

JOB DESCRIPTION

Job Title:

Student Journey Lead - Term Time Only + 2 weeks (Fixed Term)

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| Salary Scale: | Scale 6, Point 27 |
| Full time salary: | £28208 FTE Actual Salary: £25061.72 per annum |
| Employment Status: | Fixed Term August 2020 |
| Reports to: | Senior Manager |
| Hours to be worked: | 8.30am to 4.30pm, 35 hours per week Some flexibility is required for meetings with external agencies |
| Disclosure level: | Enhanced |

Purpose of Job:

At South Quay College, Student Journey Leads (SJLs) are the primary point of contact for young people on their caseload, and co-ordinate the work around individual students to ensure that effective strategies support the achievement of challenging academic and personal development goals.

As an attachment aware organisation, we understand how important relationships can be in transforming life chances. SJLs provide students with the experience of a consistent, thoughtful and responsive relationship, in which they are recognised and valued as individuals and therefore become more able to face the world confidently.

SJLs create and review individual plans for each student on their caseload. This document is the central point where key information on a student is kept.

Key Responsibilities:

At the start of the student Journey (as appropriate for each Key Stage):

- Promote South Quay College's services to external audiences and be the first point of contact for applicants, their families and relevant professionals.
- Deliver Information Advice & Guidance to young people applying for programmes in accordance with IAG best practice. (This includes signposting to other services where South Quay College's services are not appropriate.)
- Process applications and update South Quay College information management system, checking that eligibility criteria is met and all necessary information is recorded accurately.
- Ensure that appropriate initial assessments and any additional checks (learning, medical, safeguarding etc.) have been carried out prior to an offer being made.
- Ensure that risk assessments for individuals are carried out thoroughly, both during the admissions process and for any subsequent off-site activities or visits led or arranged by SJLs.

- Contribute to the successful transition of students from KS4 into KS5, both from South Quay College and from other schools and education providers.

During the Student Journey:

- Contribute to students' personal and academic development as a mentor and coach through 1:1 sessions, devising robust individualised plans with manageable goals to support high levels of attendance, punctuality and achievement and making positive interventions where necessary to raise confidence and self-esteem.
- Support students as necessary during lessons, breaks and enrichment or co-curricular activities, ensuring that good order is maintained.
- Actively promote student voice in school decision-making where appropriate.
- Complete necessary course paperwork and reports for external organisations to a professional standard, outlining clear aims and strategies for further development.
- Ensure that appropriate work is provided for students who may be excluded or otherwise unable to attend education on site.
- Work with agencies in school and beyond to support students and their families, including proactively contacting other agencies where appropriate on behalf of the school, students or their families and to liaise with all parties as necessary, representing the school when necessary at relevant inter agency professionals meetings.
- Work within all relevant school systems, including behaviour, pastoral support and intervention, safeguarding and wellbeing, information advice and guidance, maintaining school records on attendance, progress, interventions and communications for evaluation, accountability and statutory purposes and ensuring that academic and pastoral reports are completed to agreed standards.

Towards the end of the Student Journey:

- Support students to implement their careers action plan, with a view to achieve sustained progression into education, employment or further training.
- Work closely with the Director of CEIAG and other Careers Services to ensure students at risk of NEET have additional support to achieve a positive progression into education, employment or further training and are signposted to additional external services where appropriate.
- Support the preparation and submission of progression data by providing information on student progression in a timely way.

Other duties and information:

- This job description should be read in conjunction with the accompanying person specification.
- This post is subject to an enhanced DBS check.
- Understand the importance of inclusion, equality and diversity and to promote equal opportunities for

all.

- Uphold and promote the values and ethos of the school.
- Uphold all policies procedures and codes of practice of the school.
- Take a proactive approach to health and safety to minimise and mitigate potential hazards and actively contribute to the security of the school.
- Undertake such other duties of a similar nature as the Principal may reasonably require.

Leadership and Professional Development

- Participate in workplace learning and development opportunities and work to continually improve own and team performance.
- Demonstrate leadership qualities within the team context by committing to growing in expertise in an area of the Student Journey. Examples include:
 - Student Recruitment & Initial Assessment
 - Safeguarding & multi-agency work
 - Coaching models
 - CEIAG and Progression

Person Specification:

| Education & Qualifications | Essential | Desirable |
|---|------------------|------------------|
| Attainment at Level 3 minimum (A-level/HND/NVQ3) OR at least 5 years successful experience working in a post/s which requires analysis and interpretation of data, high-level communication skills with a range of audiences, high level of personal organisation, ability to empathise, ability to mentor. | ✓ | |
| GCSE – ‘C’ minimum (or equivalent) in English and Maths (or willingness to take FS L2 test if not) | | ✓ |
| Level 4 qualification in IAG (or equivalent qualification) | | ✓ |
| Experience | Essential | Desirable |
| Prior experience of working with young people in a formal or voluntary capacity. | ✓ | |
| Working successfully as part of a team. | ✓ | |
| Prioritising and managing own workload. | ✓ | |
| Liaising effectively with other organisations and agencies to deliver outcomes. | ✓ | |
| Evaluating, assessing and formulating improvements to current working practices. | | ✓ |
| Understanding and experience of using IT applications e.g. word processing, spreadsheets, databases and emails. | ✓ | |
| Working to targets and use of data to drive performance. | | ✓ |
| Skills & Abilities | | |
| Knowledge and understanding of the range of potential barriers to | ✓ | |

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| learning and attending school faced by young people and how they can be overcome. | | |
| Ability to establish, maintain and share clear systems for keeping records and generating data to inform planning. | ✓ | |
| Communication skills to influence, persuade, motivate and engage with a wide range of young people and their families. | ✓ | |
| Excellent interpersonal skills to form and maintain positive working relationships with students, their families, colleagues, and other education/healthcare professionals and external agencies. | ✓ | |
| Ability to work with confidential information where discretion is paramount, with a knowledge and understanding of statutory data protection and safeguarding requirements. | ✓ | |
| Excellent organisational and administrative skills. | ✓ | |
| The ability to learn how to analyse and interpret educational data. | | ✓ |
| Personal | | |
| Committed to ensuring the best possible outcomes for vulnerable young people | ✓ | |
| Physical and emotional resilience and reliability under pressure. | ✓ | |
| Warmth, confidence and empathy informed by a clear sense of purpose in working with young adults. | ✓ | |
| Ability to inspire young people as a convincing and authentic role model. | ✓ | |
| The ability to model the behaviour, values and attitudes we expect of young adults and the ability to do so with integrity | ✓ | |

DBS Check

South Quay College is committed to safeguarding and promoting the wellbeing of children, young people and vulnerable adults, and expects all staff and volunteers to share this commitment. This role requires the successful candidate to complete a Disclosure Barring Service (DBS) check in compliance with South Quay College's DBS & Risk Assessment Policy.

Equality and Diversity

South Quay College is committed to equality and valuing diversity. We welcome enquiries from everyone and value diversity in our workforce.

Sign:

Date: