

Post: Tuition Fund Progress Tutor

Place of Work: North Kent College (campus to be confirmed)

Hours of Work:

Salary: £28,000 pro rata – term time only
Fixed term until June 30th

Accountable to: Deputy Head of Learner Welfare & Safeguarding Services (DHSWS)

Summary:

Provide academic, welfare and pastoral support to vulnerable learners, and those learners identified as 'at risk' due to gaps in learning and social development as a result of the Covid Lockdown. They are to assist in ensuring learners develop confidence and resilience and are safe in our care, so they are able to achieve success. Contribute to the wider Welfare & Safeguarding Services Team as a Safeguarding Officer (DSO), responsible for monitoring the online safeguarding helpdesk, triaging the level of concern and communicating effectively with the relevant parties.

Duties, Responsibilities:

Welfare and Safeguarding

Main, Responsibilities, and Duties:

- Promote and develop the skills needed by learners to become more autonomous learners, leading to progress into employment and/or Higher Education.
- Encouraging the learners' personal and academic growth and progression through planned target setting in 1:1 tutorials; logging actions on eTrackr.
- Deliver coaching in small groups using relevant technologies, assessing, and providing feedback to learners, acting as a reference point for additional individual support, and curriculum areas.
- Coach learners and provide strategies to assist with their academic development away from timetabled curriculum lessons.
- Monitor learners' progress supporting their academic performance and developing soft skills, maintaining an overview of learner's holistic performance e.g., attendance, preparation and submitting work, and any other relevant issues which may hinder a learner's journey.
- Assist learners in developing knowledge of the College, providing learners with information on how to access all forms of available support within the College, including careers, financial or welfare support and counselling.
- Be proactive in the identification and review of learners in need of support through safeguarding referral.
- Liaise effectively with clear communication to all stakeholders such as curriculum, parent/carer and external agencies to ensure accurate and appropriate information sharing.
- Provides feedback to teams to enhance the effectiveness of the mentoring support.

Organising Self and Managing Time with Learners

- Estimates time frames for support plans and makes schedules, planning ahead for those learners who need support.
- Breaks long or complex tasks down into smaller parts for learners.
- Encourage learners to recognise and reflect on ways in which learning can empower them as individuals.
- Implements improvement actions to drive up learner retention and attendance.

- Establishes and maintains procedures with learners which promote and maintain appropriate behaviour, communication, and respect for others, while challenging discriminatory behaviour and attitudes.
- Creates a motivating environment which encourages learners to reflect on, evaluate and make positive decisions about learning.
- Provides learning activities which meet curriculum requirements and the needs of learners when working in a small group or 1:1 with you.
- Involve learners in planning of their own learning and assessment and encourage learners to use initiative and take responsibility for their own learning.
- Uses a variety of appropriate approaches to enhance learning.
- Provides constructive criticism as part of evaluation.
- Keep an accurate log of all students you coach/mentor to ensure compliance with the Tuition Fund rules.
- Undertake any other duties consistent with the key responsibilities and/or duties of this role as directed by your manager.

All employees of the College are expected to work in such a way that delivers the following behaviours:

1. Customer focussed, through a “can do” attitude.
2. Consistent and reliable.
3. Has a collaborative, supportive and tolerant approach.
4. Reflective, and embraces new initiatives in order to improve performance.

These behaviours will form part of the criteria within the Appraisal process.

PERSON SPECIFICATION			
CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED BY (Application, Task, Interview)
	√	√	
(1) Qualifications:			
Minimum Level 3 academic or vocational or qualification.	√		Application / Interview
5 GCSE's including English and Maths		√	Application / Interview
Teaching qualification		√	Application / Interview
(2) Knowledge to include:			
Range of courses offered, and assessments used in Vocational areas		√	Application / Interview / Task
(3) Experience to include:			
Experience of working well with people	√		Application / Interview /
Extensive experience in a curriculum area(s)		√	Application / Interview / Task
Excellent working relationships with young people	√		Application / Interview / Task
(4) Skills and Attributes to include:			
A patient and flexible approach to working with young people	√		Application / Interview
Excellent interpersonal and communication skills	√		Application / Interview

General:

The job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Staff are expected to comply with the College employment policies and procedures but in particular the Code of Conduct, DBS and Health & Safety Policy, which can be located on the College Staff Net system or via the HR Department.

Please sign as confirmation of your understanding and acceptance of the role.

You should retain one copy for your records and return one copy to the HR Department.

Sign: _____

Print: _____

Date: _____