

The Leicestershire College

Job Description

1. Job Details

Job Title:	Apprenticeship Review Coach
Department:	Apprenticeships
Reporting To:	Curriculum Head
Competency Level:	Curriculum Support 2
Hay Grade:	G3
Salary:	£28,006 - £30,090 Per Annum
Date of Job Evaluation:	August 2026
Date:	August 2026

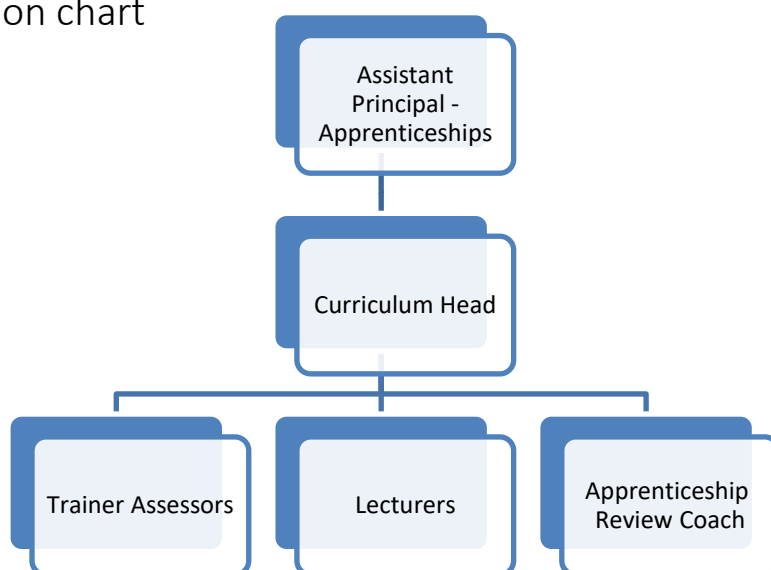
2. Job Purpose

The Apprenticeship Progress Coach is responsible for supporting apprentices throughout their learning journey, ensuring timely progress, successful achievement of qualifications, and the development of knowledge, skills, and behaviours in line with apprenticeship standards. The role involves coaching, mentoring, tracking performance, and liaising with employers and the college to ensure a high-quality, supportive learning experience whilst monitoring attendance and providing SMART targets where necessary.

3. Dimensions

Not Applicable

4. Organisation chart



Name:	Job Description Template -TLC	Owner:	HR
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5. Diversity and Inclusion

Loughborough College Group is committed to operating with Fairness, Respect, Equality, Diversity, Inclusion and Engagement at the heart of our organisation.

We are all responsible for ensuring that all individuals receive the same opportunities to develop, grow and achieve their full potential, regardless of personal circumstances and individual differences.

Our FREDIE values are relevant to the whole College community and support the way in which we work and interact with each other.



6. Key Responsibilities

Role specific responsibilities

Apprentice Support, Coaching & Personal Development

- Provide one-to-one coaching sessions to support apprentices' academic, professional, and personal development.
- Set clear goals and action plans to ensure timely progress and achievement.
- Support the development of employability skills, confidence, and professional behaviours.
- Motivate and engage apprentices to maximise retention and success.
- Working with Trainer Assessors to agree and monitor Action Plan where learners are identified 'at risk'.

Wellbeing, Safeguarding & Pastoral Support

- Conduct regular wellbeing and safeguarding check-ins to ensure apprentices feel safe and supported.
- Identify and respond appropriately to safeguarding concerns, following organisational procedures.
- Provide pastoral support for personal issues that may impact learning or performance.
- Promote a safe, inclusive, and supportive learning environment.
- Maintain up-to-date knowledge of safeguarding, Prevent duty, and wellbeing practices.

Progress Monitoring & Reviews

- Conduct regular tripartite progress reviews with apprentices and employers in line with funding requirements.
- Track apprentice performance against milestones, including off-the-job training.
- Maintain accurate and up-to-date records using internal systems.
- Identify at-risk learners and implement timely intervention strategies.
- Monitoring attendance.
- Setting SMART targets.
- Supporting learners with reasonable adjustments and ALS.
- Embedding the apprenticeship ASPIRE programme to support personal development.

Careers Guidance & Signposting

- Provide initial careers guidance and support apprentices in identifying progression opportunities.
- Signpost apprentices to internal and external careers services, resources, and opportunities.
- Support apprentices with next steps, including end-point assessment preparation, progression into employment, or further study.

Employer Engagement

- Build strong relationships with employers to support apprentice development.
- Facilitate effective communication between all parties.
- Provide guidance to employers on their role in supporting apprentices.
- Address any performance or workplace concerns collaboratively.

Compliance & Quality Assurance

- Ensure all activities meet apprenticeship funding rules and regulatory requirements.
- Maintain audit-ready documentation and evidence.
- Contribute to quality improvement processes and internal audits.
- Stay up to date with changes in apprenticeship standards and policies.

Core Responsibilities

- To promote the College's vision, mission and strategic objectives and to promote the values and behaviours which underpin them at all times.
- To act as an ambassador for the college in dealings with all external agencies (other colleges, funding bodies, suppliers, learners, parents and employers) and to maintain the highest standards of professional conduct.
- To promote Loughborough College Group and its subsidiaries as the first-choice destination for learners, employers and staff alike.
- To proactively promote equality of opportunity in all aspects of the work role and to assist in the leadership and management of compliance to the agreed Health & Safety policy and practice.
- To promote a positive approach to security and discipline within the College community.

