

Academic Skills Coach  
King Edward VI College  
Candidate Pack



# The Role

## Academic Skills Coach

Start Date: Monday 6<sup>th</sup> January 2025

Full Time Permanent 0.855 FTE

9am to 4.30pm Monday to Friday

Term time plus 10 days per year (205 days inclusive of 5 training days)

Sixth Form College Support Pay Scale Point 11 to 15 £26,097 to £29,346

Pro-rata part time £22,313 to £25,091 per annum

Closing Date for Applications: Wednesday 11<sup>th</sup> December 2024 at 9am

Interviews to be held: Week commencing 16<sup>th</sup> December 2024

### The opportunity

We are looking for an enthusiastic and inspiring individual to join our high-performing team as an Academic Skills Coach. This role offers the opportunity to support the academic progression of students, particularly those involved in the Higher Project Qualification (HPQ) and Extended Project Qualification (EPQ). The successful candidate will help students to raise their aspirations and successfully progress to level 3 study at the college.

Our college values a collaborative, inclusive environment where staff and students are encouraged to grow. We welcome candidates who are passionate about student achievement, curriculum development, and fostering a culture of high aspiration.

### The person

We are looking for an exceptional individual who embodies ambition, commitment, and a passion for student success. The ideal candidate will be dedicated to raising aspirations and empowering students, particularly within the Higher Project Qualification (HPQ) and Extended Project Qualification (EPQ). We seek someone who shares our values of inclusivity, support, and high expectations, and who is fully invested in the academic and personal growth of students. As a mentor and role model, you will inspire and challenge students to excel while fostering a culture of resilience and self-belief. Your ability to collaborate with colleagues and provide unwavering support will be key to your success in this role.

### The responsibilities

A successful applicant should have knowledge and experience in supporting students' academic achievement and progression, either within project-based qualifications such as the Higher Project Qualification (HPQ) or through a pastoral role. They should be able to plan, deliver, and assess engaging learning experiences that enhance student outcomes and foster a culture of aspiration. The ability to work collaboratively with colleagues, promote enrichment activities, and support the holistic development of students will be crucial to success in this role. They should be tenacious in supporting their students to be successful at college by developing their academic skills ready for level 3 study.

### The College

King Edward VI College (KE6) is an exciting high performing Sixth Form College being the founding member of Better Futures Multi-Academy Trust Limited, which includes Bilborough Sixth Form College, Gateway Sixth Form College and sponsored by Coventry University [BFMAT - Better Futures Multi-Academy Trust](#).

This is an exciting time to join us as we develop partnership links across the education sector. The college has approximately 1500 students and over 150 staff and is growing.

# Academic Skills Coach Job Description

**Accountability:** College People Lead and HPQ/ EPQ Co-Ordinator

The following job description outlines the key responsibilities and expectations for the role of Academic Skills Coach. These duties are subject to periodic review to ensure alignment with evolving circumstances and educational goals.

**Student Achievement and Progression:**

- Take ownership of the academic achievement and progression of students on the Route 2 Programme, enabling students to develop the appropriate skills to progress to level 3 study
- Support students on the Route 2 programme to maintain high levels of attendance and punctuality by developing their academic skills, confidence and wellbeing through small group sessions and 1-1 support
- Plan, deliver, and assess learning experiences to enhance student outcomes on the HPQ and EPQ qualifications.
- Develop resources that support student learning and engagement.
- Organize enrichment activities and accompany students on external visits to broaden their horizons.
- To provide small group tutoring for students who successfully complete GCSE English and Maths in the November resits

**Stay Informed and Promote Effective Teaching Methodologies:**

- Stay abreast of current affairs and their potential impact on student aspirations.
- Contribute to the development of effective teaching methodologies, particularly within the Higher Project (HPQ).
- Participate in standardisation and moderation processes to ensure quality and consistency.

**Marketing and Recruitment:**

- Contribute to marketing efforts to promote the HPQ and raise the profile of the Route 2 programme as a whole
- Facilitate recruitment initiatives to increase participation in both HPQ, EPQ and aspiration-raising activities.

