

ROLE DESCRIPTION

ROLE TITLE:	Progress Coach
REPORTING TO:	Associate Principal – Pastoral and Progression
LOCATION:	Franklin College, Grimsby
APPOINTMENT TYPE:	Full Time, term time only

ROLE PURPOSE:

The post-holder will be responsible for student monitoring and intervention as part of a team of Progress Coaches who will work with young people to support their induction, performance and progression. The Progress Coach will be responsible for a case load of students, and will work with young people in groups, smaller tutorials and individual one-to-one supervisory meetings.

Progress Coaches will support individual students under their care, providing help with a range of financial, academic, social and emotional issues which may be of significance to the progress of the student. This involves helping students to solve problems and ensure attendance, making the most of their learning opportunities.

DIMENSIONS:

Direct reports: None

MAIN DUTIES AND RESPONSIBILITIES

1. To work closely with the Associate Principal to develop and review the Aspire programme for students across the College (and to deliver this to a subset/case-load of students annually).
2. Interview and enrol students, guiding them to the most appropriate programme of study.
3. To deliver and review student induction within Progress Coach-specific groups.
4. To be an active member of teams supporting students and student progress across the College.
5. Within the annual programme, to plan, deliver and review:
 - a. Group/class sessions
 - b. smaller group sessions that may have a focus on a specific aspect of progress (e.g. higher education applications and admissions)
 - c. individual one-to-one supervisory meetings with students

6. Keep appropriate records and share of information concerning progress, achievements, guidance and significant interactions with your tutees.
7. To undertake safeguarding and careers qualifications at level 2 to help support students in the most appropriate manner.
8. Provide guidance and advice to students on education and social matters and on their further education and future careers, making appropriate reports and records.
9. To work with other Progress Coaches to design and develop the scheme of work for Aspire to meet the changing needs of students/local risks.
10. To update skills and knowledge of classroom practice by attending CPD/sharing good practice and teaching and learning observations.
11. To intervene in an appropriate, timely and effective way with College staff, students, their families and other agencies (to include direct communication with students within and outside College, including communication with student parents/carers/families/agencies to ensure attendance and to support students in their learning).
12. Working with and under the guidance of the Associate Principal for Pastoral and Progression (and other College staff, as appropriate), support individual students, providing and/or signposting help with a range of financial, academic, social and emotional issues which may be of significance to the progress of the student
13. To co-ordinate with teaching staff and managers within each department, liaising where appropriate and necessary with the student and their family to resolve issues.
14. To monitor attendance and punctuality, and take action as appropriate.
15. To collate information and data on student progress to inform performance reviews.
16. To prepare and write student references as required (including the UCAS applications process)
17. To understand and use the Franklin Information System (FIS) (and other databases/electronic communication as required) to both record student interventions, and – under the guidance of Associate Principal Pastoral and Progression - to use information provided by others to plan and deliver appropriate student interventions.
18. To contribute to the operation and effectiveness of the College's academic induction programme, Franklin Start.
19. To commit to quality systems and regular staff performance management reviews including annual observations of performance.
20. To understand, implement and review the College's policy and procedures relating to student behaviour management (including disciplinary procedures as appropriate).
21. To write reports, collate data, and undertake administrative tasks as required to achieve the main duties above.
22. Contribute to safeguarding at all times to ensure the safety and security of and identifying all young people and vulnerable adults who are in contact with the College, with a commitment to safeguarding the welfare of these individuals and protecting them from any potential harm.
23. Undertake continuing professional development as appropriate
24. Undertake training to assist with the invigilation of exams

25. Work to promote and contribute to the College's Equality Diversity Welfare and Inclusion Policy.
26. Such other tasks as may be necessary to ensure the continuing development of quality assurance across the College.
27. Such other tasks directed by the Principal as may be necessary to ensure the continuing development of systems and service.
28. Delivery of study skills.

The post is a support staff post and conditions of employment fall within the nationally agreed Sixth Form Colleges Support Staff arrangements. The post is full-time, term-time only. There may be an opportunity to work additional paid days by negotiation.

The post holder will be expected to work flexibly within the stated arrangements in terms and conditions of employment to meet the daytime and planned evening and weekend liaison work at Franklin and other locations.

PERSON SPECIFICATION

Method of Assessment The table indicates the method by which the skills/knowledge/level of competence in each area will be assessed.	Essential	Desirable	Application	Interview	Assessment Centre	Other
Qualifications						
Degree or equivalent qualification		X	X			
Achieved a good standard in Level 3 qualifications including English	X		X			
Information, Advice and Guidance qualification (or willingness to work towards achieving this)		X	X			
Evidence of continuing personal / professional development throughout career		X	X	X		
Job knowledge & Experience						
Knowledge of the range of qualifications offered by Franklin College, and of the progression pathways available		X	X	X	X	
The nature of young people and the issues they deal with in progressing from school to colleges		X	X			
Good understanding of the current issues/challenges facing young people that may impact upon their performance and progress at College			X	X	X	
Experience of successfully working within a team		X	X	X		
Experience of working successfully with young people		X	X	X		
Good understanding of the education environment, especially further education/sixth form.		X	X	X		
Experience of guidance in an education and/or training context		X				
Personal Attributes and Skills						
Ability to work with and motivate young people (individually and in groups)	X		X	X		
Ability to work in a flexible, pro-active manner and as part of a team	X		X			
Ability to communicate clearly and effectively	X		X	X		

Ability to set clear targets and evaluate outcomes	X		X			
Empathy with students, college staff, parents and carers	X		X			
Ability to work co-operatively with a range of people	X		X			
Ability to work under pressure and maintain a sense of humour and perspective	X		X	X		
Ability to seek positive solutions	X		X	X		
Ability to contribute to wider College activities	X		X	X		
Exemplary organisation and planning skills	X		X	X		
Underrepresented groups (in this case male)		X				

GRADE OF POST: SIXTH FORM COLLEGES' SUPPORT STAFF PAY SPINE POINTS [5 to 9]
(£25,159 to £26,818 full time equivalent)

HOURS OF WORK Full time – 37 (Part time considered)

June 2026