



JOB DESCRIPTION

JOB TITLE:	Progress Tutor
REPORTS TO:	Pastoral Lead
SALARY:	SSP 10 £27,733pa. Actual £24,327pa
WORK PATTERN:	Permanent, Term Time +1 week

PURPOSE OF THE ROLE

To promote a high culture for learning and challenge within Branston Community Academy in Partnership with John Leggott College. To act as the first point of contact for students and deliver strong pastoral support to an assigned cohort.

The role will deliver a robust tutorial programme to either Year 12 or Year 13 students, depending on allocation, monitoring student attendance, and ensuring appropriate support for students experiencing difficulties.

The Progress Tutor will complement the work of academic teaching staff and provide study skills support and curriculum interventions to ensure all learners develop outstanding academic skills.

The role will facilitate students' independence, resilience and critical thinking skills to ensure students attain their target grades. The postholder will track the progress of each learner within an allocated caseload and integrate appropriate academic support plans to enable successful student outcomes.

LOCATION OF POST

The role is primarily based at Branston Community Academy, Lincoln, working as part of the partnership with John Leggott College.

Employees may be required, on specific dates, to work from John Leggott College, Scunthorpe, to support partnership activity, training, moderation, events, or operational need.

In the event that the Branston Community Academy and John Leggott College sixth form provision were to disband, employees appointed to this role as employees of

John Leggott College would be redeployed to John Leggott College, Scunthorpe, subject to operational requirements.

KEY RESPONSIBILITIES

Strategy and Direction

- Provide a first point of contact for students, ensuring their pastoral needs are met, leading to good attendance and retention of the allocated cohort
- Engage and educate learners via a tutorial programme which promotes the Education Inspection Framework (EIF)
- Support the partnership to inspire, challenge and motivate students, creating a climate of student ownership and innovation
- Promote a high culture of challenge, equipping students with strong study skills and routines from the start of their learner journey, enabling positive progression
- Dovetail tutorial and curriculum support to ensure all students are supported throughout their time at Branston Community Academy
- Collaborate with Area Leaders, teachers, LSAs and SENCO to identify and respond to students' personalised needs
- Support the development and implementation of strategies which contribute to effective learning, behaviour, and achievement

Study Skills

- Plan and deliver a series of study skills workshops which equip students with transferable skills needed to progress within and beyond Branston Community Academy in Partnership with John Leggott College
- Promote the importance of academic reading and embed reading skills to ensure students read widely
- Ensure the effectiveness of academic group work, promoting the importance of roles, stages and behaviour within group work
- Educate students on learning styles to enhance performance
- Develop students' critical thinking and writing skills through debating, questioning and problem-solving
- Promote standards required for academic writing, including formal language, structure, objectivity, citations and referencing
- Equip learners with skills to act on feedback and become reflective learners to improve academic performance
- Develop time management and organisational techniques with individual learners
- Support learners with examination techniques and preparation
- Contribute to the planning of displays and events which promote study skills

- Set and review meaningful SMART targets during one-to-one progress review meetings and monitor students within the allocated caseload
- Work with Area Leaders to promote cross-academy and partnership initiatives (e.g. employability, literacy, numeracy)

Pastoral Support

- Be the first point of contact for students
- Support students throughout all aspects of their learner journey, including initial interview, enrolment, and progression beyond sixth form
- Provide pastoral support to a caseload of students and signpost to appropriate internal or external support where required
- Take appropriate action for the welfare and safeguarding of students in line with safeguarding policies
- Be responsible for a cohort of either **Year 12 or Year 13 students**, monitoring attendance, performance, and behaviour
- Provide reports on attendance, retention and in-year progress for allocated students
- Develop students' resilience through targeted support and workshops to enable positive outcomes and progression
- Support students identified as requiring additional intervention
- Adhere to all academy and partnership policies (e.g. attendance, behaviour, fitness to study, safeguarding)
- Maintain regular, clear, and professional communication with parents and carers to support learner progress
- Deliver tutorials to student groups and contribute to the planning and review of the tutorial scheme of work
- Support students with the UCAS process and post-18 progression planning
- Support leavers and potential leavers in collaboration with Area Leaders and senior leaders
- Support course transfer processes in collaboration with teachers and Area Leaders