**Student Responsibilities:**

- Monitor and track student performance to ensure they are reaching their full potential.
- Actively seek input from students and involve them in decision-making processes.

**Curriculum Development:**

- Collaborate with colleagues to develop and enhance the HPQ provision as well as the pastoral support for Route 2 students.
- Provide support to HPQ and EPQ students to achieve successful outcomes.

**Generic Duties for All College Staff:**

- Support the college's mission, values, and strategic objectives.
- Uphold policies on diversity and inclusion.
- Ensure compliance with health and safety policies and practices.
- Demonstrate a commitment to safeguarding students and promoting their well-being.
- Engage in continuing professional development activities to foster personal and professional growth.



### **Improve Aspirations and Progression of level 2 and level 3 students:**

- Develop and implement targeted strategies to improve the destinations of level 2 and level 3 students.
- Share successful practices with colleagues to foster a culture of continuous improvement.

This job description is not exhaustive and may be subject to modification based on the needs of the college and directives from the Principal, in consultation with the post holder

### **The following duties shall be deemed to be included in the professional duties which a teacher employed by a Sixth Form College may be required to perform:**

- Promote the overall purpose and values of the College and of the relevant subject area, in accordance with college aims and quality standards.
- Prepare for, provide, and review lessons and other activities to enable the students in her/his assigned classes to learn effectively.
- Contribute to the course schemes of work by sharing ideas, preparing, and updating materials
- Take all possible steps to ensure that each member of her/his class develops a positive attitude to learning, good work habits and behaviour. These steps include setting an appropriate example to students.
- Assess student work and provide timely, accurate feedback in line with both course requirements and College policy.
- Maintain effective records in relation to the progress of classes and individual students.
- Assist students to make the transition from their school to post 16 study.
- Promote links across the curriculum where appropriate.
- Be aware of the requirements of public examinations and prepare students for these examinations.
- Consult and inform her/his students' parents regarding progress, attainment, and attitude.
- Consult and inform relevant College staff regarding the progress, attainment, and attitude of her/his students.
- Take part in the College Professional Development processes.
- Participate in the College's quality assurance procedures.
- Attend staff meetings, faculty meetings and staff development meetings.
- To have a duty to help keep young people safe and protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and well-being of students.
- To ensure awareness of and compliance with personal responsibilities communicated via college policies and procedures including Diversity and Health & Safety.
- Undertake such other duties as may reasonably be required.

# Academic Skills Coach

## Attributes, Values & Behaviours

### Attributes, Values & Behaviours

As a values driven organisation, the person specification reflects the importance we place on these. Outlined below is our leadership framework based on our values and our Principal will need to demonstrate these as well as the ability to develop these in others;

#### Ambitious

- Setting a clear & compelling vision, always looking to inspire people to do things they never thought they could.
- Avoiding over complication & change for changes sake - seeking clarity of purpose & simplicity in all we do.
- Being obsessive about improving the experience we offer students & staff, acting as a role model for the standards of behaviour we should all expect of each other.
- Focusing on collective improvement through the development of highly performing teams & shared accountability rather than individual glory/blame
- Demonstrating an unquenchable appetite for learning & exploring new ways of approaching our challenges, focusing on developing this with all our staff & students.
- Being able to combine dreams & big ideas with details, act as doers, not just thinkers.

#### Involved

- Ensuring high levels of visibility & engagement of our leaders around our colleges & within our local communities.
- Actively seeking & developing partnerships to ensure we are connected to & having a significant positive impact on our local communities & on each other.
- Supporting staff to break down barriers to partnership working, within colleges, across the Trust & with external partners.
- Acting as champions of inclusivity & diversity & challenging any behaviours, structures or processes that are not fully inclusive for the communities we serve.
- Remembering to tell people when things are going well & actively celebrating the achievements of our students & staff at every opportunity.
- Encourage innovations & ideas for improvement from others, focussing on the potential benefits & being risk aware rather than risk averse.

