

**JESMOND PARK ACADEMY  
JOB DESCRIPTION**

**POST TITLE:** 6<sup>th</sup> Form Tutor KK269

**GRADE:** N6 476 Points

**JOB PURPOSE:** To provide an effective support and guidance service for a caseload of individual learners within post 16 education at Jesmond Park Academy

**MAIN DUTIES:** The following list is typical of the level of duties which the postholder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

1. To establish and maintain effective and supportive one to one and small group relationships with a caseload of learners on a regular basis.
2. To maximise the progress and achievement of learners with a view to ensuring that each learner aims to achieve or exceed their potential
3. To closely monitor and support through tutorial meetings/records the physical and emotional wellbeing of each learner and to respond in a timely manner by implementing appropriate support strategies as and when required.
4. To be responsible for promoting and safeguarding the welfare of any learner through implementing schools policies including those that are part of the assigned tutorial cohort, the broader Post 16 learning community or other students in the school.

**Specific Tasks**

1. To be responsible for the monitoring and tracking of attendance of learners and the implementation of strategies to achieve improvement in learners attendance. This may involve liaising with a range of external agencies and parents.
2. To be responsible for the delivery of the guidance programme to groups of learners, including careers education and any other aspect of the guidance programme deemed necessary and appropriate.
3. To plan, deliver and support transition to HE or other activity including UCAS application advice, guidance sessions and any other activity deemed to be of importance during transition.

4. To organise, attend and support any appropriate educational excursions benefiting individual learners or the Post 16 learning community.

5. Follow and maintain systems, processes and procedures to quality standards including the IAG quality standard, specified internal, and in line with both whole school and post 16 education policy, under the guidance of the Post 16 leadership team.

6. To support learners through the UCAS applications process including, but not limited to, attending the UCAS convention, general form completion, support with writing personal statements including spelling, grammar, layout and content, advising on course choices, writing references, collecting payment, and verifying qualifications seeking specialist help.

7. To ensure that all records relating to learners' progress are kept up to date appropriately.

8. To ensure that each learner follows the target setting process and is provided with regular review points that will involve the setting off new targets as appropriate. Seeking specialist help when necessary.

9. To involve parents and carers in a structural way in order to provide opportunities for them to participate actively in the process of supporting their son/daughter in achieving their full potential.

10. To exercise a rigorous quality control process on learners annual reports and to produce, collate and dispatch these or any other reports for learners, relating to progress or otherwise, that may be required.

11. Organise and deliver appropriate enrichment activities, for learners within post 16 education.

12. To ensure that high standards of communication are maintained with Post 16 learners including the maintenance of display boards in the Post 16 area, web-site communication, e-mail communication, telephone communication and written communication as appropriate.

13. To attend Post 16 learner support events including, but not limited to, parents evenings, year 11 recruitment evening, and higher education evenings. Evening events will form part of the on-call commitment associated with this post.

14. To ensure that the learner enrolment process is successfully implemented during the summer vacation including, but not limited to, checking that entry requirements have been met, liaising with course leaders, contacting parents/carers and learners to advise of acceptance or rejection, giving

appropriate advice and guidance and advising on alternative courses/progression routes, and allocating all learners to a tutorial group. Seeking specialist input from teaching staff.

15. To attend Post 16 Results day, during the summer vacation and support learners experiencing university difficulties with appropriate counselling.

16. To attend GCSE results day, during the summer vacation and provide advice to learners about progression routes into further education and Post 16 provision.

17. To use performance data, in conjunction with teaching staff, to help learners improve the quality of their work in specific courses and ensure that learners understand the implications of the data for learning and progress.

18. To monitor learner concerns, identify signs of disengagement and implement specific interventions to encourage re-engagement. To identify barriers to learning for individual learners and provide them with a range of strategies for overcoming them, or facilitate access to other specialists as necessary to overcome them.

19. Work within an extended range of networks and partnership to broker support, learning and progression opportunities for Post 16 learners.

20. To undertake, review and develop administrative support duties that are deemed to be a requirement of this post and that promote the effectiveness and quality of the systems and student support structure and provision within Post 16 education.

21. Pursue the achievement and integration of equal opportunities throughout all school activities.

22. To promote and Implement the schools equal opportunities policies in all aspects of employment and service delivery.