



Job Description

Job Title	Learner Engagement Officer
Department	Construction
Reporting to:	Learning Area Manager- Construction
Main Purpose of the role	
<p>Work alongside the Construction team, curriculum administration, and Learning Area Manager as an integral part of the Construction Faculty to contribute to the College’s goal of achieving excellent student punctuality, attendance, and safeguarding for all full-time construction learners.</p> <p>Collaborate with curriculum administration to provide targeted support to learners, the lecturing team, and the college, focusing on improving attendance, engagement, attainment, and overall achievement. Promote learner independence by supporting their well-being and welfare, and actively encourage attendance across all aspects of college life, both academically and socially</p>	
Key Tasks / responsibilities:	
<ul style="list-style-type: none"> • Access, read and analyse absence data throughout the working day to establish patterns that might need to be followed up from a safeguarding perspective and refer as appropriate. • Identify students where appropriate action regarding attendance needs to be taken and advise to the appropriate staff. • Liaise and refer students to Wellbeing Mentor for specialist support and guidance as appropriate. • Develop excellent working partnerships with students and parents / carers to promote the importance of good attendance and punctuality. • Work with Safeguarding and Support Team to communicate growing concerns to the Local Authority School Attendance Officer to initiate further action. • Support the curriculum admin meeting weekly with the LAM to discuss students whose attendance is causing concern and to assess intervention strategies. • Produce a weekly summary of attendance data for Faculty Managers and communicate to staff. • Administer all the necessary IT administration, maintenance and report generation. • To maintain and develop own knowledge, skills and experience through formal training, staff development activities and networking including with referral agencies. • To adhere to College equal opportunities policies, procedures and practices. • To take all necessary steps to ensure the welfare of young people and vulnerable adults. 	

Monitoring and Assessment: Focus on Support, Mentoring, and Inclusion

- **Track and Analyse Learner Development:** Collaborate with the Learning Area Manager to maintain detailed records of learners' attendance, with a focus on personal growth, inclusion, and well-being.
- **Monitor Engagement and Attendance:** Regularly review learner attendance and engagement, identifying and addressing barriers to participation through supportive interventions, while tailoring strategies to meet individual needs.
- **Implement Positive Recognition Strategies:** Design and apply recognition systems, such as reward and praise schemes, to motivate learners and reinforce an inclusive and encouraging learning environment.
- **Prepare Progress Reports:** Compile clear, comprehensive reports on learner progress for end-of-year evaluations and reviews, with a focus on their personal development and the effectiveness of support measures.
- **Coordinate with Learning Support Team:** Work in partnership with the Learning Support Team to monitor learners with EHCPs, contributing to reviews and adapting support plans to promote their ongoing success and inclusion.
- **Guide Learners to Future Pathways:** Mentor learners in identifying suitable progression routes, whether to higher education, apprenticeships, or employment, ensuring that every learner has access to opportunities that reflect their potential.
- **Implement Positive Behaviour Strategies:** Utilise effective behaviour management techniques aligned with College policies to foster a productive learning atmosphere, encouraging cooperation and interaction among learners.
- **Collaborate on Learner Development:** Work with the Learning Area Manager to enhance learners' contributions, knowledge, and skill development across various settings—including classrooms, workshops, and site experiences—catering to individuals, small groups, and whole classes.
- **Engage with Parents and Carers:** Lead meetings with parents and carers to provide constructive and confidential feedback on learner progress, achievements, and behaviour, strengthening the support network around each learner.

This job description outlines the main duties of the post as of the date it was completed. The duties may vary over time without altering the overall nature of the role or the level of responsibility involved.

Role Dimensions

- Participate in Performance Management and Professional Development activities as required.
- Value diversity and promote equal opportunities.
- Work within health and safety guidelines and be aware of your responsibilities for health and safety.
- Adhere to college policies and procedures, including Data Protection.
- Be responsible for safeguarding and promoting the welfare of children, young people and/or vulnerable adults.