#### Supportive

- Acting as a role model for our staff in terms of staff wellbeing & work-life balance, setting expectations & challenging staff when they fall short of these expectations.
- Demonstrating empathy & emotional intelligence particularly in difficult moments, while helping staff & students frame possible solutions to their challenges. Not being afraid to get our 'hands dirty' with staff to help solve a problem.
- Focussing on empowering all our people, ensuring they gain the skills & experience needed to thrive at work, through training, coaching, mentoring & wider development opportunities.
- Knowing the difference between being empowering & being enabling when supporting/developing our people & being skilled at having 'crucial conversations' when needed.
- Always believing in & promoting the ability of our staff & students to further develop their skills & abilities.
- Not being afraid to take risks & encouraging this in others, ensuring we maximise learning from our mistakes & failures.

## Genuine

- Keeping the promises, we make & sticking to our commitments, particularly in difficult times. Not being afraid to take risks & encouraging this in others, ensuring we maximise learning from our mistakes & failures.
- Seeking honest & regular consultation with & feedback & from students & staff, responding meaningfully & constructively, without 'spin' or rancour.
- Giving regular, honest & constructive feedback to our staff, collectively & individually to help them further develop & thrive at work.
- Having the conviction & tenacity to disagree when needed, but once a decision is made committing wholly to it, even when uncomfortable, unpopular, or exhausting.
- Promoting an openness of discourse. Acknowledge we will not always be right & welcome constructive challenge of our thinking.
- Challenging cynicism, pessimism, or political expediency in ourselves & others, working to demonstrate how we can help bring about positive outcomes in line with our values.

# Academic Skills Coach Person Specification

Qualifications	Essential	Desirable	Assessed by
<ul style="list-style-type: none"> <li>Have a degree</li> </ul>		✓	Application
<ul style="list-style-type: none"> <li>Possess a teaching qualification or be prepared to undertake a Further Education teaching qualification</li> </ul>		✓	Application
Experience			
<ul style="list-style-type: none"> <li>Have recent experience of working with students at level 2 or level 3.</li> </ul>		✓	Application
<ul style="list-style-type: none"> <li>Experience of delivering project- based qualifications</li> </ul>		✓	Application & interview
<ul style="list-style-type: none"> <li>Experience of working in a coaching or pastoral role</li> </ul>		✓	Application & interview
Skills and Abilities			
<ul style="list-style-type: none"> <li>Demonstrate excellent interpersonal communication skills</li> </ul>	✓		Interview and selection processes
<ul style="list-style-type: none"> <li>Be able to adopt a variety of strategies to suit students' different learning styles</li> </ul>	✓		Application, interview, and selection processes
<ul style="list-style-type: none"> <li>Be flexible in approach and able to adapt to the differing needs of a wide range of teams across college</li> </ul>	✓		Application, interview, and selection processes
<ul style="list-style-type: none"> <li>Possess excellent team skills and have the ability to contribute to the team and its goals. Be able to work independently and as a member of the team.</li> </ul>	✓		Application, interview, and selection processes
<ul style="list-style-type: none"> <li>Be well organised, reliable, and punctual</li> </ul>	✓		Application, interview & references
<ul style="list-style-type: none"> <li>Possess good IT and administrative skills. Be able to keep accurate records of students' progress and keep an up-to date Record of Work.</li> </ul>	✓		Application, interview & references
Knowledge and Understanding			
<ul style="list-style-type: none"> <li>Strong understanding of academic achievement and progression pathways, particularly for students engaged in HPQ and EPQ.</li> </ul>	✓		Application, Interview & selection processes

