

## Person Specification – Progress Coach

Qualities	Essential	Desirable
<p><b><u>Knowledge</u></b></p> <p>Knowledge of education at Sixth Form &amp; HE level</p> <p>Knowledge of issues which affect the learning, mental health and well-being of 16–19-year-olds</p> <p>Knowledge of learning processes, skills and assessments</p>	<p>*</p> <p>*</p> <p>*</p>	
<p><b><u>Education, Qualifications and Special Training Qualifications</u></b></p> <p>Good level of education, to degree level or equivalent, with particular emphasis on English and Maths.</p> <p>A relevant/appropriate professional qualification e.g., Youth work, teaching certificate, mentoring</p> <p>Other relevant qualification e.g., Counselling, coaching</p> <p>Safeguarding experience &amp; qualification to at least level 1 (preferably Level 2)</p>	<p>*</p> <p>*</p> <p>*</p>	<p>*</p>
<p><b><u>Personal</u></b></p> <p>Demonstrates high levels of interest in young people</p> <p>Maintain a personal presentation that sets a high standard</p> <p>Demonstrate flexibility, to respond to the cyclical nature of a progress coaches role.</p>	<p>*</p> <p>*</p> <p>*</p>	
<p><b><u>Experience</u></b></p> <p>Working one to one with young people in an educational setting</p> <p>Supporting young people with a range of pastoral and educational difficulties</p> <p>Supporting underachieving students</p> <p>Dealing with students; experiencing episodes of mental ill health, emotional needs and those with complex family backgrounds</p> <p>Use of non-judgemental listening skills, counselling skills and empathy</p> <p>Youth work</p> <p>Working with professional external agencies</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p>
<p><b><u>Skills and Abilities</u></b></p> <p>Ability to communicate with students on a 1:1 and whole tutor group capacity</p>	<p>*</p> <p>*</p>	

Ability to liaise and communicate sensitively with parents/guardians orally and in letters/ student reviews sent home	*	
Ability to work as part of a team	*	
Ability to motivate and encourage young people in their lives	*	
Ability to write clear reports and keep accurate records	*	
Ability to set specific targets and review them	*	
Ability to use and process educational data	*	