GORSE

JOB DESCRIPTION

Job Title: Personal Progression Tutor
Grade: SO1 (SCP 23-25)
Reporting to: Head of Alliance

Job Purpose:
The purpose of this post is to provide high quality and personalised pastoral support to the young people of the College, with the overall objective of securing the best possible academic outcomes for all students. At Elliott Hudson College we are clear that academic achievement is the key to social mobility and unlocking the door to careers of worth and significance. We will not allow disadvantage, in any form, to act as an excuse for lower expectations.

ROLE RESPONSIBILITIES

Strategic Planning

- Contribute to the planning and delivery of the College's assembly and tutorial programme that aims to reinforce the core principles of spiritual, moral, social and cultural values as well as provide informed and up to date careers and UCAS guidance.
- Be a powerful advocate for students and have the opportunity to become a significant, positive influence and role model for them. This role is central to our mission to raise aspiration and achievement in the communities that we serve.

Pastoral Support and Wellbeing

- Work closely with Alliance Leaders to ensure that all students have access to high quality, personalised support and that the achievement and progress of students is closely monitored and discussed with the student.
- Have the ability to care for, empathise and really get to know our young people. To become a 'critical friend and a professional mentor', guiding young people for the two years that they are with us.
- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

Academic Achievement

- Track the progression of all students and identify and implement bespoke support strategies for those students identified as at risk of underachievement.
- Design opportunities for students to develop positive habits and characteristics which will form the bedrock of their academic success.
- Deliver engaging and motivating tutorial sessions informed by well-grounded expectations of students, designed to raise levels of attainment and aspiration.

- Make effective use of an appropriate range of tracking, monitoring and recording systems to build a detailed and personalised knowledge and understanding of all students, thus allowing bespoke care, advice and guidance.
- Provide students, colleagues, and parents/carers with timely, accurate and constructive feedback on learners' attainment, progress, areas for development and areas of concern.
- Support and guide students so that they can reflect on their progress, identify personal targets for improvement and encourage them to develop aspirational goals.
- Establish a purposeful and safe environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of young people, so that all students feel secure and sufficiently confident to make an active contribution to group and one to one tutorial sessions.
- Manage students' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour, in line with the College's behaviour policy.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Professional Knowledge and Understanding

- Have a good, up-to-date working knowledge and understanding of the University admissions process UCAS, and an ability to give advice on high quality personal statements.
- Have an awareness of the assessment requirements and arrangements for A Level subjects and an ability to support students preparing for these assessments.
- Know how to use performance data to identify young people at risk of underachievement.
- Know how to use skills in literacy, numeracy and ICT to support their role and wider professional activities. To model good standards of literacy to students.
- Understand how young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those in their year group and how to take practical account of diversity and promote equality and inclusion in their work.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Other Specific Duties

- Actively engage in professional development and the Appraisal process.

- **Personal Responsibilities:**
- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the Principal.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and the successful completion of the trust's probationary period.

The GORSE Academies Trust
c/o John Smeaton Academy, Smeaton Approach, Barwick Road, Leeds, LS15 8TA
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- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

PERSON SPECIFICATION

Criteria	Essential/ Desirable
Qualifications	**E/D**
• Grade C/4 and above in GCSE English and Mathematics (or equivalent).	**E**
• A relevant Level 3 qualification (or willing to work towards).	**E**
• Degree in relevant subject.	**D**
Knowledge and Skills	**E/D**
• Evidence of work demanding significant organisational skill, with an eye for detail.	**E**
• Understanding of the Post 16 Educational Landscape.	**E**
• Knowledge of progression pathways for Post 16 students.	**E**
• Knowledge of SMSC priorities for Post 16 students.	**E**
• Ability to form meaningful relationships with young people in the 16-19 age range.	**E**
• Excellent communication and organisational skills.	**E**
• Effective team member and a willingness to go the extra mile.	**E**
• Drive and determination to reach and exceed challenging targets.	**E**
• Energy, enthusiasm, sense of humour and flexibility.	**E**
• A positive mindset.	**E**
• A caring nature.	**E**
• Successful delivery of high-quality tutoring and pastoral care sessions for Post 16 students.	**D**
• Understanding of the UCAS process.	**D**
• Understanding of Multi-Agency working to support students with additional needs.	**D**
Experience	**E/D**
• Experience of offering information, advice and guidance to young people.	**E**
• Significant contribution to the development enrichment beyond the classroom.	**D**
Personal Qualities	
• A passion for education and making a difference to life chances of all young people.	**E**
Continuous Professional Development	**E/D**
• Evidence of commitment to Continuing Professional Development.	**E**
Other Conditions	**E/D**
• Enhanced DBS Clearance.	**E**

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.

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