<ul style="list-style-type: none"> <li>• Passion for raising student aspirations and helping students achieve their full potential through support and mentorship.</li> </ul>	✓		Application and interview
<ul style="list-style-type: none"> <li>• Awareness of current educational trends and best practices for supporting student achievement and aspiration.</li> </ul>		✓	Application and interview
<ul style="list-style-type: none"> <li>• A clear commitment to equality and diversity, ensuring all students have equal access to opportunities and support.</li> </ul>		✓	Application, interview & selection processes
<ul style="list-style-type: none"> <li>• A commitment to safeguarding students and promoting their well-being.</li> </ul>	✓		Interview & selection processes
<ul style="list-style-type: none"> <li>• Awareness of health and safety regulations as they apply to the role and student activities.</li> </ul>	✓		Interview



# Completing your application

## Data Protection Act 2018 GDPR statement

Any personal data collected from applicants during the recruitment process will only be used for the purpose of recruitment within the college and will not be disclosed to any external sources without your express written consent. Records of the successful candidate will be placed on their personal files. Records of unsuccessful candidates will be destroyed after six months.

## Contract Details

The post is made on the terms and conditions of the Support Staff in Sixth Form Colleges.

Contract:	Full Time Permanent 0.855 FTE
Hours:	9am to 4.30pm Monday to Friday
Salary Scale:	Sixth Form College Support Pay Scale- Point 11 to 15 £26,097 to £29,346
Actual Salary:	Pro-rata part time £22,313 to £25,091 per annum
Start Date:	06 January 2025
Pension:	Local Government Pension Scheme

1. Application is by means of:
  - a completed Application Form
  - a completed Equal Opportunities Form
  - a completed Disclosure Form

When completing your application please comply with all **instructions** detailed on the application form. **You are asked NOT to send a Curriculum Vitae (CV).**

The criteria in the enclosed person specification will be used to assist the short-listing process. The specification identifies the minimum skills, experience and qualifications needed by you to carry out the job effectively. When completing your application, you must ensure that you indicate how you meet these criteria.

2. Referees

Two references will be requested. We expect one referee to be the head of the organisation where you are currently employed (if applicable). We normally write for references before an interview. If there are any special circumstances, and you mark that you do not wish a referee to be contacted we will contact you directly. If you have any personal connection with any of your referees, you will be required to disclose it.

3. Health

If you are successful in your application, you will be required to complete a medical questionnaire. This will be submitted to the Occupational Health Service, and you may be asked to have a medical examination. If you think this may present a problem, please mention it in your application or at interview.

4. Certification

Any contract of employment issued will be on the basis that all information supplied by you on the form, on additional papers and at interview is correct, and that no material facts have been omitted. You will be required to provide proof of all the qualifications you declare on the application form.

5. Equal Opportunities

You are asked to return the equal opportunities questionnaire (which will not be available to the short listing or appointment panel).

6. DBS Disclosure

If you are successful in your application, you will also be required to complete a DBS application, at Enhanced level, which will enable a check to be made with the Criminal Records Bureau on any Criminal background.

If you require confirmation of the receipt of your application, please enclose a stamp-addressed envelope. We are sorry we are unable to respond personally to all applicants. If you have not heard from us within two weeks of the closing date, you should assume you have been unsuccessful in your application.

Further information about the College can be found via our website [www.ke6n.ac.uk](http://www.ke6n.ac.uk)

Closing date for applications: Wednesday 11<sup>th</sup> December at 09:00am  
Interviews to be held: week commencing Monday 16<sup>th</sup> December 2024

Applications should be addressed to:

Assistant Principal - Corporate Services  
King Edward VI College,  
King Edward Road  
Nuneaton  
CV11 4BE

Email: [personnel@ke6n.ac.uk](mailto:personnel@ke6n.ac.uk)

The College is committed to safeguarding and promoting the welfare of young people. The successful candidate will be required to undertake a criminal record check via the DBS.

The College promotes diversity and welcome applications  
from all sections of the community.

All candidates with a disability will be offered an interview should they  
meet the minimum requirements of the post.

The College is committed to the continuing professional development of all staff.

Thank you for your interest in King Edward VI College, Nuneaton.

Better Futures Multi-Academy Trust  
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