

Role Specification

Student Learning Coach



Reports to: Learning Mentor

Salary Band: Support Services Band 4 (£16,658 - £17,543 FTE)

Up to 37 hours per week; 37 weeks per year

1. Job Purpose

As a Student Learning Coach, you will provide academic and study skills support to a designated group of learners or individual learner, some of whom will have additional / complex needs, disabilities, and or social and emotional needs who are on mainstream or discrete College courses.

The support given will ensure that our learners are given every opportunity to develop their literacy and numeracy skills, support with student management and to assist in their successful completion of their chosen course. To assist the Academic Staff to develop individual learning plans with the student and their teacher and contribute to improvement in attendance, retention, the monitoring of progress and ultimately success rates.

2. Duties and Responsibilities

- a) To support academic staff to ensure that allocated student group(s) undertake assessments, are monitored and reviewed on a regular basis contributing positively to the improvement of attendance, retention and success along with student learning
- b) To carry out instructions from your designated Learning Mentor and to liaise on a day to day basis with teaching staff responsible for the courses involved.
- c) To support the effective monitoring of students' attendance and punctuality.
- d) To work with individual students, liaising with academic staff, to support students in meeting their targets, contribute to the development of an individual learning plan and contribute to the monitoring of their progress against these.
- e) To support academic staff in class with access to the curriculum and support the coaching of students in their main qualification.
- f) To accompany students on curriculum related visits e.g. educational and residential trips and visits when appropriate.
- g) To refer students to appropriate College services to meet their individual needs, difficulties or concerns.
- h) To act as an advocate and encourage self-advocacy.
- i) To actively encourage students to be independent.
- j) To assist in the modification of teaching materials for students.
- k) To scribe and read for students where appropriate.
- l) To support students' progression at the programme's end.
- m) In collaboration with academic staff to ensure that support strategies for individual students of groups are in place to overcome their barriers to learning
- n) In collaboration with academic staff review and amend strategies for supporting and coaching individual students on a regular basis.
- o) To work with students in relation to any attendance problems and to assist academic staff and departmental managers in the identification of reasons for poor attendance and student retention.

- r) To identify emerging problems at an early stage, take appropriate action to rectify the situation and communicate relevant information to the academic staff and Learning Mentor to agree a way forward to resolve.
- s) Participate in provision of Learning + Workshops and mentoring related to the support of social skills development.
- t) To participate actively in team meetings and case conferences as may be required.
- u) To liaise with other professionals in the care of individual students as necessary and directed by the Learning Mentor.
- v) To promote the wellbeing and welfare of our students and support the management team in the safeguarding of staff and students.
- w) To participate in the continuous professional development and training that will enhance personal growth and enhance work of the division.
- x) Any other duties that may reasonably be requested.

NB: Please be aware that the duties and responsibilities outlined above are not exhaustive and therefore may be altered and/or enlarged to fulfil specific supervisory roles. The Role and Person Specification does not form part of your contract of employment.

4. Person Specification

It is expected that the successful candidate will be able to demonstrate the following competencies and qualities. These will be tested and assessed by application, selection test and a panel interview:

Qualifications

The successful candidate should:	Essential / Desirable	Tested by*
1. A Level 3 qualification	E	A,I
2. Level 2 English & Maths	E	A,I
3. A qualification or evidence of CPD in supporting learners with additional needs	D	A,I
4. A Level 2/3 Teaching Assistant / SEN qualification or equivalent.	D	A,I

Background & Experience

The successful candidate should have:		
1. Significant experience of enabling young people and/or adults with learning difficulties or disabilities to learn	E	A,I
2. Awareness of the Equality Act/ Children's and Families Act and of the potential barriers that may exist to learning.	E	A,I
3. Experience of supporting a particular learning disability.	D	A,I
4. Experience of supporting students with assessing and monitoring progress	E	A,I
5. Experience of working with students who may have little experience of education and training	E	A,I
7. Accuracy and precision in written presentation	E	A,I
8. Good ICT skills and willing to develop further	D	A,I

Knowledge

The successful candidate should have demonstrable knowledge or experience of:		
1. Effective communication, interpersonal, presentation and organisational skills	E	A/I/P
2. Effective customer service skills	E	A/I/P
3. An ability to provide a differentiated support service to learners	E	A/I
4. Commitment to work within the framework of the College's Equality and Diversity Policy	E	A/I
5. Commitment to safeguarding and promoting the welfare of the learners.	E	A/I
6. Effective IT skills	E	A/I
7. A commitment to personal professional development	E	A,I

Skills & Competencies

The successful candidate should be able to offer evidence of appropriate skills and competencies aligned to the College values		
8. PARTNERSHIPS: Being pro-active and customer focussed with the ability to motivate and support colleagues in a team environment.	E	A/I
9. RESPECT: Being a considerate team worker, highly self-motivated, adaptable, flexible and a fast learner.	E	A/I
10. OUTSTANDING: Ability to think creatively when faced with operational challenges	E	A/I
11. UNITED: In what we do, why we do it and how we achieve it.	E	A/I
12. DETERMINED: To provide stronger foundations for education and training, with better prospects leading into long-term education, employment or enterprise.	E	A/I

Key to test Methods: A = Application I = interview P = Practical test

This job description is a guide to the work you will initially be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your Contract of Employment.