



## **Progress Tutor**

### JOB DESCRIPTION

**Directorate of Quality, Teacher Development and  
Student Progress**



## ADVERTISEMENT

### **Progress Tutor**

35 hours per week, 52 weeks per year

Salary within the range of £23,448 to £27,957

We are seeking a Progress Tutor to be part of our Student Progress team delivering tutorial support and professional skills development to our students to help them stay on-programme and to achieve success and progress in education or to gain employment in their chosen field.

Progress Tutors are allocated a caseload of students from specific vocational areas and provide group and one-to-one support as well as delivering Professional Development sessions in areas such as resilience, health and well-being, life skills, British Values, e-Safety, careers and employability, as well as preparation for further study including higher education.

You will have experience of working with young people and have the ability to motivate and inspire, setting clear targets and monitoring progress to ensure our students have the support they need to succeed.

You will need to be organised with the ability to multi-task and communicate with a range of audiences including working closely with other Progress Tutors and Vocational Tutors. You will need to be flexible in approach to meet changing needs and will thrive in a busy but rewarding role and work environment.

Essential criteria for the role include a level 3 qualification accompanied by literacy and numeracy to Level 2 (GCSE grade 4/C). You should also have a teaching qualification or a commitment to attaining one within a specified timeframe.

This post is based at our Ipswich campus however Suffolk New College is a multi-campus site therefore you may be required to work at and travel between campuses.

At Suffolk New College, we promote the culture of BeSNC. Implementing BeSNC is not just a choice; it's a commitment to providing the best possible environment for our learners to thrive. It's a commitment to nurturing an inclusive and supportive community where each student, staff and community member can reach their full potential.

**Closing Date: Thursday 19<sup>th</sup> September 2024 at 12:00 Midnight**

**Interview Date: Friday 27<sup>th</sup> September 2024**

This College is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. As part of our on-going commitment to Equality and Diversity, Suffolk New College guarantee to shortlist all applicants from a black or ethnic minority group who meet the essential criteria and all applicants with a disability who meet the essential criteria. All appointments are subject to Disclosure & Barring Service (DBS) check.

We do not recognise any agencies or search agencies acting on our behalf unless they have been officially engaged. Applicants should apply to us directly and not be persuaded to go via an agency.

The college will not recognise any agency fees for recruitment activities unless an active engagement linked to a specific role has been agreed.

The college will not pay fees associated with CVs or applicants who are sent to the college via agencies on a speculative basis or in response to college adverts.

Agencies should refrain from sending CVs to anyone working for the college on a speculative basis. The college will make approaches to agencies via our HR team if we feel that we need assistance with a post.

## **DIRECTORATE OF QUALITY, TEACHER DEVELOPMENT & STUDENT PROGRESS**

The Directorate of Quality, Teacher Development, and Student Progress is an exciting and vibrant area of the College, which is, not only home to our team of Progress Tutors but also delivers teacher training and development for our staff. The Directorate also manages the College's quality assurance processes and is responsible for the Foundation Learning curriculum area.

The Directorate team comprises of management, teaching staff, teacher development coaches and administrators, all of whom are committed to delivering an exceptional experience to our students to enable them achieve and to progress their chosen career through further or higher education opportunities or employment.

The Student Progress Team is led by the Progress Tutor Team Leader and is made up of eleven Progress Tutors who work across all vocational areas of the College to support students and ensure they achieve their potential. The team works closely with vocational tutors and the Student Services and Support teams in order to ensure that our learners receive an exceptional experience whilst studying at the College.

The workspaces within the College are purpose built with industry standard specialist equipment where students can participate in practical learning sessions and engage with the latest technologies. Courses offered range from Entry Level to Level 3.

Working closely with businesses across Suffolk to develop our curriculum, our learners engage with a wide range of projects that not only support the community but develop the skills they need within the workplace.

## JOB DESCRIPTION

### Progress Tutor

#### Summary of Benefits, and Terms and Conditions

<b>Location:</b>	Main location Suffolk New College Ipswich campus*
<b>Salary:</b>	Within the range £23,448 to £27,957* per annum (bar at £24,864 progression requires completion of a recognised teaching qualification).
<b>Contract status:</b>	Permanent
<b>Hours of work:</b>	35 hours per week, 52 weeks per year.
<b>Pension:</b>	Career Average Pension Scheme in which employees contribute between 7.4% and 11.7% depending on salary
<b>Holiday:</b>	35 days per annum plus bank holidays and Christmas closure
<b>Study days:</b>	5 self-directed study days per annum pro rata and 5 college directed study days per annum
<b>Staff Development:</b>	Corporate, Departmental and Personal Development Programme opportunities
<b>Reporting to:</b>	Head of Student Personal Development and Enrichment

\*Suffolk New College is a multi-campus, therefore you may be required to work at and travel between campuses.

