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## Job Description – Sixth Form Progress Tutor

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<b>Reporting to:</b>	Head of Sixth Form
<b>Based at:</b>	Dinnington High School
<b>Working Time:</b>	37 hours per week, Term time: 38 weeks plus 2 inset days
<b>Paid on:</b>	Band F
<b>Start date:</b>	September 2026

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### OVERALL PURPOSE OF THE POST

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This is an exciting opportunity to contribute to the development of student support through raising aspiration and performance and helping to build ambition, confidence and resilience in young people. The role of the Progress Tutor will be central to the Sixth Form and to the establishment and maintenance of a culture of hard work, success, resilience, supporting high levels of academic achievement and progress.

Progress Tutors work in a diverse range of ways with students including goal-setting, monitoring achievement and attendance and motivational coaching. They challenge underperformance and build self-esteem and confidence through a rapport based on trust, honesty and respect. They are expected to liaise with parents, Subject Teachers, Heads of Department and Head of Sixth Form. Each Progress Tutor will support, challenge and motivate students in all aspects of the learning journey. They will be instrumental in delivering a high-quality tutorial programme and helping students to make informed decisions about their next steps after Sixth Form.

Working with the Head of Sixth Form, the post-holder will be pivotal in helping to embed effective systems within the Sixth Form.

### **Progress Tutor:**

The key purpose of this role is:

- To support, monitor and provide the necessary intervention throughout the learner journey.
- To promote and track academic achievement.
- To promote and monitor student attendance and retention.
- To provide learner mentoring to students who require further support.
- To promote personal, social and educational development and deliver the weekly tutorial programme.
- To build self-esteem and self-confidence in each individual student.
- To provide information, advice and guidance to learners at every stage of the learning journey.

The post holder will be responsible for a number of tutor groups with the following key responsibilities:

### **General**

- Attend school and Sixth Form events, evening meetings and CPD as required.
- Operate as part of the college IAG and interview team, contributing to the successful enrolment of students on to the appropriate learning pathways.

- To develop a positive and friendly community spirit amongst students by helping to create a safe, healthy and welcoming climate for learning and personal development by being highly visible within the Sixth Form and accessible to external partners.
- A small amount of supervision of the Sixth Form's Intervention Support Centre (ISC), as required
- Take responsibility for administrative duties associated with their tutor groups.
- To undertake other duties as requested.

### **Pastoral Support**

To provide support by:

- Initially, getting to know their cohort of students
- Supporting the transition from Year 11 to the Sixth Form and beyond
- Providing a friendly point of contact to students and parents
- Liaising with other individuals, professionals or agencies to provide support when required
- To support the safety, health and wellbeing of students, supporting students who experience personal difficulties both internal and external to college and signposting them to appropriate support services, including the safeguarding team.

### **Academic Support**

To provide academic support for students by:

- Regularly monitoring students' progress and attendance
- Providing information, advice, support and guidance
- Proactively monitoring academic interventions
- Work with all stakeholders, eg, students, parents, subject staff, Heads of Department, Head of Sixth Form, to ensure that the necessary interventions and support are in place, and to provide additional support and interventions where required.
- Proactively monitoring formal actions taken to address misconduct
- Liaising with teachers, Heads of Department and Head of Sixth Form
- To deliver the tutorial programme and contribute to its development
- Through the delivery of the tutorial programme, any necessary additional one to one work, and in conjunction with the work of the careers advisor, provide support to students to help them make informed decisions about their next steps and to support them making applications, including the completion of UCAS references for their tutees in collaboration with teachers
- Contribute significantly to the effective implementation of the Sixth Form's behaviour and attendance system

### **One to One Mentoring**

- To act as role models and mentors for students, implementing strategies to raise aspirations and encourage progression to Higher Education, high quality apprenticeships or employment
- To work alongside other members of staff to provide pastoral support and to support improvement in attendance, retention and achievement

### **Additionally:**

A full time Progress Tutor would usually be responsible for 7 tutor groups and student numbers in a tutor group would typically be in the mid-twenties.

In cases where a full time Progress Tutor has fewer than 7 groups and/or where the overall caseload of students is smaller than usual (for example, because of timetabling requirements, because of the size of the Sixth Form or because of the wider needs of the school and Sixth Form), alternative tasks associated with the role and with the Sixth Form may be allocated to the Progress Tutor, depending on the needs

and circumstances. This principle would apply equally to part time post-holders, taking account of their pro rata working arrangement.

Non-exhaustive possible examples might include:

- Promoting widening participation programmes to students and assisting students applying to participate in them, with emphasis on students from disadvantaged backgrounds, family-first HE applicants, or students with special educational needs
- Organising opportunities for students to engage with universities, apprenticeship providers and employers, for example through visits to universities, talks within the Sixth Form and through the promotion of outreach activities and programmes
- Supporting the developing of enrichment programmes and personal development opportunities for students in the Sixth Form
- Assisting in the coordinate of student financial support
- Additional supervision of periods within the ISC
- Coordination and management of referrals to the ISC
- Supporting the Head of Sixth Form with the organisation of Sixth Form events, such as student interviews, induction days and taster events, enrolment, open events, parents' evenings and results day, or other key Sixth Form events

#### Additional Information

- The postholder may be required to work outside of normal school hours on occasion (e.g. to attend meetings, etc) with due notice.
- The postholder may be required to take on any additional responsibilities and duties, as required and as directed by the Headteacher.

This job description is subject to amendment, from time to time, within the terms of your conditions of employment, but only to the extent consistent with the needs of the school/trust, and only after consultation with you.

**All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the trust procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the trust as relevant to their role.**

**The post holder's duties must at all times be carried out in compliance with the trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the trust's responsibilities under the Health and Safety Act.**

**All staff are expected to support the achievement of the trust's mission and strategic objectives and to demonstrate its values through their behaviour**

## Person Specification for Sixth Form Progress Tutor

*There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.*

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Previous experience of working with young people</li> <li>• Previous experience of providing information, advice and guidance to young people</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience of working in a sixth form environment</li> <li>• Previous experience of counselling</li> <li>• Experience of working with the UCAS applications system</li> </ul>
<b>Education and Training</b>	<ul style="list-style-type: none"> <li>• Willingness to undertake further training relevant to the post</li> <li>• General qualifications and education to at least level 2, including Maths and English</li> </ul>	<ul style="list-style-type: none"> <li>• General qualifications and education to level 3</li> <li>• Level 5/6 Career Guidance qualification</li> </ul>
<b>Personal Skills and Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to work effectively as part of a team or independently</li> <li>• Excellent interpersonal skills</li> <li>• Ability to communicate at all levels</li> <li>• Good communication and language skills, both verbal and written, with a good standard of English</li> <li>• Excellent organisational skills, including working to tight deadlines</li> <li>• Customer service/care approach to work</li> </ul>	
<b>Additional Factors</b>	<ul style="list-style-type: none"> <li>• An interest in the education sector</li> <li>• Commitment to continuous improvement and willingness to learn from experience and practice</li> <li>• Ability to cope with unexpected situations</li> <li>• Flexible approach to work</li> <li>• Ability to work flexibly with some late evening commitment</li> <li>• Enthusiasm and commitment for the post</li> <li>• Commitment to equal opportunities and inclusion</li> <li>• Ability to represent the college at events</li> </ul>	