

**JOB DESCRIPTION**

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| **Job title:** | Progression Coach |
| **Post number:** | J081 |
| **Grade:** | NJC 6 (points 16 – 20) |
| **Contract** | Fixed term for one year (until August 2022) |
| **Hours:** | 36 hours per week, term time only plus five INSET days plus one week to be worked in the school holidays (negotiated with line manager)  Some working out of school hours may be required |
| **Responsible to:** | Head of KS4 |
| **Job purpose:** | To provide intensive support, information advice and guidance to KS4 students transitioning from pupil referral units who are experiencing significant barriers preventing them from progressing into positive destinations and at risk of being labelled as not in employment, education or training (NEET) post-16. |
| **Key internal contacts:** | Head of School  SEND Manager  Head of KS4  Y11 students  Teachers  Curriculum Leaders  Examinations Officer |
| **Key external contacts:** | Parents/Carers  Employers  Further Education colleges  Multi-agency workers |
| **Special consideration:** | Hold a clear Enhanced DBS check  Required to have own transport to travel between schools and homes. |

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| **Specific duties**  This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.  Pastoral and support for individual students and their families   1. Provide pre and post-transition support, including mentoring and more direct interventions, on a one to one basis and/or in group interventions for students in pupil referral units and further education to motivate and inspire them to achieve their potential; 2. Provide high level Information advice and guidance to KS4 students. 3. Act as a named caseworker and carry a caseload, delivering bespoke packages of support for students on roll in year 11 or post-16 leavers at either The Limes College or Sutton Tuition; 4. Attend a range of meetings with parents, carers, schools and other professionals, keep accurate records and ensure outcome are actioned; 5. Support young people to develop self-management skills through a range of methods; 6. Ensure an exit strategy is in place and students do not become dependent upon the coach or other support; 7. Provide Advocacy, brokerage and support for the completion of admission forms and induction documentation to support EET of a student; 8. Provide information, advice and guidance to parents on supporting and understanding transitions; 9. Produce clear and effective service-user reports and collect, record and interpret impact measurement and outcomes data; 10. Maintain relevant statistical and management information, provide reports and key performance information (KPI) as required; 11. Record activities and information accurately and appropriately using relevant Management Information System (SIMS) and CPOMS; 12. Provide outreach work for other schools on careers guidance as required; 13. Support linked students in examinations as an invigilator or those in need of access arrangements, as scribe, reader or prompt; 14. Undertake staff lunch duties, as published on rota.   Communication   1. Provide training and ongoing guidance/capacity building (including “train the trainer”) to help colleges/providers better manage and support students with multiple and complex needs, including generic training and individualised student support planning; 2. Attend and contribute to daily briefings, team meetings, training and wider organisational meetings; 3. Participate in meetings to report on performance, progress and development of the service; 4. Support colleagues with data gathering, interpretation and practical application; 5. Have an effective working relationship with key partner agencies (e.g. police, housing, health, adult and children’s social care, schools); 6. Attend such meetings as deemed appropriate by the Head of KS4 and to be responsible for sharing evidence-based information with other agencies; 7. Participate in regular supervision and appraisal as required by line manager; 8. Identify own learning needs and to attend training in order to develop professional knowledge and skills as directed by line manager through supervision; 9. Communicate with parents/carers, according to current policy, on the progress made by linked students; 10. Liaise and network with other professionals, parents and carers both informally and formally.   Trust   1. Some out of hours work may be required to fulfil this role; 2. Promoting the Trust’s core themes of working with vulnerable young people and helping them to flourish; 3. Promoting the safeguarding and welfare of children and young people; Complying with the Trust’s policies and procedures (e.g. equal opportunities and health and safety); 4. Ensuring high standards of behaviour and dress are maintained.   Additional duties  You may be required to carry out additional duties, as the Executive Principal may reasonably request, which are commensurate with the post. |

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| **Review:**  This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the College in relation to the post-holder’s professional responsibilities and duties.  I confirm that I understand and agree the duties of this job description.  Signature:  Print name:  Date:  ----------------------------------------------------------------------------------------------  Manager’s signature:  Print name:  Date: |

**PERSONAL SPECIFICATION**

**Progression Coach**

Please find below a list of points that you will need to respond to in your supporting statement. This should detail your experience and knowledge on each point. The information you provide in your statement will be assessed against the relevant items on points below.

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|  |  | **Essential** | **Desirable** |
| **Qualifications and Experience** | Minimum of English and Maths qualifications equivalent to GCSE grade A-C. | 🗸 |  |
| To have or be willing to study for the L6 Diploma in Career Information, Advice and Guidance. |  | 🗸 |
| An understanding of support needed for students transitioning to post 16 education / training. | 🗸 |  |
| Experience of working with hard to reach families with complex multiple needs. | 🗸 |  |
| Experience of multi-agency working across statutory and/or voluntary organisations. |  | 🗸 |
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| **Skill and Abilities** | Ability to plan and deliver training programmes/ workshops. |  | 🗸 |
| Ability to develop and maintain good relationships with children, caregivers, school staff and other agencies. | 🗸 |  |
| Ability to manage a caseload of young people who are at risk of, or are NEET, and are able to motivate and inspire them and to be able to ‘exit’  effectively. | 🗸 |  |
| Strong analytical and interpretation skills and the ability to problem solve independently, use initiative and find effective solutions. | 🗸 |  |
| Able to maintain accurate, up to date, paper and electronic records of work. | 🗸 |  |
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| **Knowledge** | To have good working knowledge of IT e.g. Word, Outlook, Excel and PowerPoint. | 🗸 |  |
| To understand assessments / reviews and professional boundaries. | 🗸 |  |
| An awareness of the needs and barriers of young people transitions and sustainability of post 16 EET and knowledge of the EET opportunities |  | 🗸 |
| An understanding of The **Gatsby benchmarks** of good Career Guidance and willingness to learn | 🗸 |  |
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| **Special conditions** | Hold a current driving licence with own transport and willing to undertake MIDAS driver training if necessary. | 🗸 |  |
| Willing to undertake an Enhanced DBS check | 🗸 |  |