Tracking and Reporting

- Track progress of supported learners and identify the impact of academic and pastoral interventions
- Liaise with subject areas regarding data tracking and monitoring to maintain an overview of student progress
- Prepare reports on student progress at key points in the academic year, including internal assessments and external examinations
- Maintain accurate and up-to-date student progress and intervention records using academy and partnership systems

Quality Assurance

- Contribute to self-assessment and quality improvement processes
- Undertake peer observations of Progress Tutors to support evaluation and sharing of effective practice
- Reflect on practice and identify areas for development to inform academy and partnership self-assessment

IN ADDITION TO THE ABOVE MENTIONED ATTRIBUTES THE POSTHOLDER WILL BE EXPECTED TO:

- Achieve agreed targets and performance indicators across all areas of responsibility
- Support effective safeguarding of all young people throughout the College
- Attend as necessary, meetings of all College Staff
- Adhere to College Policies and procedures e.g. Equality and Diversity; Health and Safety
- Undertake any such other duties as may be required, commensurate with the post which do not change the character or purpose of the post which are necessary to maintain outstanding standards

The job description is an outline of the key tasks and responsibilities and is not intended as an exhaustive list. The job may change over time to reflect the changing needs of the College, as well as the personal development needs of the post holder.

Branston Community Academy and John Leggott College are committed to equality, safeguarding and promoting the welfare of young people and vulnerable adults. All appointments are subject to enhanced DBS clearance.

LEON RILEY

Principal

Employee Signature

Date.....

Line Manager.....

Date.....

Person Specification

AF = Application Form

Q = Qualification

I = Interview Process

Qualifications	Desirable /Essential	Assessment Method
Honours Degree or equivalent (or substantial relevant work experience)	E	AF Q
Good standard of Level 2 education – 5 A-C 4-9GCSE's including Maths and English	E	AF Q
Award in Education and Training (Level 3) or equivalent	D	AF Q
Skills & Abilities	Desirable /Essential	Assessment Method
Ability to work calmly and effectively, both in a team and independently, to prioritise a varied workload	E	AF I
Ability to establish and maintain professional working relationships with staff, students and external stakeholders	E	AF I
The ability to perform effectively and sensitively within a team	E	AF I
Ability to work well under pressure and meet tight deadlines	E	AF I
Outstanding written and verbal communication and presentation skills (including to a large group)	E	AF I
Evidence of excellent 'people skills' and listening skills	E	AF I
Ability to take initiative, work creatively and innovatively, and make effective decisions	E	AF I

Strong commitment to providing excellent customer care to a range of stakeholders	E	AF I
Able to bring creative solutions to tasks, see new opportunities and to propose, implement and manage new initiatives	E	AF I
Experience & Knowledge	Desirable /Essential	Assessment Method
Ability to monitor and track students' attendance, academic progress and behaviour	E	AF I
Outstanding analytical skills (ability to interpret data/write reports	D	AF I
Experience of delivering sessions/workshops to students or groups	E	AF I
Understanding of the academic standards required for Level 2/3 qualifications and encompass a wide range of study skills which can support learners	D	AF I
Knowledge of destinations which students could progress on to and knowledge of how to support them with this	E	AF I Q
Good IT skills and an appreciation of how technology can support learning	E	AF I Q
Particular Requirements	Desirable /Essential	Assessment Method
Flexible approach to working to meet key dates within the academy and partnership calendar –	E	AF I
Willingness to work on specific dates from John Leggott College, Scunthorpe	E	AF I
Commitment to continuous professional development	D	AF I