



GRADE 3 COMMUNITY ENGAGEMENT COACH – JOB DESCRIPTION

Hours of work: 32.5 hours per week (5 Days) TTO (39 weeks). Flexible working around weekends,

evenings and holidays to be agreed.

Salary FTE: £27,254 plus £1,722 SEN allowance pro rata **Actual Salary:** £21,217.91 plus £1,340.62 SEN allowance

JOB PURPOSE

- To provide tailored support to learners to enable them to gain experience of working as a
 volunteer and / or accessing community activities to be able to make a positive progression
 into paid / unpaid employment and / or access suitable social destinations upon transition
 from college.
- To support external agencies to enable them to offer meaningful work placements and social destinations that will meet the individual needs of the learners.
- To regularly report to the Community Engagement Leader and the Transition Team on the learner's progression and transition into paid or unpaid employment or social destinations.
- To support the supervision of learner's during extended college hours, such as after college social events, weekend activities and residential trips.

DUTIES AND RESPONSIBILITIES

- Community Engagement Coaches must be able to undertake flexible working hours, which
 will require working outside term times and will include some early mornings, late evenings,
 weekends and holiday periods.
- Community Engagement Coaches will need to hold a clean driving licence and be able to travel to a variety of locations as and when required by the college, to support learners and employers.
- Community Engagement Coaches need to be able to recognise when and how to support and when to increase, decrease or remove support to the learner, employer and social destination provider.
- Community Engagement Coaches will need to be able to assess student's progression towards completion of vocational targets.
- Community Engagement Coaches will establish productive working relationships with learners acting as a role model and setting high expectations. Provide feedback to learners on their progress and achievement.

Community Engagement Coaches will be involved in the following activities:

Pre-placement preparation

 Helping learners to prepare for volunteering work and social destinations by accompanying them to the workplace or destination prior to their start date.





- Sourcing and gathering relevant documentation for work or social destinations including Risk Assessments and Vocational Profiles.
- Prepare travel arrangement to work or social destinations, encouraging independent travel, where possible.

Workplace / Social Destination support

- Accompany learners to the workplace or social destination and offer the support they require to improve self-confidence.
- Train the learners to master the tasks required in the workplace and encourage them to participate in social activities.
- Breakdown tasks and apply systematic instruction techniques.
- Model behaviours expected in a workplace or social destination setting.
- Target set and monitor and review progress of the learners and encourage self-assessment and reflection.
- Produce visual or written aids and reminders to assist the learners in the workplace or social destination, where necessary.
- Negotiate an increase / decrease in responsibilities or new activities to suit the learner and the employer.
- Determine if a learner needs to move placement and liaise with the Community Engagement Leader for this to happen.

Support for Employers and Social Destinations

- Explain the learner's strengths and support needs and advise on any reasonable adjustments.
- Be a first point of call if issues or problems arise and negotiate solutions.
- Introduce the learner to their colleagues and offer advice on how to best support and include them.
- Identify additional or more challenging tasks or roles that the learner could not take on and negotiate a solution with the organisation.
- Ensure that learners are on task and meeting workplace standards and the expectations of the social destinations.

Support for the college

- Flexibility of working hours is a requirement to be able to provide support for learners during extended hours activities.
- Be responsible for promoting and safeguarding the welfare of learners.
- Ensure learners tasks are carried out with due regard to Health and Safety.
- Ensure risk assessments are reviewed and updated on a regular basis.
- Reporting on learner progress to SLT and the Community Engagement Leader.
- Develop and maintain working relationships with other professionals.
- Liaise with parents where appropriate.
- Work as required across the curriculum and within the college in accordance with the job.





- Participate in appropriate professional development including adhering to the principle of performance management.
- Attend appropriate staff meetings and parent's evenings.
- Adhere to the ethos of the college to:
 - o Promote the agreed vision and aims of the college.
 - o Set an example of personal integrity and professionalism.
 - o Attendance at appropriate staff meetings and progression evenings.
- Any other duties as commensurate within the grade in order to ensure the smooth running of the college.

SUPERVISION RECEIVED

- Supervising Officer's Job Title: Community Engagement Leader and Assistant Principal
- 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





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

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