East Durham College

Job Description

Post Title: Progress and Learning Tutor (Engage 14-16)

Location: Willerby Grove - The post holder may be required to work at any of the college sites.

Responsible to: Programme Area Lead Engage 14-16 / Curriculum Manager Alternative Education

Attendance Requirements: Full time – 36hours per week

Salary: Band A Point 6 Fixed Point £28,563 (Qualified)

 £26,081-£27,344 (Unqualified)

Main purpose:

You will work with an assigned tutor group within our Engage 14-16 provision. Progress and Learning Tutors will deliver an Engage Tutorial Programme, PSHE and Employability curriculum. They will also track attendance, monitor behaviour and support individual students by providing support for a range of academic, social and emotional challenges. This role is significant to the progress of the student, during their Key Stage 4 studies, supporting their progression to post 16 education.

To provide effective and efficient mentoring for students on an individual basis or in group setting to support success and progression, including:

* Delivery of an Engage Tutorial session for the learners within that tutor group
* Provide effective pastoral, behavioural and learning support to learners within Engage
* Offering a range of holistic support to ensure a rounded approach to support for students
* Liaising closely with relevant staff in supporting students identified as At Risk
* Enabling and supporting students to overcome barriers to progress and succeed
* Working to college policy regarding safeguarding including initial responses to safeguarding concerns and referrals
* Ensuring students have appropriate IAG to facilitate progression and employability
* Maintaining clear and accurate records including interventions and behavioural management meeting minutes.

Progress and Learning Tutors will be embedded within curriculum teams, allowing greater communication between this provision and curriculum.

**Main duties:**

1. To support individual students, providing and signposting to help with a range of academic. Social and emotional issues which may be of significance to the progression of the student.
2. To work with Engage Curriculum Manager, liaising with the student, their family, key professionals and referring school to resolve issues relating to attendance, retention, achievement and progression.
3. Through the recruitment process, identify learners from “at risk groups” who may require early intervention or specific support.
4. Assist learners to set and review targets which will support their development of morals and appropriate behaviour, reviewing these within completion of termly one to ones.
5. To intervene in an appropriate, timely and effective way with college staff, students, their families and other agencies, to include direct communication with students within and outside of the college including communication with students/ parents / carers / families and agencies to ensure attendance and to support student achievement and progression. Including attending TAFS.
6. To support individual students, providing and / or signposting help with a range of academic, social and emotional issues which may be of significance to the progression of the student. This being in line with the classroom policies, including support at break and/or lunchtimes and between session.
7. To work with teaching staff and managers within their designated curriculum base area, liaising where appropriate and necessary with the student and their family to resolve issues relating to retention, achievement and progression.
8. To take an (active) lead role in the organisation of behaviour management to conduct meetings in line with the behaviour management model and to design and implement action plans collaboratively with individual students, curriculum areas and parents / guardians where appropriate.
9. To maintain appropriate accurate records on the colleges online monitoring system Promonitor, including (typing up) recording meeting minutes and learner interventions.
10. To work closely with curriculum areas and attend curriculum team meetings with the aim of maintaining, developing or managing success, retention, achievement and progression of all learners.
11. To monitor and track attendance and punctuality and take timely action as appropriate, setting targets to improve these for learners.
12. To track and monitor key performance indicators on a regular bases and provide regular reports as required, this includes attendance, rewards, behaviour and academic progress in all subject areas.
13. To support study programmes and work with curriculum teams and learner on the development, tracking and monitoring of the work experience element through a variety of mechanisms.
14. To devise strategies and interventions to ensure that every learner has the best possible chance to succeed.
15. To deliver a comprehensive taught group tutorial programme which helps learners develop the personal and social skills they need to succeed in learning, life and work.
16. To plan and deliver a comprehensive taught group lesson in line with the PSHE curriculum.
17. To prepare learners for their next steps whether that be progression within further education pr employment / supported employment by providing advice and guidance on an individual or group-based activity.
18. In collaboration with curriculum teams, to follow up learners who have left Engage in order to establish actual destination routes and re-engage where appropriate.
19. To develop resilience in every learner by enhancing learner aspirations by using the changing mindsets and mindfulness models
20. Attend mandatory training as required, including the initial and annual refresher of Safety Intervention (MAPA)
21. To manage day to day safeguarding issues and escalate where appropriate.
22. Such other duties commensurate with your post, skills, knowledge and experience.

