of what is expected of them and to plan to achieve this.
14. To look for new initiatives to support students both personally and practically.
15. To represent the College on external committees and at external events as and when required.
16. To help induct students into College and smooth the transition and progression process.
17. To promote equal opportunities and the recognition of diversity.
18. To comply with Data Protection, and Health & Safety requirements.
19. To self-assess any training requirements and keep own skills current.
20. To help to develop additional quality standards for Performance and Progression Coaches.
21. To undertake such other duties as may reasonably be required, commensurate with the grade of the post to ensure an efficient and effective service.
22. Ensure responsible working practices in relation to the Safeguarding of Vulnerable Groups.

N.B. All posts are required to work flexibly across all areas of the college in order to meet the needs of the college on a corporate basis.

VARIATION IN THE ROLE

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Given the dynamic nature of the role and structure of the College, 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 the College 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.

HEALTH AND SAFETY

All members of staff have a duty to maintain safe and clean conditions in their work area and co-operate with the College on matters of Health and Safety. This will include assisting with undertaking risk assessments and carrying out appropriate actions as required. Staff are required to refer to the College Health and Safety Policies in respect to their specific duties and responsibilities.

LEARNING & DEVELOPMENT

All staff are required to participate fully in the college Learning & Development programmes and have a responsibility to identify their own professional development needs in conjunction with their line manager.

COMMITMENT TO SAFEGUARDING VULNERABLE GROUPS

The College is committed to safeguarding and the prevent duty. Ensuring safeguarding arrangements to protect children, young people and vulnerable groups meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism. The College expects all staff and volunteers to share this commitment.

COMMUNICATION AND WORKING RELATIONSHIPS

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Internal Communication/Working Relationships

Liaison with:

- Principals
- Assistant Principals
- Assistant Principal Customer and Learning Services
- Deputy Head of Customer and Learning Services
- Heads of Learning
- Teaching and support staff

External Communication/Working Relationships

Liaison with:

- Students/prospective students and their parents/ carers, as appropriate
- Other Colleges/Schools
- Customers
- Members of the Public/Community
- External Agencies/Companies
- Local Councils
- Other stakeholders
- Government Agencies

This is not an exhaustive list – it is for illustrative purposes only