

Role Description

Role Title: Personal Development Tutor – Health, Education and Care	Salary: £23,888-£26,111 per annum, pro-rata, all year round Actual Salary: £9,684 - £10,585 per annum
Normal Place of Work: College Green Centre	Line Manager: Ross Stinchcombe Head of Department: Jenna Cains/Becca Collins
Normal Working Hours: 15 hrs per week)	Responsible For: N/A

ROLE PURPOSE

The role of a Personal Development Tutor is a pastoral role where the Tutor provides individual students with mentoring and coaching support throughout their academic programme of study. The PD tutor is required to meet with the student or group of students on a weekly basis in delivery of a topical talk session which aims to promote the students personal, social and emotional well-being.

The topical talk session format is based upon a discussion around an emotive subject or area in which PD Tutors will guide and facilitate the discussion that is led by the students. The Tutors will have responsibility about the topics covered each week in line with the PD scheme of work provided by the head of student experience, but will also have opportunity to embed topical talks on chosen topics by the students and also themselves where they see the need for a specific discussion.

The topical talks session is funded by the ESFA as enrichment and is compulsory element of **all** students who study on a FT study programme, therefore registers and attendance must be monitored as part of the overall academic success of the students.

In addition to the topical talk's session the role of the PD Tutor is to conduct 1-1 meetings with students on a regular basis to track and support their progress on the course. This is a pastoral check in, supporting their overall well-being whilst they undertake study here at City of Bristol College.

The PD Tutor will be required to use opportunities to engage students throughout the week in enrichment activity, this can include either lunch clubs, guest speakers, or trips or inviting specialist staff across the organisation to the TT sessions. An example of this could be- the work industry placement advisors to come in and discuss placement opportunities or the careers team to discuss aspiration and goals. It is very dependent on the groups and the need within the group.

The very foundation of the PD tutor is to build positive working relationships with all students in which they need to work with. They need to understand the curriculum that the student is enrolled in and offer empathy and compassion whilst supporting the individual to remove barriers to their learning. The PD Tutor needs to have awareness of life events that can impact upon the young people who study with us to best inform the approach to the sessions. An example of this is ensuring the sessions are pitched at the right level for the audience. An example of this would be a guest speaker talking about UCAS to level 2 students and not entry 3 as this would not be a priority subject area at this stage.

When a PD Tutor is not delivering a topical talk, their time should be shared completing the following tasks;

- 1-1 with students
- Arrangement of guest speakers
- Planning and preparation of topical talk delivery
- Lunch Club/enrichment club (if timetabled by request of line manager)

PD Tutor are required to monitor the students throughout the year, the curriculum heads may ask for the PD Tutor to check the attendance this can be done as part of the 1-1 in ensuring the students welfare is the priority. PD Tutor's must evidence their work through pro monitor platform to ensure communications about individual students do not go unnoticed by the range of people who will work with the students during their course. An example of this is a student could potentially have up to 7 different members of staff they are working with. The use of pro monitor is to ensure there is adequate communications across teams to avoid duplication of work and the student feeling overwhelmed by having to explain themselves.

PRINCIPAL ACCOUNTABILITIES

- To create and deliver an agreed age and level appropriate topical talk programme that is focused on: PDBW, Study skills, Aspiration & Progression.
- To Identify and effectively support, in collaboration with the curriculum team, students who are Off Track & On Track in their studies, to complete their qualification and progress onto their next steps and reach their full potential.
- To provide direct coaching to students to improve attitude to learning, attendance, punctuality, positive behaviour, study skills and employability skills.
- To contribute to facilitating and co-ordinating cross-college themed weeks linked to careers, destination and progression.
- To maintain positive relations with external agencies (where authorised to do so), parents and guardians as appropriate
- To report on issues affecting study as well as attending parent / guardian / open evenings
- To actively promote positive student behaviours in public and social areas of the College and to challenge and address poor behaviours where these are seen
- To actively support the College's community engagement including community and enrichment project work.
- To participate in student recruitment activities as required, liaison activities, open events, main enrolment and celebration events.

Key Relationships

All posts within the College require a high degree of team working. In particular, the postholder will need to develop and maintain key relationships, including:

Student Experience team, curriculum teams, and Programme Managers.
The Head of Department
Teaching staff within curriculum areas
All Business Support staff teams including: Learner Services, Additional Learning Support, Welfare and Safeguarding, Premises Operations and Curriculum Administration

Generic Responsibilities

- To represent and promote the College brand values internally and externally; acting as an ambassador for business development on behalf of the College
- Promote the College's student first ethos, ensuring that the student experience is uppermost in policy and decision making

- To actively promote and act, at all times, in accordance with College policies, including, but not limited to: Health and Safety, Equal Opportunities, Prevent and Safeguarding, the Staff Code of Conduct and the College's Financial Regulations
- To actively promote and adhere to agreed College values
- To engage in implementing changes, promoting innovation
- To participate in the College Annual Appraisal Process, contributing to a culture of self-reflection on practice and continuous professional development
- To facilitate the achievement of the College's quality objectives including those from external bodies
- To undertake other reasonable duties commensurate with the level of post

Values

To role model the College values of: inclusivity, honesty, respect and ambition

Behaviours

To role model and consistently exhibit: student focus; high expectations and aspirations for all; focused on progression and employment; pride in what we do and our place in the city; collaborative and continually improving.

Person Specification

	Essential	Desirable	How assessed*
QUALIFICATIONS			
Degree or relevant professional experience	✓		AF/Cert
Hold a level 3 qualification in any subject		✓	AF/Cert
GSCE English and Maths Grade C or equivalent	✓		AF/Cert
KNOWLEDGE AND EXPERIENCE (UP TO DATE/ CURRENT)			
Experience of managing groups of students, coaching and engaging with students in an educational setting	✓		AF/IV
Experience of working with learners whose first language is not English	✓		
Experience of delivery, support and direct input to student groups e.g. for a range of health, wellbeing, study skills and E&D related issues	✓		AF/IV
Accessing and navigating confidently around ICT systems and databases including Pro Monitor, Pro Achieve and other Pro Solution options	✓		AF/IV
Able to identify additional learner support needs.	✓		AF/IV
A good understanding and knowledge of safeguarding, equality and diversity, benefit entitlements, and general student health, pastoral support and welfare issues, including those related to young people in care and asylum seekers & refugees	✓		AF/IV
Experience of working professionally with a range of partner organisations, making referrals' or organising events		✓	AF/IV
SKILLS AND ABILITIES			
Work effectively on own initiative and as a member of a team	✓		AF/IV
Student focussed, with a commitment to supporting and enhancing the student experience and providing an outstanding provision	✓		AF/IV
Confident with the use of IT to include monitoring statistical reporting highlighting areas of achievement and concern	✓		AF/IV
Confident, approachable and friendly disposition with strong communication and interpersonal skills.	✓		AF/IV
Seeks support when unclear or when assistance required.	✓		AF/IV
Creates a positive image of the college through the delivery of a high quality customer focussed service	✓		AF/IV

***Assessment method:**

AF = Assessed via application form

AT = Assessed via test/work-related task

IV =

Cert =

Assessed via interview

Certificate checked at interview

Signed

Date