

**Job Description:**

<b>Post:</b>	<i>Link up Leigh Park Coordinator</i>
<b>Salary Grade:</b>	
<b>Responsible to:</b>	<i>Head of Student Progress</i>
<b>Responsible for:</b>	<i>Promoting the engagement of young people from Leigh Park into education or employment</i>

**Key Purpose:**

<b>1</b>	Work with external agencies and internal teams to identify vulnerable students and highlight to the relevant staff to ensure they have access to focused personal, social and study support.
<b>2</b>	To ensure there are links with the student's home and external agencies raising an understanding about how they can support the student's progress.
<b>3</b>	To coordinate the provision of education, work and volunteering for all students identified by the program
<b>4</b>	To coordinate short programs which target hard to reach families and engage young people within education or employment

**Key Responsibilities and Accountabilities:**

<b>1</b>	To support the raising of educational attainment of students identified by the project and challenge situations which act as barriers to raising achievement.
<b>2</b>	To establish appropriate links between relevant schools, parents, carers, health practitioners and other professionals.
<b>3</b>	To support the education or employment of students identified by the project to ensure their successful transition from school and inclusion in college.
<b>4</b>	To monitor and regularly update ProMonitor and Unit E for all students in this project
<b>5</b>	To offer appropriate advice and pastoral support, including timely referrals to other agencies to ensure retention and successful progression
<b>6</b>	To maintain accurate records of students identified by the project including destination data and achievements.
<b>7</b>	To attend and contribute to planning meetings for students identified by the project as appropriate.
<b>8</b>	Record, monitor and track students identified by the project, ensure they have their views taken seriously and are supported to take responsibility for their own learning.
<b>9</b>	To ensure that students identified by the project achievements are acknowledged through celebration events and reports.
<b>11</b>	Be a source of advice for teachers to offer appropriate support for individual students who have been identified by the project
<b>12</b>	To meet regularly with the Head of Student Progress and Feeder Schools to continue engaging students
<b>13</b>	To share knowledge and ideas from training/supervision sessions with other staff as appropriate

**Cross-College Responsibilities and Accountabilities:**

<b>1</b>	Participate in Performance Management and professional development activities as required, including training and supervision sessions led by an Educational Psychology Service.
<b>2</b>	Value and promote diversity and equal opportunities.
<b>3</b>	Work within health and safety guidelines and be aware of your responsibilities for health and safety.
<b>4</b>	Fully support and adhere to the College approved strategies, policies and procedures.
<b>5</b>	Be responsible for safeguarding and promotion of the welfare of children, young people and vulnerable adults.
<b>6</b>	Support the College's quality initiatives, promoting the values of the College and ensuring that outputs meet quality standards
<b>7</b>	Provide the best possible service to customers (both internal and external) in line with College standards.

This job description is current as at the date shown below. In consultation with you, it is liable to variation by management to reflect or anticipate changes in or to the job. You are liable to undertake such other duties as may reasonably be required of you, commensurate with your grade, at your initial or present place of work or at any other of the College's operational sites.

## Person Specification

	<b>QUALIFICATIONS &amp; TRAINING</b>	<b>Essential</b>	<b>Desirable</b>	<b>How assessed</b>
1	Maths and English to at least level 2	Y		A
2	Qualified to a minimum of level 3, preferably in a relevant discipline youth/social work, IAG, teaching, training, or coaching.	Y		A
3	Other qualifications or training related to pastoral support.		Y	A
	<b>KNOWLEDGE, EXPERIENCE &amp; UNDERSTANDING (CURRENT)</b>			
4	Understanding of College values	Y		AI
5	Understanding of factors that create barriers to learning and strategies to overcome these	Y		AI
6	Experience of providing pastoral support in an educational setting.	Y		AI
7	Ability to demonstrate an understanding of how to support vulnerable cohorts and their complex needs.		Y	AI
8	Awareness of the principles of safeguarding and Equality Act.			
	<b>SKILLS &amp; ATTRIBUTES</b>			
9	Excellent interpersonal skills and an ability to communicate with stakeholders, teachers and learners with conviction and clarity	Y		AI
10	Ability to take ownership of issues and problems and work creatively to find appropriate solutions	Y		AI
11	Ability to be able to work independently and/or as part of a larger team	Y		
12	Ability to work in an environment of change, contributing and adapting to new ways of working	Y		AI
13	Passionate about educational achievement	Y		AI
14	Resilient and demonstrates a 'can do' attitude and a commitment to outstanding service	Y		AI
15	Organised and thorough in approach to work tasks with the ability to keep succinct records of involvement	Y		AI
16	Ability to keep up to date with internal electronic communication, ensuring appropriate responses where required	Y		AI
17	Competent in the use of common IT software packages	Y		AI

Key to assessment methods:

A = Application

I = Interview

P = Presentation

MT = Micro Teach session