**Other Duties relevant to all EDC employees**

* Participate in the College Performance Appraisal Development Programme, agree an action plan and undertake the required training in order to update skills and meet the requirements of the College and Departmental Strategic Plan and Service Standards.
* Undertake any other duties, appropriate to the grade of the post, as required from time to time.
* Comply with College Policies and Procedures and the Staff Code of Conduct.
* To take appropriate responsibility for PREVENT and safeguarding and promotion of the welfare of children and/or vulnerable adults.
* To uphold British Values, the college values and responsibilities regarding equality and diversity.
* To understand and adhere to college Health and Safety polices and guidelines ensuring compliance with statutory legislation and taking a responsibility for your own and other’s health and safety.

| **Person Specification**  |  | **Essential** | **Desirable** | **Method of assessment** |
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| 1. **Qualifications/ Training**
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| 1.1 | Qualified to a minimum of Level 3 | ✓ |  | Application form |
| 1.2 | GCSE level standard education or equivalent (maths & English) | ✓ |  | Application form |
| 1.3 | Level 3 IAG qualification or willing to work towards | ✓ |  | Application form |
| 1.4 | Qualified teacher status or willingness to work towards |  ✓ |  | Application form |
| 1.5 | Degree or equivalent |  | ✓ |  Application form |
| 1. **Experience**
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| 2.1 | Providing one 2 one and group work to young people | ✓ |  | Application form / Interview  |
| 2.2 | Providing pastoral support to young people | ✓ |  | Application form / Interview |
| 2.3 | Able to lead and motivate learners | ✓ |  | Application form / Interview |
| 2.4 | Understanding of academic and vocational education in a college setting | ✓ |  | Application form / Interview |
| 2.5 | Partnership working with outside agencies | ✓ |  | Application form / Interview |
| 2.6 | Experience of delivering advice and guidance in an educational or equivalent environment. |  | ✓ | Application form / Interview |
| 2.7 | Demonstrable experience of successfully working within a team |  | ✓ | Application form / Interview |
| 2.8 | Safeguarding experience within a school/college or equivalent setting |  | ✓ | Application form / Interview |
| 2.9 | Experience of using student online monitoring & tracking software. |  | ✓ | Application form / Interview |
| 1. **Skills and Knowledge:**
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| 3.1 | Knowledge of the challenges faced by young people | ✓ |  | Application form / Interview |
| 3.2 | Knowledge of progression pathways including FE and employment | ✓ |  | Application form / Interview |
| 3.3 | Good understanding of the importance and principles of safeguarding and health & wellbeing for students | ✓ |  | Application form / Interview |
| 3.4 | Good written, verbal and non-verbal communication skills | ✓ |  | Application form |
| 3.5 | Ability to build relationships with staff, learners, employers, parents and guardians and other key stakeholders | ✓ |  | Application form / Interview |
| 3.6 | Ability to maintain accurate online records for audit  | ✓ |  | Application form |
| 3.7 | Ability to work under pressure and manage challenging situations | ✓ |  | Application form / Interview |
| 3.8 | Well organised, assertive, excellent time manager. | ✓ |  | Application form |
| 3.9 | Working knowledge of ‘Keeping Children Safe in Education’  |  | ✓ | Application form / Interview |
| 1. **Attributes / Other Requirements:**
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| 4.1 | Reliability / Trust / Professionalism - Ability to carry out the role with professional integrity in line with EDC values and behaviours | ✓ |  | Interview |
| 4.2 | Communication - Ability to communicate clearly and effectively to all levels, both verbally and in writing. | ✓ |  | Interview |
| 4.3 | Working individually or as a team - Ability to work independently and as part of a team under minimal supervision. | ✓ |  | Application Form / Interview |
| 4.5 | Driving - Full UK Driving License and / or access to a vehicle (if applicable). |  |  | Application Form  |