

JOB DESCRIPTION

Post Ref: 1899

Post Title: Success Coach

Grade: Support Scale

Responsible to: Assistant Principal: Student Experience

Responsible for: None

JOB PURPOSE

To support the successful progression of students on their programme of study.

To provide a professional and high-quality customer service to internal and external customers.

To provide a range of professional, first level information and advice to potential and existing customers, referring to specialists where appropriate.

KEY TASKS AND RESPONSIBILITIES

1. To support the successful progression of students.
2. Supporting Senior Learning Leads - feeding in key information relating to the student journey.
3. Work with curriculum teams to liaise with parents/carers where required.
4. Support the tutorial process by holding regular progress 1-1 meetings with learners and facilitating timetabled group tutorial sessions.
5. Provide pastoral support to learners as appropriate and in collaboration with Learner Services.
6. Attendance monitoring to include:
 - i) Working with students to improve attendance
 - ii) Checking and following up of attendance trends and issues
 - iii) Report on Directorate performance for attendance/punctuality
7. Support the Curriculum with management of at-risk students.
8. Provide pastoral support as appropriate in collaboration with Learner Services.
9. Act as a link and referral point for pastoral support including:
 - i) ALS referrals
 - ii) Welfare and financial referrals/support
 - iii) Link to External Agencies (MAT etc.)

10. Support the Student journey, including:
 - i) Enrolment
 - ii) Induction
 - iii) Counselling referrals
 - iv) IAG referrals
 - v) Retention – Swap don't drop
 - vi) Student Code of Conduct
 - vii) Safeguarding and Wellbeing referrals
11. Act as a link person for admissions and progressions.
12. Champion the consistent and appropriate usage of the College ILI throughout the directorate, use the ILI to record 1:1: meetings.
13. Act as Customer Service Champion (including general promotion of EDI and Safeguarding)
14. Attend regular meetings and internal/external CPD sessions to support development, professional knowledge, skills and abilities.
15. Act as a member of the College's wider safeguarding team.

HEALTH AND SAFETY

1. To take reasonable care to safeguard their own safety and that of others with whom they work.
2. To cooperate with designated officers named by the Governors and/or the Principal and any other designated Institute manager to enable the Institute to comply with its obligations under Health and Safety legislation.
3. Not to interfere with or to misuse anything provided in the interests of health and safety or welfare.
4. To report immediately any defects in plant, equipment or the environment.

CONTINUING PROFESSIONAL DEVELOPMENT

1. The post-holder will proactively take part in the Group Appraisal process and will appraise any staff they are responsible for.
2. The post-holder must undertake all training deemed mandatory by the Group (e.g. Safeguarding, Equality & Diversity and Health & Safety) and will be expected to attend all other relevant training and continuous professional development events. They are responsible for their own professional updating.

OTHER RESPONSIBILITIES

In common with all other employees of the College, the postholder is expected to:

1. Perform duties to a high standard and to ensure that the quality assurance processes are implemented successfully across the College, particularly those relating to their own role.
2. Positively contribute to a safe learning and work environment ensuring compliance with Health and Safety policies and procedures.
3. Have a personal responsibility for Safeguarding and promoting the welfare of children, young people and vulnerable adults to ensure compliance with Safeguarding policies and procedures.
4. Participate in and make an appropriate contribution to the College's planning and review process.
5. Take a proactive role in the maintenance of acceptable standards of learner behaviour.
6. Contribute to the development and delivery of the College's 5 Pillars within Strategic Plan and to the achievement of the objectives contained therein.
7. To make a full contribution and evidence impactful activity to drive the Equality, Diversity and Inclusion agenda.
8. Keep up to date with issues affecting the role and contribute to staff development activity.
9. To undertake any other duties considered commensurate with the level and responsibility of the role.
10. All employees will adhere to all the college ISO standards.

APPLICATION GUIDANCE

To ensure we have the right people, with the right skills in the right roles, a competency based approach is integrated into our selection process at the College. Put simply, this means that for each role there is a person specification detailing specific criteria and competencies (or behaviours), which we believe are essential if the job is to be performed well.

The document overleaf entitled 'Success Coach: Person Specification' provides details of the specific criteria and competencies attached to this post. In the initial application, you are asked to show how you feel you meet these requirements. It is recommended that you use the headings from the Person Specification to help you organise your information. The panel will shortlist applications in line with the Person Specification match. *If you do not meet the 'essential criteria' your application will not be considered for shortlisting.*

Please visit www.boston.ac.uk to complete an online application form.

Once completed, your application should be submitted no later than Sunday 28 April 2024.

Interview date: TBC

Success Coach: Person Specification

1. ESSENTIAL CRITERIA	SOURCES OF EVIDENCE		
	Application	Task	Panel Interview
Technical & Professional Qualifications:			
4 GCSE's, including English and Maths, at Grade C or above (or equivalent)	✓		
Level 3 Qualification i.e. A Level, BTEC National, GNVQ Advanced, NVQ or equivalent	✓		
Experience:			
Experience of working with young people in a support role, in a paid or unpaid capacity	✓	✓	✓
Experience of monitoring, evaluation and report writing		✓	✓
Skills:			
Excellent communication, interpersonal, time management and organisational skills	✓	✓	✓
Ability to work as part of a team or on own initiative			✓
Computer and keyboard skills		✓	
The ability to support and empower learners	✓	✓	✓
Ability to work under pressure		✓	✓
Willingness to undertake travel in line with the needs of the role			✓
Knowledge:			
An understanding of safeguarding and a commitment to creating a safe learning environment and demonstrate your suitability to working with children, young people and adults at risk		✓	✓
Knowledge of the post-16 education sector		✓	✓
An understanding of the barriers to education and learning for both the 16-19 age group and mature learners	✓	✓	✓
An awareness of the current FE curriculum including learning and assessment method			✓
An understanding of Safeguarding Children and Young People, the Prevent Agenda and Fundamental British Values	✓	✓	✓
2. COMPETENCIES			
Contributing to team success Actively participates as a member of the team to ensure the team moves towards the completion of its goals in delivering an outstanding experience to our students. Provide coaching / mentoring support for students to keep them on track focusing on KPIs.	✓		✓
Student Focus Makes students and their needs a priority. Develops and maintains student relationships that are productive and effective. Engage wider college teams to provide support for students.	✓	✓	✓
Planning & Organising Identifies courses of action for self, team and students to ensure work is completed efficiently and recorded appropriately in a timely fashion. Plans work efficiently to ensure key activities are completed in accordance with college requirements	✓		
3. DESIRABLE CRITERIA			
An awareness of the importance of Equality & Diversity			✓
Level 2 or above qualification in one or more of the following: Learning/Personal Mentorship, Counselling, Advice and Guidance or Basic Skills (9281)/Key Skills			✓
A degree in a relevant subject area			✓
Ability to empathise with a wide range of people from a variety of backgrounds		✓	✓
Experience of working in the community			✓
Experience of liaising with external agencies			✓