#### Other Significant Relationships:

Directors, Heads of Curriculum, Curriculum Co-ordinators, Course Teams, Specific Needs Team, Additional Learning Support Team Leaders, Student Support and Study Support Team, Learning Support Assistants, external agencies, College staff (teaching and support) and/or other related service providers

## JOB PURPOSE

To contribute to the provision of the 'Exceptional Learner Experience' by:

- Ensuring student retention, attendance and punctuality is at least at college target, by continually working to support students through regular one-to-ones which motivate, support and equip each individual to stay on programme and achieve academic success on all aspects of their study programme, recording progress, setting and reviewing individual SMART targets both academic and personal, on Pro-Monitor.
- Working with relevant Directors and Heads, teaching teams, Student Services, additional learning support and other teams, to report on all areas of progress and concerns; agreeing strategies and interventions to improve learner performance.
- Delivering the Professional Development curriculum in line with the agreed College curriculum to promote student development and to facilitate timely and reliable two-way communication between College and students, ensuring they are fully equipped and prepared to make informed choices about progression.
- Responding promptly where barriers to learning are identified, including vulnerable student groups, by carrying out additional proactive intervention strategies referring learners to relevant support where required and monitoring their progress and altering actions to ensure success.

## MAIN RESPONSIBILITIES AND DUTIES

1. Hold regular one-to-ones with allocated students to motivate, support and equip each individual to stay on programme and achieve academic success on all aspects of their study programme, ensuring that students are seen individually at least very six weeks, to review their progress, setting and reviewing individual SMART targets both academic and personal.
2. Continually work to support students in attaining and maintaining their targets relating to attendance, punctuality, retention/progress and achievement of high grades and of relevant English and Maths qualifications; and in upholding the College Standards.
3. Track and support the progress and development of each student using College approved systems (e.g. Pro-Monitor), processes and procedures. Ensure that information including contact details, learning support requirements, barriers to learning, and badges to identify additional interventions, are accurate and up to date on Pro-Monitor.
4. Deliver Professional Development sessions in line with the College Professional Development Scheme of Learning and Assessment to promote wider skills development and to facilitate timely and reliable two-way communication between College and students. The agreed content to include delivery of key themes such as resilience, health and well-being, life skills, British Values, e-Safety and Prevent, careers and employability, as well as preparation for further study including higher education.
5. To provide impartial careers guidance regarding progression routes and careers paths, in line with the College Careers Strategy ensuring that each student is fully equipped and prepared to make informed choices about progression.
6. Support learner progression including assisting with UCAS statements and reference preparation, and recording destinations. Ensure that during the year and at the end of the course, the most up to date student contact information is on the system.
7. Assist the Work Experience team to plan work experience, and track and monitor participation using College systems, processes and procedures ensuring all students complete planned work experience.
8. Facilitate student completion of the College's Work Skills Programme (e-PASS), ensuring that students undertake the programme, completing the on-line resources in order to achieve the appropriate digital badges.
9. Work with Directors, Heads and the ALS team to report progress and concerns back to the teaching teams so that robust and effective interventions can be put in place and monitored to a positive outcome.
10. Provide a monthly monitoring report, ensuring accurate data, on student retention, working at grade achievement and value added, as well as completion, destinations when necessary and highlighting of those who are 'at risk'.

11. Challenge and support learners' at risk of failing to meet College targets relating to attendance, punctuality, retention or achievement. Record and report details of each intervention and its impact. Work closely with Directors and Heads so that they utilise the Student Performance and Behaviour Policy when required.
12. Liaise with College Staff, parents/carers and external agencies or services as required and subject to confidentiality and relevant College policies e.g. GDPR Policy, to offer targeted support, working in the best interest of each student, and contribute to College scheduled parent evenings.
13. Promote a positive behaviour approach in classrooms/learning environments and work effectively with teaching staff and students to maintain or restore a safe and calm atmosphere conducive to learning. Continually apply College Standards and rules on behaviour, including ensuring hats are not worn and lanyards containing up to date ID badges are worn around the neck and are clearly visible at all times.
14. Support resolution of complex or challenging issues using appropriate techniques, skills and strategies to de-escalate potential difficult situations or resolve conflict with individual and groups of students.
15. Take a key role in the development, delivery and evaluation of an effective induction programme to meet the needs of learners (including late-enrollers) at the College.
16. Contribute to the development of resources and procedures that aid the professional development of the skills, knowledge and expertise of the Progress Tutor role.
17. Seek advice from and where advised make prompt referrals to specialist College staff in relation to any learner for whom there is a Safeguarding concern and/or any learner identified as a Looked After Child/Young Care Leaver (LAC/YCL) in accordance with the relevant policy and procedures e.g. Safeguarding, Data Protection etc.
18. Attend and participate in staff development sessions as required, completing CPD where identified as key requirements of the role.
19. Maintain any allocated tutorial base rooms, ensuring they are appropriately resourced.
20. Provide cross-College cover in the absence of other Progress Tutors, cover lessons or other as deemed necessary by the line manager.
21. To comply with Health and Safety regulations and policy and implement these effectively throughout all aspects of the role.
22. To take a pro-active approach and responsibility for the well-being and safeguarding of all students.
23. Any other duties and training as may be required by management, which fall reasonably within the competence and level of job role.

This Job Description sets out the major duties associated with the stated purpose of the post. It should not be assumed that other duties of a similar level/nature undertaken within the section are excluded simply because they are not itemised.

The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes, should there be such variation, appropriate training may be given to enable the postholder to undertake the new/varied work.

## PERSON SPECIFICATION

	Essential	Desirable
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Good standard of education including maths and English to Level 2 (GCSE C or 4 grade)</li> <li>• Level 3 qualification</li> <li>• Teaching qualification (Level 5) or commitment to achieving one within a specified period</li> </ul>	<ul style="list-style-type: none"> <li>• Degree or professional qualification in a relevant subject</li> <li>• Level 5 Teaching qualification</li> <li>• Coaching qualification</li> <li>• Careers Advice qualification</li> <li>• Information, Advice &amp; Guidance qualification</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Relevant professional industry experience</li> <li>• Knowledge of current industry standards, trends and technology</li> <li>• Experience of coaching or motivating a diverse range of people to improve performance</li> <li>• Understanding of performance targets in relation to education including attendance, retention, progress, achievement and success.</li> <li>• Understanding of teaching, learning and assessment and the tools and techniques that support learning</li> <li>• Working with young people on a 1 to 1 basis</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of progression routes within Further Education, Higher Education and employment</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to communicate with a diverse range of audiences including young people, parents, managers and team members</li> <li>• Planning, time management and organisational skills</li> <li>• Build and maintain professional working relationships</li> <li>• Team work and a commitment to sharing and promoting best practice</li> <li>• IT literate and drive to enhance learning through technology</li> </ul>	
<b>Qualities and Attributes</b>	<ul style="list-style-type: none"> <li>• Motivational and inspirational</li> <li>• Student focused approach</li> <li>• Creative and innovative reflected through teaching and 1 to 1 support practices</li> <li>• Pro-active and solution focused approach</li> <li>• Self-awareness and reflective thinking</li> <li>• Calm under pressure with a resilient approach</li> <li>• Diplomacy, tact and integrity and with due regard for confidentiality</li> </ul>	
<b>Attitude</b>	<ul style="list-style-type: none"> <li>• Driven to deliver high quality teaching, learning and support</li> <li>• Embeds and promotes equality, diversity and respect through all aspects of the role</li> <li>• Pro-active commitment towards safeguarding and promoting the welfare of young people</li> <li>• Positive and can-do attitude towards work</li> </ul>	



- Actively participates in continued professional development
- Flexible approach to meet changing needs

## EQUALITY AND DIVERSITY

All applicants will be afforded equal opportunity of employment irrespective of gender, marital status, pregnancy or maternity leave, sexual orientation, transgender, disability, age, ethnicity, religion or belief. As part of our on-going commitment to Equality and Diversity, Suffolk New College guarantee to shortlist all applicants from a black or ethnic minority group who meet all of the essential criteria.

## CRIMINAL CONVICTIONS

Suffolk New College is committed to the Code of Practice of the Disclosure & Barring Service (DBS) and can make a copy of the Code available upon request. Suffolk New College welcomes applications from a diverse range of candidates. Unless the nature of the work demands it, applicants will not be asked to disclose convictions which are 'spent' under the Rehabilitation of Offenders Act 1974. Having an 'unspent' conviction will not necessarily bar applicants from employment. This will depend on the circumstances and background to any offence(s). Any post which involves direct contact with persons under the age of 18 or with vulnerable adults is exempt under the Rehabilitation of Offenders Act 1974 and applicants are required to disclose spent convictions. Appointments will be subject to a Disclosure check by the DBS.

## SALARY SCALE

	£ per annum
1	£23,448
2	£24,864
<b>BAR *</b>	
3	£26,367
4	£27,957

\*Progression above the bar within the Progress Tutor salary scale requires a full teaching qualification. At Suffolk New College, we can support you to undertake and achieve your teaching qualification whilst in post.