

## JOB DESCRIPTION/PERSON SPECIFICATION

<b>Job Title:</b>	Success Coach
<b>Responsible to:</b>	Success Coach Team Leader
<b>Responsible for:</b>	N/A

<b>1.</b>	<b>Job Purpose:</b>
1.1	<p>To support the successful progression of students on their programme of study.</p> <p>To provide a professional and high quality customer service to internal and external customers.</p> <p>To provide a range of professional, first level information and advice to potential and existing customers, referring to specialists where appropriate.</p>

<b>2.</b>	<b>Key Responsibilities:</b>
2.1	To support the successful progression of students.
2.2	A support for Curriculum Managers - feeding in key information relating to the student journey.
2.3	Work with curriculum teams to liaise with parents/carers where required.
2.4	Support the tutorial process by holding regular progress 1-1 meetings with learners.
2.5	Provide pastoral support to learners as appropriate.

<b>3.</b>	<b>Specific Duties:</b>
3.1	Attendance monitoring to include: <i>Working with students to improve attendance</i> <i>Checking and following up of attendance trends and issues</i> <i>Report on Directorate performance for attendance/punctuality.</i>
3.2	Support the Curriculum with the management of at risk students.
3.3	Provide pastoral support as appropriate.
3.4	Act as a link and referral point for pastoral support including: <i>ALS referrals</i> <i>Welfare and financial referrals/support</i> <i>Link to External Agencies (MAT, Tier 3 etc.)</i> <i>Conduct Supportive Interviews (Criminal Convictions) and chase up DBS evidence.</i>
3.5	Support the Student Journey, including: <i>Induction</i> <i>Counselling referrals</i> <i>IAG referrals</i> <i>Enrolment</i> <i>Retention Tool</i> <i>Student discipline.</i>
3.6	Act as a link person for admissions and progressions.
3.7	Champion the consistent and appropriate usage of the College eILP throughout the directorate.
3.8	Act as Customer Service Champion (including general promotion of E&D and Safeguarding).
3.9	Attend regular meetings and internal/external CPD sessions to support development, professional knowledge, skills and abilities.

<b>4.</b>	<b>Budget Responsibility:</b>
4.1	The post has no specific budget responsibility other than the general requirement to ensure that any spending they are responsible for is undertaken in accordance with the Group's purchasing and financial regulations.

<b>5.</b>	<b>Continuing Professional Development:</b>
5.1	The post holder will proactively take part in the Group Appraisal process and will appraise any staff they are responsible for.
5.2	The post holder must undertake all training deemed mandatory by the Group (e.g. Safeguarding, Equality and Diversity and Health and Safety) and will be expected to attend all other relevant training and continuous professional development events. They are responsible for their own professional updating.

<b>6.</b>	<b>Health and Safety:</b>
6.1	<p>The post holder will be required:</p> <ul style="list-style-type: none"> <li>• To take reasonable care to safeguard their own safety and that of others with whom they work;</li> <li>• 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.</li> <li>• Not to interfere with or to misuse anything provided in the interests of health and safety or welfare.</li> <li>• To report immediately any defects in plant, equipment or the environment</li> </ul>

<b>7.</b>	<b>Equality and Diversity:</b>
7.1	<p>The Group is committed to the provision of equal opportunities and strives to ensure that unfair discrimination does not occur. All employees have a duty to ensure unfair discrimination does not occur and to support the implementation of the Institute Groups' Equality policy as appropriate.</p>

<b>8.</b>	<b>Safeguarding Children and Vulnerable Adults:</b>
8.1	<p>The Group recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Institute group activities and expects all staff to share this commitment. All safeguarding mandatory training and updating must be undertaken (see 5.2)</p>

<b>9.</b>	<b>Group Policies and Procedures:</b>
9.1	<p>All staff are required to be aware of and comply with all Group Policies and Procedures which are accessed via the Virtual Learning Environment.</p>

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## Note

This job description is current as at the date of your appointment. In discussion with your line manager your post description may be varied at any time to reflect or anticipate changes in or to the post and you may be required to undertake other duties commensurate with the grade of your post.

Please see following page for Person Specification

Qualities	Specific Requirements	E	D
<b>Qualifications and Training</b>	4 GCSE including: English & Maths Grade C or above or equivalent	E	
	Level 3 Qualification i.e. A Level, BTEC National, GNVQ Advanced, NVQ or equivalent	E	
	Level 2 or above qualification in one or more of the following: Learning/Personal Mentorship Counselling Advice and Guidance Basic Skills (9281)/Key Skills		D
	A degree in a relevant subject area		D
<b>Specialist Knowledge</b>	Knowledge of the post-16 education sector	E	
	An understanding of the barriers to education and learning for both the 16 to 19 age group and mature learners	E	
	Ability to empathise with a wide range of people from a variety of backgrounds		D
	An awareness of the current FE curriculum including learning and assessment method	E	
<b>Experience</b>	Experience of working with young people in a support role in a paid or unpaid capacity	E	
	Experience of working in the community		D
	Experience of monitoring, evaluation and report writing	E	
	Experience of liaising with external agencies		D
<b>Skills and Attributes</b>	Excellent communication, interpersonal, time management and organisational skills	E	
	Ability to work as part of a team or on own initiative	E	
	Computer and keyboard skills	E	
	The ability to support and empower learners	E	
	Ability to work under pressure	E	
	Willingness to undertake travel in line with the needs of the role	E	

	Flexibility in working patterns	E	
<b>Other</b>	DBS check carried out on appointment	E	

Qualities identified and determined by:

*E = Essential*

*D = Desirable*