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**MOULTON COLLEGE – JOB DESCRIPTION**

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**Job Title:** Success Coach

**Department:** Curriculum & Quality

**Hours:** 37 hours per week over 40 working weeks a year (0.77FTE). Weekend and evening working may be required when business needs demand.

**Responsible to:** Safeguarding & Wellbeing Manager

**Reports:** N/A

**Salary / Scale:** Professional Services Spine Band 7 £21,729.81 - £23,711.54 per annum (pro rata to the full time equivalent of £25,110 - £27,400 per annum)

**Date of Issue:** October, 2025

Executive Director - Student Support & Wellbeing

**Organisation Chart:**

Safeguarding & Wellbeing Manager

Success Coach

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1. **Aims and Purpose of the Post**
   1. The Success Coach plays a key role in supporting students to achieve their academic potential, develop personal resilience, and succeed in their studies.
   2. This role involves mentoring, coaching, monitoring student progress, and delivering classroom-based sessions on key personal development topics, ensuring learners receive the necessary academic, pastoral, and motivational support to stay engaged, achieve their targets, and develop essential life skills.
   3. The Success Coach works closely with curriculum teams, student services, and safeguarding teams to provide holistic support and intervention strategies that remove barriers to success.
2. **Specific Responsibilities**
   1. **Student Coaching and Academic Support**
      1. Provide one-to-one and group coaching to support student progress, motivation, and goal-setting.
      2. Work closely with students to develop personal action plans, setting SMART targets to improve attendance, attainment, and engagement.
      3. Use academic tracking data to identify students at risk of underachievement and implement early intervention strategies.
      4. Work with faculty teams, tutors, and subject specialists to ensure students receive appropriate academic and pastoral support.
   2. **Delivery of Personal Development Sessions**
      1. Plan and deliver engaging classroom-based sessions on key personal development topics responsive to the needs of the area and student cohorts (e.g. Sexual Health, PREVENT, relationships & consent and peer on peer abuse).
      2. Promote and demonstrate effective personal development sessions which are interactive, inclusive, and tailored to student needs.
   3. **Attendance, Engagement, and Retention Monitoring**
      1. Monitor student attendance, punctuality, and engagement, working with tutors to address concerns.
      2. Use data analysis tools to track progress to support tutors to ensure students remain on target.
      3. Conduct attendance and disciplinary follow-ups, contacting students and parents/guardians (if applicable) to support re-engagement.
      4. Identify and support students with low motivation, disengagement, or confidence issues, using coaching techniques to boost resilience.
   4. **Pastoral and Wellbeing Support**
      1. Act as a first point of contact for students needing pastoral or wellbeing support, signposting them to specialist services when necessary.
      2. Work as part of the Safeguarding and Wellbeing Team to identify students in need of emotional or mental health support.
      3. Promote a positive college culture, ensuring all students feel included, supported, and valued.
      4. Provide guidance on personal issues, including confidence-building, motivation, and managing stress.
   5. **Careers and Employability Coaching**
      1. Support students in developing essential life skills, study habits, and employability skills.
      2. Work with the Careers Team to provide guidance on career progression, higher skills opportunities, and work placements.
      3. Encourage participation in enrichment activities, leadership programs, and student voice initiatives.
   6. **Safeguarding and Inclusion**
      1. Ensure all student support is provided in line with safeguarding policies, Prevent duties, and inclusion strategies.
      2. Work with the safeguarding and learning support teams to identify students at risk and implement support plans.
      3. Foster an environment of equity, diversity, and inclusion, ensuring all students have equal access to support.
   7. **Data, Reporting, and Communication**
      1. Maintain accurate student records, progress logs, and intervention notes.
      2. Liaise with tutors, curriculum leaders, and student services to coordinate interventions and ensure holistic support.
      3. Support college-wide initiatives that aim to improve student outcomes and wellbeing.
   8. **General Duties** 
      1. To attend day and evening meetings, courses, College Open Days, Parents evenings and other Public Events considered being of benefit to the College and the individual.
      2. To promote and adhere to the College’s Safeguarding Policies and Procedures.
      3. To promote and adhere to the College’s Health & Safety Policies and Procedures.
      4. To manage student conduct in accordance with College policies.
      5. Promote the welfare of young people and vulnerable groups in all aspects of College life and to ensure safeguarding arrangements are adhered to at all times.
      6. The active promotion of and commitment to best practice in equity, diversity & inclusion.
      7. Contribute and demonstrate fully and at all times the positive promotion and role modelling of the College core values, generic competencies and professional behaviours expected of all staff employed by Moulton College.
      8. Undertake any other duties as required by the Principal and as may be reasonably expected commensurate with the post. This may include either the temporary or permanent re-deployment to an equivalent grade of post within the organisation.