Key Interfaces
<ul style="list-style-type: none"> • Assistant Principals • Learning Area Managers • Team Leaders • Education and Wellbeing Mentors and Learning Support Coordinators, MMS • Learners and Parents • Construction Administrator • External stakeholders
Supporting College Goals and Values – all roles
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College’s goals and, at all times, both internally and externally, to behave in a manner consistent with the College’s mission and values.</p> <p>This means:</p> <ul style="list-style-type: none"> • Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. • Promoting the image of the College as one that is committed to the highest standards of delivery and service. • Sharing the College’s commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work. • Sharing and prioritising the effective implementation of the College’s Equality and Diversity Policy. • Promoting and implementing best practice in Health and Safety.
Measurable Performance Standards for this role
<ul style="list-style-type: none"> • Be responsible for the behaviour of learners at Filton Campus (in conjunction with other College staff). • Ensuring learners wear their lanyards Ensuring all learners within Learning Areas successfully improve and develop personal attributes and behaviours. • To support the success and progression rates for learners receiving additional learning support. • Effective and accurate record keeping of own timetable and student support tracking. • Effective engagement with learning support observations and successful completion of follow-up professional development.
Level of Disclosure and Barring (DBS) disclosure required
Enhanced with barred list checks.

Author and Date					
Steven Woodward/Peter Holland July 2026					
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the College change, so the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

Learner Engagement Officer



Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
GCSE English Maths at Grade C or equivalent		✓	Application
Experience and knowledge			
Experience of working with young people	✓		Application/Interview
Excellent knowledge of the further education sector		✓	Application/Interview
Experience in youth or social work role		✓	Application/Interview
Skills and abilities			
A people and learner centred approach	✓		Interview
Communication skills	✓		Interview
Ability and willingness to collaborate and work closely with colleagues in a mutually supportive manner	✓		Interview
Essential College attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application/Interview
Influencing skills: The ability to persuade others.	✓		Application/Interview

Criteria	Essential	Desirable	Assessed by
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application/Interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application/Interview
Circumstances of role (if applicable)			
Ability to meet particular conditions of the role e.g. unsocial hours or travelling between campuses	✓		Application

A qualification in English/Literacy and Mathematics/Numeracy equivalent to at least level 2 of the National Vocational Qualifications framework	✓		Application
Degree in relevant subject		✓	Application
HLTA qualification – or commitment to achieve SEND qualification		✓	Application
Evidence of commitment to Continuing Professional Development	✓		Application
Further qualifications related to special educational needs		✓	Application
Mentoring and/or teaching assistant qualifications, or a willingness to work towards.		✓	Application
Experience and knowledge			
Proven track record of recent experience of working within SEND	✓		Application/Interview
Experience of supporting learners with SEND	✓		Application/Interview
Experience of working to class lecturers, plans and working with a range of assessment tools.	✓		Application/Interview
Experience of and commitment to promoting and safeguarding the welfare of learners	✓		Application/Interview
Understanding and awareness of the needs, aspirations and concerns of families of learners with SEND	✓		Application/Interview
Experience of establishing clear expectations and constructive working relationships through team working and mutual support	✓		Application/Interview
Commitment to an involvement in extra-curricular activities		✓	Application/Interview

Experience of working alongside external providers/outside agencies within a school environment		✓	Application/Interview
Skills and abilities			
A personal commitment to working to the highest professional standard promoting a culture of continuous improvement to support the delivery of innovative and responsive services for learners, young people and families	✓		Application/Interview
Able to relate and communicate with a range of different audiences	✓		Application/Interview
Able to communicate with enthusiasm, integrity, resilience, sensitivity, good humour and energy	✓		Application/Interview
Able to inspire, motivate and support learners, parents/carers and staff	✓		Application/Interview
Excellent written and communication skills	✓		Application/Interview
Well-developed IT skills	✓		Application/Interview
High level of organisational and planning skills	✓		Application/Interview
Flexible in adapting to the teaching approaches used at SGS College	✓		Application/Interview
Able to work effectively with Staff colleagues, Stakeholders, Governors and Trustees	✓		Application/Interview
Essential attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way	✓		Application/Interview
Influencing skills: The ability to persuade others	✓		Application/Interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships	✓		Application/Interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner	✓		Application/Interview
Circumstances of role			
A willingness to support out of hours activities i.e. Open Events, trips etc.	✓		