

	Progress Tutor Job Description and Person Specification	
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Post Title:	Progress Tutor
Responsible to:	Tutoring Manager
Responsible for:	Overall academic progress, personal development and welfare and successful progression to university or employment
Grade	Band F 33 hours per week, 185 working days per year
	Actual annual pay is on a 4-point scale starting at £18,027 to £19,129 (full-time salary equivalent is £23,953 to £25,418)

Main Purpose of Job

This is an exciting opportunity to help raise student aspirations and support students in their individual career planning through support with university applications, as well as helping to prepare them for future employability.

The successful applicant will work alongside a team of other Progress Tutors and, through collaboration with subject teachers, will ensure that student progress is monitored, challenged and supported through appropriate interventions, so that each student makes the level of progress expected.

Our Progress tutors each oversee the overall academic progress, personal development and wellbeing and successful progression to university or employment of around 180 students.

Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A=Accountability (which means being responsible for something to somebody), L= Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities

1	Role Specific Duties and Responsibilities	A	L	O
1.1	Guide students to success in their Study Programme.	✓		✓
1.2	Exemplify respect in all your interactions with tutees and others.	✓		✓
1.3	Monitor student attendance and academic progress, intervening as appropriate.	✓		✓
1.4	Contribute to the delivery of pastoral programme content	✓		✓
1.5	Meet with tutees on a 1-1 basis to discuss progress and action plans for further improvement.	✓		✓
1.6	Receive, respond to, and act upon referrals by teaching and other staff.	✓		✓
1.7	Interact continuously with teaching and other staff to ensure your tutees' needs are fully addressed.	✓		✓
1.8	Consult with and inform parents/carers concerning tutees' progress, both through the College programme of consultation opportunities and responsively as necessary.	✓		✓
1.9	Work in collaboration with the Learning Support and Well-being team to provide students with mental health and well-being support; through the college's tutorial programme and referral to other support mechanisms within the college, external agencies, and sources of guidance appropriate to their needs.	✓		✓
1.10	Work closely with the Tutoring Manager and the Assistant Principal for Student Journey to plan and carry out interventions with students who are a particular cause for concern and/or in the College disciplinary system.	✓		✓
1.11	Advise students regarding their progression aims and the means of attaining them.	✓		✓
1.12	Write and collate UCAS and employment references for tutees and guide them in making applications for progression.	✓		✓

1.13	Guide students through the UCAS process and other apprenticeship/employment application processes, ensuring that they make the most appropriate choices to meet their aims and produce the highest possible quality of application, co-ordinating your work with the Careers Team.	✓		✓
1.14	Work with Student Services admin team in the keeping and sharing of records concerning progress, achievements, guidance and significant interactions for your tutees.	✓		✓
1.15	Take responsibility for implementation of the College Disciplinary system with any of your tutees as and when necessary.	✓		✓

2. Generic Duties and Responsibilities

2.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
2.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
2.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
2.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
2.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
2.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
2.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
2.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
2.9	Organise and support Academy and Trust events as requested.
2.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
2.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification

Post: Progress Tutor

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

1	Qualifications / Training / Experience	Essential Criteria	Method of Assessment
1.1	Good general education to level 4 or equivalent and must have GCSE English and Maths Grade C/4 or better.	✓	AF/CQ
1.2	Experience of demonstrating genuine care and respect for the continued progress, achievement and well-being of students.	✓	AF/R/I
1.3	Demonstrate confidence and competence with IT.	✓	AF/CQ/R/I
1.4	Mental Health First Aid Qualified	Desirable but not essential	AF/CQ/R/I
2	Skills and Aptitudes		
2.1	Demonstrate effective communication both verbally and in writing.	✓	AF/CQ/R/I
2.2	Possess effective team working skills.	✓	AF/R/I
2.3	Ability to use initiative to find solutions to varying situations.	✓	
2.4	Enthusiasm and an ability to build positive relationships with young people.	✓	AF/R/I
2.5	Ability to engender confidence and respect from staff and students.	✓	AF/R/I
2.6	Ability to liaise effectively with managers and external agencies.	✓	AF/R/I
2.7	High levels of personal organisation.	✓	AF/R/I
2.8	Ability to successfully manage competing demands and prioritise workload appropriately.	✓	AF/R/I
2.9	Willingness and ability to adapt your own skills to new circumstances.	✓	AF/R/I
2.10	Highly motivated and able to work in a professional and flexible manner.	✓	AF/R/I
2.11	Ability to deal with sensitive and confidential information.	✓	AF/R/I
2.12	Demonstrate an understanding of, and commitment to, safeguarding and promoting the welfare of young people.	✓	AF/CQ/R/I
2.13	Ability to form and maintain appropriate relationships and personal boundaries with young people.	✓	AF/R/I
3	Mandatory Requirements		
3.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
3.2	This post is exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bind overs must be declared on the application form or provided in a sealed	✓	AF/R

	envelope addressed to the Principal. The 2013 amendments to the Act allow that minor spent convictions, cautions and bind overs do not need to be declared.		
3.3	References that confirm suitability to work with young people, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R
4	Physical Requirements		
4.1	Health and physical capacity for the role.	✓	I/R
4.2	A good attendance record in current employment, (not including absences resulting from disability).	✓	I/R

5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

5	Effective Behaviours	Method of Assessment
5.1	Managing self and personal skills: Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.	A/I/R
5.2	Delivering excellent service: Providing the best quality service to all pupils and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.	A/I/R
5.3	Finding innovative solutions: Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.	A/I/R
5.4	Embracing change: Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	A/I/R
5.5	Using resources: Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the Trust and impact of decisions on this.	A/I/R
5.6	Engaging with the big picture: Seeing the work that you do in the context of the bigger picture e.g. in the context of what the Trust and each Academy are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them.	A/I/R
5.7	Developing self and others: Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills	A/I/R

	and behaviours to enable them to reach their full potential for the wider benefit of the Trust.	
5.8	Working with people: Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.	A/I/R
5.9	Achieving results: Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.	A/I/R

Key to abbreviations: **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.