
YEOVIL COLLEGE – JOB DESCRIPTION

Job Title:	Foundation Learning Careers, Enterprise and Progression Lead
Department:	Employer Engagement
Responsible to:	Head of Careers, Work Placements and Employability
Hours:	37 hours per week, all year round – substantial part time, or term time only would also be considered.
Salary:	£35,700 [YC9.1]
Date of Issue:	September 2026

The Foundation Learning Careers, Enterprise and Progression Lead is responsible for leading and developing employability, careers and work placement opportunities for Foundation Learning students.

The postholder will provide operational leadership for careers education, work experience and employer engagement activities, ensuring that all Foundation Learning students are supported to develop the skills, confidence and experiences required for successful progression into employment, supported internships, further education, volunteering and community participation.

A key aspect of the role is the development and management of innovative internal learning companies and enterprise activities that provide meaningful, real-world work experience opportunities. The postholder will work collaboratively with Foundation Learning, mainstream 16-19 provision and wider College teams to establish inclusive enterprise projects that create social value, develop employability skills and promote meaningful engagement between learner groups.

The postholder will support progression and transition activities for Foundation Learning students, working in partnership with curriculum teams, families and external agencies to help learners achieve positive destinations beyond Yeovil College.

Key Responsibilities

Leadership and Line Management

- Line manages the Foundation Learning Careers and Work Placement Coordinator and Job Coaches.
- Hold regular one-to-one meetings to support staff development, wellbeing and performance.
- Provide guidance, mentoring and professional support to team members.
- Monitor team performance against agreed targets and key performance indicators relating to learner progression, work placements, employer engagement and destination outcomes.
- Promote high standards of learner support, employer engagement and professional practice across the team.

- Contribute to the continuous improvement and development of Foundation Learning employability provision.

Quality Assurance and Job Coach Development

- Lead the implementation, management and continuous improvement of a Job Coach observation and quality assurance framework.
- Embed a structured observation process that promotes consistency, accountability and excellence in job coaching practice.
- Undertake regular observations of Job Coaches, providing developmental feedback, coaching and support to improve practice and enhance learner outcomes.
- Ensure job coaching activities effectively support learner progress, safety, wellbeing and the development of independence within work experience, enterprise and employment settings.
- Establish clear quality standards and expectations for Job Coach practice, aligned to college objectives and sector best practice.
- Use quality assurance findings to inform continuous professional development activities and ensure that Job Coaches are equipped to deliver high-quality learner support.
- Work collaboratively with Foundation Learning, SEND and Employer Engagement colleagues to ensure Job Coach practice contributes to positive learner destinations, sustained placements and successful progression outcomes.

Careers Education, Information, Advice and Guidance

- Lead the delivery of high-quality careers education, information, advice and guidance for Foundation Learning students.
- Ensure careers provision aligns with the National Careers Strategy and Gatsby Benchmarks.
- Support learners to understand and access progression opportunities including supported internships, apprenticeships, employment, volunteering and further education.
- Develop and maintain careers resources that support learners, parents, carers and staff.
- Monitor learner engagement and progression outcomes to evaluate the effectiveness of careers interventions.
- Promote positive learner destinations and celebrate progression successes.

Work Experience and Employer Engagement

- Lead the development, coordination and quality assurance of work experience opportunities for Foundation Learning students.
- Develop and maintain strong relationships with employers and community partners.
- Identify and secure new opportunities for work experience, volunteering, supported internships and employment pathways.
- Work collaboratively with curriculum and SEND colleagues to ensure opportunities are tailored to individual learner aspirations and needs.
- Champion inclusive employment practices and promote the benefits of employing and supporting learners with additional needs.
- Increase the range and quality of employer engagement opportunities available to Foundation Learning students.

Enterprise Development and Internal Learning Companies

- Lead the development and growth of internal learning companies, enterprise projects and learner-led commercial activities across the College.
- Establish and manage sustainable enterprise opportunities that provide realistic working environments and meaningful employability experiences.
- Develop innovative projects and opportunities within the College and other appropriate locations.
- Create opportunities for Foundation Learning and mainstream 16-19 learners to work collaboratively in enterprise and social value initiatives.

- Work alongside Job Coaches and curriculum teams to ensure learners can fully participate and achieve success within enterprise activities.
- Promote entrepreneurship, employability and independence skills through practical learning experiences.
- Monitor and evaluate the impact of enterprise activities on learner development, progression and employability outcomes.
- Identify opportunities to expand enterprise provision and maximise social value for learners, the College and the wider community.

Learner Progression and Transitions

- Support the planning and delivery of transition activities for Foundation Learning students.
- Work collaboratively with curriculum teams, SEND colleagues, parents/carers and external agencies to support learner progression.
- Contribute to learner reviews and progression planning meetings where appropriate.
- Assist learners in identifying and accessing suitable progression pathways.
- Develop and maintain relationships with employers, training providers, supported internship providers and other organisations that offer progression opportunities.
- Support the collection and analysis of learner destination data to inform service development and continuous improvement.
- Monitor and report on learner progression and destination outcomes.
- Promote positive progression pathways and support learners in achieving successful outcomes beyond college.

Stakeholder Engagement and Partnership Working

- Develop productive relationships with employers, community organisations, local authorities and key stakeholders.
- Represent the College at internal and external events, networking activities and partnership meetings.
- Collaborate with the Marketing team to promote Foundation Learning placements, enterprise projects and learner success stories.
- Act as an ambassador for Foundation Learning and employability provision across the College and wider community.

