

### Job Description

<b>Job Title:</b>	Progress and Destination Tutor
<b>Responsible To:</b>	Curriculum Area Head
<b>Line Management of other staff:</b>	No
<b>Location:</b>	Colchester
<b>Salary:</b>	Actual Salary £21,854 - £23,830 per annum Full-time Salary £26,269 - £28,644 per annum
<b>Date of last review:</b>	July 2024

### **Purpose Statement:**

To work in liaison with curriculum and teaching staff to provide appropriate support for students, with the overall aim to ensure that all students progress on their programmes and that they are equipped with the skills and information needed to reach a positive destination; thus positively contributing to the College's retention, attendance and destination results.

To be accountable for the delivery of a weekly timetable of group tutorials on a range of centrally agreed themes, facilitating and managing discussions and adapting resources to suit the tutor groups, and where appropriate the technical subject areas.

To work with a caseload of individual students to monitor, and where appropriate increase, their attendance, and support learners who are identified as 'at risk' to achieve their maximum potential.

To operate in one or more curriculum areas as required.

### **Main Duties & Responsibilities:**

<b>1</b>	Supporting students with their induction and orientation to the College, in liaison with other curriculum staff, to help them to identify their planned destinations and any barriers to learning, supporting the 42-day focus process leading to increased retention.
<b>2</b>	To have a particular focus in the first few weeks of the academic year on students who enrol late, or who show signs of disengagement or detachment in the early stages of their study programmes, to keep them on programme.
<b>3</b>	Reviewing students' overall attendance, punctuality, behaviour, and attitudes to learning, taking swift and appropriate action as necessary, including the use of the College attendance and / or disciplinary policy, supported by programme leaders and other involved teaching staff.
<b>4</b>	Delivering weekly tutorial sessions on cross-college themes, and in line with a centrally produced tutorial programme including, but not limited to, progression; employability; safeguarding; preventing radicalisation; staying safe, bullying and harassment; and British values.

<b>5</b>	Developing and adapting Personal Development Group Tutorial sessions and resources in line with a co-ordinated College approach to ensure the most appropriate delivery for your students.
<b>6</b>	Using relevant software such as Google classroom to deliver aspects of the Personal Development Group Tutorial Programme, especially work experience and employability.
<b>7</b>	Developing a personal understanding of each tutee by holding regular one to one tutorials (non-academic) and supporting them to complete all parts of their Programme of Study to the requisite level, including maths, English and Work Related hours.
<b>8</b>	Regularly monitoring attendance of tutees and chasing up non-attendance where it is having a significant impact, maintaining contact with parents as appropriate to help increase students' attendance and to support progress.
<b>9</b>	Providing initial pastoral support and referring to appropriate support services within the College including Welfare, Counselling, Careers and safeguarding, to ensure a consistent and coherent approach to student welfare and wellbeing.
<b>10</b>	In liaison with curriculum areas and Careers guidance, assisting students in making choices about progression to employment, Higher Education and other progression routes such as apprenticeships.
<b>11</b>	Regularly liaising with curriculum staff about the progress of students and working closely with lecturing staff to effectively monitor achievement against targets set and provide students with strategies on how to improve.
<b>12</b>	Arranging and attending meetings with parents, students and course tutors to work collaboratively to support the students' overall attendance, punctuality, behaviour, and attitudes to learning. Inviting representatives from College support teams where necessary (Student Services, Careers, Additional Learning Support).
<b>13</b>	Supporting lecturing staff at Parents' Evenings in discussing the progress of students and follow up with those parents/guardians/carers who cannot attend. Attend welcome days and other events, such as enrolment, Advice Days and Open Events as required.
<b>14</b>	To develop and update personal professional expertise in the relevant areas.
<b>15</b>	Adhere to and promote the College's Safeguarding, Diversity, Equity & Inclusion, College Values and Health and Safety policies and practices.
<b>16</b>	To undertake any other associated duties determined by the college.

*This job description is current as the date shown. It may be amended in any way following consultation with the post holder to take account of changes or anticipated changes in the organisation or management of Colchester Institute*

### Person Specification

**Job Title:**

Progress and Destination Tutor

Qualifications	Essential	Desirable	How is this assessed?
Education to level 3 or above and/or a professional qualification in relevant subject area or equivalent	✓		A
Minimum of Level 2 qualification in English and Mathematics GCSE 4+ or C and above / CSE Level 1 / O-Level C or above / Level 2 Adult Numeracy or Literacy or equivalent	✓		A
Level 3 or 4 mentoring / coaching qualification or willingness to achieve.		✓	A
Level 3 IAG or above.	✓		A
Educated to degree level.		✓	A
Teaching qualification		✓	A
Experience	Essential	Desirable	How is this assessed?
Experience of working face to face with different age and client groups, but particularly with 16-19 year olds.	✓		A / I
Experience of supporting, motivating and mentoring individuals against goals.	✓		A / I
Experience of handling difficult situations, including confrontation, in a calm and effective way.	✓		I
Proven experience of working in a busy environment, managing conflicting priorities and meeting deadlines.	✓		I
Proven record of willingness to take initiative, adapt and being proactive.	✓		I
Proven record of working positively and collaboratively across internal teams, management, key stakeholders and colleagues developing and maintaining positive working relationships. Working together towards the same end goal.	✓		I
Experience of working with various forms of communication including email, texting and telephone.	✓		A / I

Direct experience of inputting data into databases, accurately and with good use of English.	✓		A / I
Experience of interviewing students.		✓	I
Experience of working within an FE college or other educational establishment.		✓	A
Experience of data protection, working with confidential and sensitive information.		✓	I
Experience of teaching, coaching or mentoring.		✓	A / I
<b>Knowledge and Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>How is this assessed?</b>
Outstanding communication skills and the ability and enthusiasm, to work positively and effectively with 16-19 year olds.	✓		I
The ability to inspire challenge and stretch students during delivery.	✓		I
Confidence, enthusiasm and an interest in education and in boosting the opportunities and self-belief of young people.	✓		I
Ability to provide professional and empathetic information and advice to young people and their parents/guardians, both face to face and over the telephone.	✓		I
Confidence to give presentations, or deliver training, to a wide-ranging audience.	✓		I
Proven emotional resilience and determination to persist with a task under challenging circumstances.	✓		I
Positive approach to change and willingness to undertake training and development.	✓		I
Evidence of work involving significant organisational skills, with good attention to detail and managing conflicting priorities.	✓		I
High level of personal integrity, honesty, reliability and positivity.	✓		I
Excellent IT and data input skills, on a wide range of software applications.	✓		I

Excellent interpersonal, oral and written communication skills.	✓		I
Understanding and commitment to safeguarding the welfare of children and vulnerable adults, creating a safe learning environment.	✓		I
<b>Personal Attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>How is this assessed?</b>
Ability to work flexibly and put in the hours needed to meet the job and College requirements, including occasional evenings and weekends.	✓		I
A strong commitment to Equity Diversity, and inclusion.	✓		I
Enjoys working collaboratively and seeking collaborative opportunities.	✓		I
Ability to work flexibly to meet changing needs and work demands.	✓		I
Continuously improving and commitment to own personal and professional development.	✓		I

**KEY:**

<b>A</b>	Application
<b>I</b>	Interview
<b>P</b>	Presentation/Micro-teach
<b>T</b>	Test