This job specification represents the major tasks to be carried out by the post holder and identifies the level of responsibility at which the post holder will be required to work.   In the interests of effective working the major tasks may be reviewed from time to time to reflect the changing needs and circumstances.  Such reviews and any subsequent changes will be carried out in consultation with the post holder.  All members of staff are appointed to the College as a whole and may reasonably be asked to undertake similar or related duties in an operational area other than that to which they were originally appointed.

Core Benefits;

Local Government Pension Scheme Health Cash Plan\*

33 days holiday (inc bank/public holidays)\*\* Enhanced Maternity & Paternity Benefits\*

Discounted On-site Gym Membership available Free on-site parking

Cycle to Work Scheme\* 10% discount on College courses

High Street Discounts Wellbeing programme

Opportunity for an annual Volunteering day Subsidised catering

(\* Subject to conditions / \*\* Pro rata for part time)

I confirm my acceptance of the role as outlined above and agree to apply myself fully to the responsibilities of the post.

Signed;……………………………… Date;……………………………

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| --- | --- | --- | --- |
| **POSITIVELY PROMOTING EQUITY, DIVERSITY & INCLUSION** | | | |
| **Person Specification; Success Coach** | | | | |
|  | | | **Essential** | **Desirable** | |
| **Qualifications** | | |  |  | |
| Level 3 qualification or equivalent experience in coaching, mentoring, education, or student support | | |  | X | |
| Degree in education, psychology, mentoring, coaching, or a related field | | |  | X | |
| Coaching qualification (e.g., ILM Coaching and Mentoring, Life Coaching certification, or equivalent) | | |  | X | |
| Minimum of grade C in GCSE maths and English Language (or equivalent) | | | X |  | |
| Level 2 Mental Health First Aid Qualification – or willingness to work towards | | | X |  | |
| Safeguarding qualification or willing to work towards | | | X |  | |
| First Aid at Work Qualification – or willingness to work towards | | | X |  | |
| Commitment to and evidence of CPD | | | X |  | |
| **Experience & knowledge** | | |  |  | |
| Experience working in student support, mentoring, academic coaching, or personal development roles | | |  | X | |
| Knowledge of student engagement strategies, personal development coaching, and safeguarding principles | | | X |  | |
| Experience delivering personal development sessions, PSHE, or employability workshops in an education setting | | |  | X | |
| Strong understanding of barriers to learning, social mobility, and inclusion strategies | | | X |  | |
| Experience in working with diverse student populations, including SEND and at-risk learners | | |  | X | |
| Experience working in further education, higher education, or community outreach programs | | |  | X | |
| Experience of working in a flexible and positive manner and being able to adapt to changing work patterns | | | X |  | |
| Ability to present information effectively and respond to questions from customers and students | | | X |  | |
| Able to motivate students | | | X |  | |
| Confident in delivering engaging classroom-based sessions on | | | X |  | |
| Demonstrate ability to relate to students effectively to support them to successful outcomes | | | X |  | |
| Ability to meet deadlines and capable of managing their own time effectively and efficiently | | | X |  | |
| Effective data management skills, able to track student progress effectively | | | X |  | |
| Be able to demonstrate the ability to lead and deliver high quality, motivational and inclusive learning experiences | | | X |  | |
| **Personal Attributes** | | |  |  | |
| Passionate about student success, wellbeing, and personal growth | | | X |  | |
| Willingness to operate flexibly i.e. weekends and evenings to cover open days (occasionally) | | | X |  | |
| Excellent interpersonal and communication skills, with the ability to build strong relationships with students | | | X |  | |
| Coaching and mentoring abilities, inspiring students to set and achieve their goals | | | X |  | |
| Empathetic and supportive, able to work with students facing challenges | | | X |  | |
| Proactive problem-solver, able to identify issues early and implement solutions | | | X |  | |
| Evidence of ability to improve student satisfaction | | | X |  | |
| Good organisational skills | | | X |  | |
| Good team player | | | X |  | |
| Be flexible and able to cope with change | | | X |  | |
| Ability to influence, persuade, motivate and inspire others | | | X |  | |
| To be able to demonstrate the effective support for the College core values of putting learners first | | | X |  | |
| Experience of understanding how to promote equity and diversity within the job role | | | X |  | |
| **Safeguarding** | | |  |  | |
| Provision of satisfactory enhanced DBS disclosure following interview | | | X |  | |
| Ability to display awareness, understanding and commitment to the protection and safeguarding of children and young vulnerable adults. | | | X |  | |
| Commitment to policies on child protection, health and safety, confidentiality, student behaviour / discipline and equal opportunities | | | X |  | |

**NOTE;**

All candidates will be asked for proof of their eligibility to work in the UK during the interview and selection process. Tier 2 Certificates of Sponsorship are restricted by the UK Visas & Immigration Service and the position advertised above is unlikely to qualify for sponsorship. We are therefore unable to consider applications from candidates requiring Tier 2 immigration status to work in the UK at this time. For further information please visit the UK Visas & Immigration Service website.