Strategic Contribution

- Contribute to the College's strategic priorities relating to employability, inclusion, social mobility and learner progression.
- Support the development and implementation of quality improvement initiatives.
- Identify opportunities for innovation and service development that enhance learner outcomes.
- Contribute to the development of new projects, partnerships and initiatives that increase opportunities for Foundation Learning students.
- Promote equality, diversity, inclusion, safeguarding and British Values in all aspects of the role.

1. Other Duties

The Post Holder may be required to perform duties other than those given in the Job Description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post will be eligible for re-evaluation.

To participate in the College appraisal system and take responsibility for your own personal development.

2. Health and Safety

The post holder will agree, as part of the contract of employment, to comply with their duties under the Health and Safety at Work Act 1974, and any Health and Safety Regulations issued under the Act, and to cooperate with the College to enable it to carry out its health and safety duties under the Act. Failure to comply with health and safety duties, regulations, work rules and procedures regarding health and safety, may lead to disciplinary action.

3. Equal Opportunities

All staff have a responsibility to treat others with fairness, equality and respect in accordance with legislation, the College's equality and diversity policy and the College's Core Values.

Yeovil College wholeheartedly supports the principles of equality and diversity and opposes all forms of unlawful or unfair discrimination on the grounds of race, ethnic or national origin, gender, gender re-assignment, disability, sexual orientation, religion or belief, age, marital status, family responsibility, pregnancy or maternity, trade union activity or unrelated criminal convictions.

All employees of the College have a responsibility for behaving and acting in a way that supports this policy and procedure and promotes equality and diversity as well as fundamental British values in all aspects of their work.

4. Safeguarding

Yeovil College is committed to prioritising and promoting safeguarding and protecting all children, young people and vulnerable adults from harm whatever, their age, gender, ethnicity, disability, language, faith and or sexual orientation. The term 'safeguarding children and young people' embraces both child protection and a preventative approach to keeping young people safe. 'Safeguarding' therefore encompasses learner health and safety, bullying, meeting the medical needs of those with medical conditions, providing first aid, security, and support / safeguarding from drugs and substance abuse etc. This policy is applicable to all learners, staff, volunteers and visitors to Yeovil College as well as children who are in the care of learners whilst on placements and/or employees of Yeovil College.

Yeovil College – Person Specification

Job Title – Foundation Learning Careers, Enterprise and Progression Lead

	Essential	Desirable
Previous Experience	• Experience of line management and team development. • Experience of developing employer partnerships and stakeholder relationships. • Experience of supporting learners with SEND and/or additional support needs within employability, work experience or supported employment settings. • Knowledge of careers education, employability programmes and progression pathways. • Knowledge of the National Careers Strategy and Gatsby Benchmarks. • Experience of analysing outcomes and using data to drive improvement.	• Experience of supported internships and supported employment programmes. • Experience of establishing enterprise initiatives or learner-led businesses. • Experience of partnership working with local authorities and external agencies. • Experience of working within further education.
Qualifications	• Minimum of Level 2 literacy and numeracy. • Full Level 3 Qualification. • Degree or equivalent professional qualification	• Hold an IAG qualification Level 4 • Hold an IAG qualification Level 6 • Leadership or management qualification.
Special Skills/Aptitudes	• An understanding of the Health and Safety requirements in the workplace and the importance of following procedures.	
Personal Attributes	• A willing, flexible and adaptable approach to work and a willingness to adopt a flexible work pattern • Passionate about improving opportunities and outcomes for Foundation Learning students. • An understanding of, and commitment to, the	

	College's Equality and Diversity policies • A commitment to continuous professional development at both personal and team levels • A commitment to continuous professional development at both personal and team levels. • Prepared to operate in accordance with the College's Health and Safety Policies • The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	
Ability to demonstrate the College values	• Aspirational – High ambition, expectation, and effort. • Collaborative – In it together. • Exceptional –Innovative and enterprising. • Team YC – Doing amazing things.	

Where aspects of the person specification are shown as 'desirable' it is understood that the knowledge, skills or experience required could be achieved through relevant training which the College is committed to provide. In decisions on selection, however, preference will be given to those candidates who can already demonstrate competence in areas specified.

In addition to the candidates' ability to perform the duties of the post, the selection process will also explore issues relating to safeguarding and promoting the welfare of children and vulnerable adults. The candidates will also be tested with regards their openness to diversity.

Employment Checks

The appointment is subject to Yeovil College obtaining medical, Disclosure and Barring Services clearances, evidence to show you are legally entitled to work in the UK (under the Immigration, Asylum and Nationality Act 2006) and employment references satisfactory to us and evidence of relevant qualifications to the post.

Please note that if the above clearances and references are not consistent with the information provided by you then your offer of employment may be withdrawn.

Please be aware that this post requires an Enhanced DBS check based on the specific duties of the position.

The Police Act 1997 provides a statutory basis for certain criminal record checks to be used by establishments, to safeguard children and vulnerable adults to provide information on anyone seeking to engage in activities with children and young people which are exceptions to the Rehabilitation of Offenders Act 1974. Working at the College could involve substantial access to young people or vulnerable adults and is therefore exempt from the Rehabilitation of Offenders Act

1974. **You must therefore disclose any cautions, convictions or pending prosecutions you may have, even if they would otherwise be regarded as 'spent' under this Act.**

A conviction will not necessarily be a bar to employment at Yeovil College. Ask a member of HR for our 'statement on the recruitment of ex offenders'.

In performing our registered body duties, the College follows the Disclosure and Barring Service code of practice, and our Disclosure & Barring Service Handling Policy. Both these documents are available upon request from the HR team. The DBS Code of Practice can also be found here:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/474742/Code of Practice for Disclosure and Barring Service Nov 15.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/474742/Code_of_Practice_for_Disclosure_and_Barring_Service_Nov_15.pdf)