

GRADE 3 COMMUNITY ENGAGEMENT COACH – JOB DESCRIPTION

Hours of work: 32.5 hours per week Monday to Friday, TTO plus 3 weeks (42 weeks)

FTE Salary: £28,153 to £34,811 plus £1,779 SEN allowance pro rata

Actual salary: £23,562 to £29,134.26 plus SEN allowance

JOB PURPOSE

To support the Community Engagement Leader in delivering high-quality community-based learning experiences for students. The role assists with preparing learners for volunteering, community visits, and social destination activities, ensuring they are supported, safe, and able to access opportunities that develop independence and life skills.

To support students during extended college hours such as after college social events, weekend activities and residential trips.

DUTIES AND RESPONSIBILITIES

Support for Learners

- Work under the direction of the Community Engagement Leader and teaching staff to support learners during community visits, volunteering placements, outings, and social activities.
- Assist in gathering learner information to help assess needs prior to placements or community activities.
- Support with the preparation of activities with learners to ensure they understand expectations, routines, and safety requirements.
- Support the implementation of risk assessments and report any concerns or changes to the Community Engagement Leader for clarification and checking.
- Promote learners' independence, confidence, and communication in real-life community settings.
- Provide encouragement and feedback to learners about their progress, appropriately recording observations when required.
- Support learners during after-college events, weekend activities, or residential trips when arranged.
- Support learners who transition into volunteering work or social destinations, helping them to maintain attendance at their chosen destination.

Support for Teachers

- Assist in preparing out of college learning activities
- Assist in preparing resources, materials, and equipment needed for community-based learning.
- Support delivery of planned community activities, ensuring continuity of learning outside the classroom.

- Supervise small groups or individual learners under an agreed system of supervision.
- Help monitor learner responses and report observations to teaching staff.
- Encourage positive behaviour and safe participation in community settings.
- Use ICT or assistive technology to support learners.
- In an emergency supervise classroom or community activities until the teacher returns or alternative arrangements are made.

Support for Employers and Social Destinations

- Support employers and community groups to so that they fully include our learners in planned activities.
- Maintain contact with employers and community groups when accompanying learners.
- Ensure employers understand learner needs, referring issues to the Community Engagement Leader.
- Be a point of contact if issues or problems arise in the workplace or within the community and negotiate solutions with the employer and the Community Engagement Leader.
- Promote positive relationships between learners and placement providers.
- Encourage employer feedback and communicate it to staff.
- Advise the employer or community setting of any reasonable adjustments that may be required.

Support for College

- Flexibility of working hours is a requirement to be able to provide support for learners during extended hours activities.
- Promote and safeguard the welfare of learners.
- Work in line with health and safety expectations and risk assessments.
- Report progress to the Community Engagement Leader, teachers and parents.
- Model professionalism and contribute to a positive ethos.
- Attend meetings and professional development sessions as required.
- Participate in appropriate professional development including adhering to the principle of performance management.
- To adhere to the ethos of the college:
 - To promote the agreed vision and aims of the college and attend events to promote the college.
 - To set an example of personal integrity and professionalism.
 - Attendance at appropriate staff meetings and progression evenings.
- Any other duties as commensurate within the grade and nature of the post in order to ensure the smooth running of The Hive College.

SUPERVISION RECEIVED

- **Supervising Officer's Job Title:** Community Engagement Leader

- **Level of Supervision:** Left to work within established guidelines subject to scrutiny by supervisor

Notes:

This job description may be amended at any time in consultation with the postholder.

ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE ACADEMY'S EQUAL OPPORTUNITIES POLICY

GRADE 3 COMMUNITY ENGAGEMENT COACH – PERSON SPECIFICATION

Method of Assessment (MOA)

AF = Application Form

I = Interview

T = Test or Exercise

P = Presentation

CRITERIA	ESSENTIAL	M.O.A.
EXPERIENCE (Relevant work and other experience)	Experience of working with young adults with special educational needs and disabilities.	AF/I
	Experience of supporting young adults in a work placement and community environment.	AF/I
	Experience of using Information Technology effectively to support students in the work placement and community environment.	AF/I
SKILLS AND ABILITIES (E.g. Written communication skills, dealing with the public)	Ability and willingness to drive the college mini-bus, car and use own car as and when necessary.	AF/I
	A good standard of education particularly in English and Mathematics.	AF/I
	Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the classroom and the work placement and community environment.	AF/I
	Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age of the students.	AF/I
	Ability to provide classroom cover, with agreed parameters, in the absence of the class teacher.	AF/I
	Ability to consistently and effectively implement agreed behaviour management strategies.	AF/I
	Ability to use language and other communication skills that students can understand and relate to.	AF/I
	Ability to establish positive relationships with students and empathise with their needs.	AF/I
	Ability to demonstrate active listening skills.	AF/I
	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs, encouraging the students to stay on task.	AF/I
	Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher or the employer to achieve the intended learning outcomes.	AF/I
	Ability to carry out and report on systemic observations of students' knowledge understanding and skills.	AF/I

	Ability to assist in the recording assessment as required by the teacher. Ability to offer constructive feedback to students to reinforce self-esteem Ability to work effectively and supportively as a member of the college team Ability to work within and apply all college policies e.g. Behaviour Management, Adult Safeguarding, Health and Safety, Equal Opportunities	AF/I AF/I AF/I
EDUCATION/ QUALIFICATIONS (NB Full regard must be paid to overseas qualifications)	NVQ Level 3 Vocational or Teaching Assistant qualification (or equivalent) from a recognised exam board Minimum GCSE English and Maths Grade C and above or equivalent	AF/I AF/I
OTHER	Willingness to maintain confidentiality on all college matters A flexible and positive attitude Competent and organised Patient Reliable and punctual Enjoy working with young adults	AF/I AF/I AF/I AF/I AF/I AF/I
TRAINING	Competency based training for the role will be provided with regular reviews and updates Willingness to participate in further training and developmental opportunities offered by the college, to further knowledge	AF/I AF/I
SAFEGUARDING	Enhanced DBS is essential This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role	AF/I AF/I

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