



ACADEMIC COACH JOB DESCRIPTION

Job title	Academic Coach
Grade	Grade E Pts 15-18
Responsible to	Progress Manager
Responsible for	To take a lead responsibility for the support, progression, well-being and development of the learners allocated in their Personal Development groups
Effective from	January 2025

Summit Learning Trust Mission Statement

Strength through Endeavour
Ambition through Challenge
Excellence through Diversity

Key Responsibilities

- To take a lead responsibility for the support, progression, well-being and development of the learners allocated in their Personal Development groups.
- To have responsibility for the delivery of weekly group Personal Development sessions to Year 12 & 13 groups according to the scheme of work, updating resources as appropriate for each Personal Development group.
- To act as UCAS referee for a caseload of learners, taking responsibility for the checking and timely completion and sending of UCAS applications.
- The Academic Coach is responsible for a caseload of learners and is expected to:
 - Promote a positive and supportive environment within the Personal Development group
 - Review learner progress regularly in 1:1 discussions using the College's recording systems appropriately
 - Be aware and ready to act swiftly where safeguarding or learner safety is at risk
 - Monitor lateness and absences and take learners through the College's behaviour policy as necessary

- Support and guide learners and, where appropriate, refer them to other agencies either within or outside the College
- Monitor and review development of learners' employability, work experience and enrichment
- Guide learners through the UCAS, student finance and apprenticeship/job application process, supporting them as necessary
- Write and submit UCAS and other references to deadline as required, achieving the College's internal UCAS writing standards within the first year
- Act as a central channel of communication between learners, parents/carers and all other stakeholders
- Initiate and maintain learners records
- Take part in the College Professional Development and Performance Review Scheme.

General Duties

- Undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
- Undertake health and safety duties commensurate with the post and/or as detailed in the school health and safety policy.
- Work in accordance with all of the school's policies and procedures.

Notes

- This job description is not necessarily a comprehensive definition of the post.
- It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the post-holder.

Job description issued by the Principal:	
Copy received by:	
Date:	

Person Specification – (Academic Coach)

The successful candidate will be suitably qualified with a breadth of relevant experience and capable of inspiring trust and confidence across a diverse range of learners, colleagues and parents/carers.

	Essential	Desirable
Qualifications	A good standard of education including at least GCSE English and Maths grade C/4 or equivalent	<ul style="list-style-type: none"> • A Levels or level 3 equivalent qualification • Educated to degree level • First Aid at Work qualification • Mental Health First Aid qualification
Relevant Experience	Evidence of professional skills and experience in at least one of the following: <ul style="list-style-type: none"> • Teaching • Higher Level Teaching Assistant • Learning Support • Careers 	<ul style="list-style-type: none"> • Delivering sessions to large groups in an education setting. • Experience of working in post-16 education • Experience of working in a pastoral role • Experience of supporting students through the UCAS/ apprenticeship/ employment application process • Make safeguarding referrals using CPOMS
Skills and aptitudes	<ul style="list-style-type: none"> • Ability to motivate, stretch and challenge young people • Understanding of Level 3 qualifications and progression routes • Ability to spot potential issues and be proactive in problem solving • Ability to be an active team member • Effective written communication skills 	<ul style="list-style-type: none"> • Use of Arbor • Using data to monitor learner progress • Ability to effectively manage difficult conversations • Reference writing skills • Willingness to contribute to wider college activities

	<ul style="list-style-type: none"> • Ability to balance the need to take the initiative with an awareness of the boundaries to individual competence and responsibilities • Clarity as to the boundaries between advocacy for learners and accountability to the College • Well-developed organisational and administrative skills • Competent user of Microsoft 365 including Teams • Communicate with a range of internal and external stakeholders i.e. parents, employers, universities • Ability to reliably meet deadlines • Commitment to continuing professional development 	
<p style="text-align: center;">Special Requirements</p>	<ul style="list-style-type: none"> • Enhanced DBS clearance • Compliance with all Academy and Trust policies • Committed to safeguarding and promoting the welfare and success of all learners • The implementation of equal opportunities practice. 	



ACADEMIC COACHES

THE BACKGROUND

Solihull Sixth Form College has an excellent reputation and track record regarding support for learners. To ensure that every learner gets a consistently excellent experience tailored to their specific needs, we have a smaller and more focused delivery team who are specialists in this role. This team deliver the Personal Tutor role traditionally delivered by teachers alongside subject teaching and combine this with enhanced target setting and monitoring processes designed to stretch the potential of each and every young person. Although subject teachers are no longer Personal Tutors, the duty of care we have for all learners permeates everything we do as a College, and so all teachers retain an important pastoral role for all the learners they teach. Academic Coaches liaise closely with subject teachers and co-ordinate this responsibility.

ARRANGEMENTS

- Every Academic Coach is responsible to a Progress Manager who reports into an Associate Assistant Principal.
- Each Academic Coach has a caseload of learners, arranged into Personal Development groups.
- The Academic Coach meets each of their groups delivering pre-planned weekly tutorial sessions and individual 1:1s.
- Work with the learners is structured using the College's well-established processes for setting and monitoring individual targets, preparing learners for applications after College, and for supporting the College learning culture in areas like attendance, celebrating achievement, and behaviour management.

ETHOS & APPROACH

The title of Academic Coach has been carefully chosen to reflect the individualised and achievement focused approach at the College. Learners are not universally enthused by ideas of "pastoral support" or "tutorial", but they understand the value of Personal Development when applied to sport, or exam preparation. We want each learner to feel that they have their own personal trainer helping them through College life. This model is built around the undoubted power of personalised target setting which is matched to a clear understanding of a learners current performance and ability level, set against realistic objectives and ambitions. With this at the heart of the role, Academic Coaches have become a major catalyst for enhanced motivation and learner performance.

Alongside this key function, the Academic Coaches do retain an important "pastoral" function. Academic Coaches are the lead professionals for each learner within the

College. They have the vital overview needed to manage interventions and support, ranging from serious safeguarding issues to contacting parents or monitoring/challenging poor attendance or behaviour, and celebrating success and achievement. Subject teachers retain parallel pastoral responsibilities and communicate effectively with Academic Coaches who act as the co-ordinator and 'gateway' for extra help.

The vast majority of our learners complete UCAS applications and progress to university after College. Those who do not choose this route often apply for work or other training opportunities requiring similar application processes and detailed references. Preparing learners for their next steps is an integral part of the programme for all Personal Development groups, especially in the second year. The College has specialist Careers colleagues to support this. Academic Coaches monitor applications and prepare references using detailed reports from subject teachers.

The College's student behaviour management is based on a contracting and target setting model which requires learners to take responsibility for their own learning and behaviour. Academic Coaches are lead professionals for the College in this process if early interventions do not produce results. This involves communication with parents and escalating learners through to Behaviour Contracts and Disciplinary Panels if required.

At all stages, and in all responsibilities, the Academic Coaches are supported by the skilled and experienced Progress Managers and Associate Assistant Principals. This team works with the Academic Coaches, both to provide support and guidance as required, and to build resources, processes and procedures to underpin the role.