7. Key Result Areas

Action	Result
Deliver regular coaching/reviews, setting SMART targets against the training plan.	To ensure all Apprentices successfully meet their end date, preventing withdrawals from the apprenticeship and arranging or signposting to further support if needed.
Conduct and clearly record tripartite reviews in line with audit requirements.	To ensure learners are on track to achieve their target grades.
Carry out regular well-being and safeguarding checks, escalating any concerns where necessary.	All safeguarding concerns managed in line with policy and within required timescales. High apprentice satisfaction with support provided. Improved engagement and reduced absenteeism.
Build and maintain strong employer relationships. Facilitate effective tripartite communication and address workplace or performance issues promptly.	High employer satisfaction scores, increased employer retention and repeat business. Positive employer feedback on apprentice performance and communication.
Provide careers advice and progression planning during reviews whilst signposting apprentices to relevant opportunities and resources.	High progression rates into sustained employment or further learning. Apprentices demonstrate clear career pathways and positive destination data post-completion is supported.
Engage in CPD related to coaching, safeguarding, and apprenticeships and apply feedback from observations and audits.	Continuous improvement in performance and practice with positive observation outcomes.

8. Key Working Relationships and Communications

Internal: Department/Curriculum Heads, Apprenticeship Staff, Support Staff, Apprentices

External: Employers, External companies

9. Scope for Impact

Not Applicable

10. Competency Profile

The following profile is a description of the required competencies of the role:

Working with Excellent People	Responsiveness
Own actions and behaviours are inspiring and engage others considering the FREDIE values. Effectively manages team to deliver a service, providing clear direction and support. Increases employee engagement Communicates with accuracy; enables mutual understanding; confident presenter.	Handles change with responsiveness and adaptability. Looks for opportunities to do own job better; puts forward ideas. Always considers longer term impact of own tasks Identifies problems in own work area, collaborates with others to implement solutions. Makes good quality decisions with confidence. Consistently delivers own work on time and to standard.
Ensuring Financial Sustainability	Self-Awareness
Works efficiently; makes best use of the College's resources. Own work consistently contributes to the strategic aims of the College.	Manages and improves health, safety and wellbeing of team; team or department comply fully with College policies. Improves diversity, equality and inclusion in own area; challenges inappropriate behaviours. Understands self and others; communicates with sensitivity; handles difficult people and events effectively.
Delivering Excellent Quality	
Anticipates customer needs; prevents poor service; delivers consistently high quality service. Enthuses others with accurate and relevant subject knowledge. Continually improves own performance and increases skills and knowledge. Understands the importance of appraising and evaluating results of online searches and be a critical user of digital technologies.	

11. Knowledge, Skills and Experience (Person Specification)

QUALIFICATIONS		ESSENTIAL	DESIRABLE	HOW ASSESSED
1.	Possess a level 3 teaching qualification or be willing to work towards a teaching and assessing/verifying qualification	•		Application/ Certificates
2.	Possess a relevant vocational qualification at level 2, 3 or above	•		Application/ Certificates
3.	Possess qualifications in Maths and English Levels 4-9 (GCSE Grades A-C) or equivalent	•		Application/ Certificates
EXPERIENCE				
4.	Experience in coaching, mentoring, or supporting learners (apprenticeships preferred)		•	Application
5.	Strong organisational and time management skills	•		Application/ Interview
6.	Experience of working with a diverse group of people in industry or an education setting		•	Interview
7.	Experience of motivating student to achieve add positive		•	Interview
8.	Extensive vocational industry experience	•		Application/ Interview
9.	Experience of the use of Information Technology applications such as, databases, spread sheets, diary and calendar systems, websites to assist in the administration and organisation of work.		•	Interview
10.	A high level of verbal and written communication skills which enable creation of positive relationships with learners, staff, managers, employers and external contacts at all levels.	•		Interview
SKILLS & KNOWLEDGE				
11.	Ability to demonstrate up to date knowledge of material handling device technologies	•		Application/ Interview
12.	Knowledge of effective methods of assessment and feedback to support achievement		•	Interview
13.	Able to multitask, prioritise, and manage time efficiently	•		Interview
14.	Ability to listen to and support employer needs	•		Interview
15.	Ability to build effective internal working relationships across all levels of seniority and functions	•		Interview
16.	Ability to work independently without direct supervision.	•		Interview
17.	Can demonstrate use of evaluation to continually improve	•		Interview
18.	Demonstrate your understanding of diversity and inclusion	•		Application/ Interview
BEHAVIOURS				
19.	Effective time management skills and be able to work to deadlines	•		Interview

20.	Good interpersonal skills, able to work well with a range of people and be able to respond clearly and flexibly to different work tasks	•		Interview
21.	Able to work independently and within a team contributing to the development of teaching, learning and assessment	•		Interview
22.	Promote the College's equal opportunities policy and practices	•		Interview
23.	Ensure the safeguarding of students	•		Interview

Notes

1. A satisfactory Enhanced Disclosure & Barring Service check is required for this post. Loughborough College Group is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
2. As part of this role, you are expected to undertake reasonable additional duties such as Exam Invigilation, Welcoming Students and Staff onto campus, supporting with open days and promoting a safe environment across the College Group. This is expected of you in the post mentioned above and all other posts within the College Group.
3. This job description and person specification was prepared in August 2026 and may be amended in light of changing circumstances following discussion with the post holder.

12. Job Description Agreement

Job Holder Signature		Date	
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