

GRADE 4 COMMUNITY ENGAGEMENT LEADER – JOB DESCRIPTION

Hours of work: 36.5 hours per week (5 Days) TTO plus up to a maximum of 3 weeks working over holidays, evenings and weekends to be agreed (42 weeks)

Salary FTE: £34,434 plus £1,722 SEN allowance pro rata

Actual Salary: £32,365.66 plus £1,618.57 SEN allowance

JOB PURPOSE

- To contribute to the development of a Community Engagement Team, supervising Community Engagement Coaches and liaising with Teachers and Teaching Assistants who support learners when accessing the community as part of their curriculum.
- To promote the colleges volunteering study programme to local volunteering agencies and procure volunteering and paid work opportunities for learners leading to paid and un-paid employment.
- To establish links with external agencies to provide students with a choice of social destinations to transition to when they leave college and enable them to engage in the wider community.
- To provide supervision and support to students during extended college hours, such as after college social events, weekend activities and residential trips.

DUTIES AND RESPONSIBILITIES

Support for Learners

- Assess the needs of the learners and use detailed knowledge and specialist skills to support learning on and off site.
- Carry out pre-placement preparation checks for learners, working closely with Occupational Therapists and Speech and Language Therapists to ensure a smooth transition into a volunteering workplace for our learners.
- Carry out Risk Assessments for community visits, after college events, weekend activities and residential trips and provide a calendared set of events for learners from all pathways to attend.
- Lead events and ensure that staff are fully equipped to support learners by utilising strategies that work at college.
- Liaise with parents / carers regarding after college events and residential trips to ensure they have clear instructions of the events and what is expected of them and students on the day.
- Establish productive working relationships with learners, acting as a role model and setting high expectations.
- Identify where additional support and interventions are required for learners participating in volunteering roles and instruct teaching assistants on what they need to put in place to support the learner and the employer.

- Promote independence and provide feedback to learners on their progress and achievement.
- Monitor the sustainability of learners who transition into volunteering work to ensure they remain in employment.
- Monitor those students who transition to social destinations to ensure they maintain attendance at their chosen destination.

Support for the Teacher(s)

- Contribute to the identification and planning of out of college learning activities to consolidate and extend work carried out in the classroom.
- Organise and manage appropriate learning environments and resources within an agreed system of supervision, plan challenging teaching and learning objectives with the teacher to ensure what is learned in the classroom transfers to the workplace and the community.
- Implement and evaluate specific curriculum plans and activities prepared by teachers to meet the individual needs of the learners whilst on work placement or in the community.
- In an emergency, supervise classroom or community activities until the teacher returns or alternative arrangements are made. During a longer planned absence of a teacher, deliver planned lessons and supervise work set by the teacher.
- Monitor and evaluate learner responses to learning activities through a range of assessment and monitoring strategies.
- Provide objective and accurate feedback, as required, on learner achievement and progress, supported by appropriate evidence on Evidence for Learning.
- Assist in the management of behaviour in the workplace and the community and promote self-control and independence.
- Use ICT and assistive technology effectively to support learning activities and develop learner's competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking into account individual learner's needs.

Support for Employers and Social Destinations

- Work with community groups to support them to fully include our learners so that we can develop a directory of local places that our students across EIAT can attend.
- Maintain regular contact with employers and outside agencies that offer social destinations and develop relationships.
- Be a point of contact if issues or problems arise in the workplace or within the community and negotiate solutions.
- Identify additional or more challenging tasks or roles that the learner cannot take on and negotiate a solution with the employer.
- Identify the learner's needs and advise the employer on any reasonable adjustments that may be required.

- Encourage employers to provide feedback on the learner's progress and participate in setting targets for the learners that are appropriate to the job role.

Support for 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 have been carried out prior to the commencement of the work placement and community activities and up-date risk assessments as and when necessary.
- Report progress to the Senior Leadership Team and the RARPA Moderator.
- 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:** Executive Principal and Assistant Principals
- **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

Method of Assessment (MOA)

P = Presentation

[illegible]

	• The drive and ability to set clear expectations and parameters and to hold self-accountable for performance. • Have a positive problem-solving approach. • Commitment to equal opportunities and inclusion. • Ability to maintain appropriate relationships with adult learners. • Emotional resilience to challenging behaviour. • Ability to be clear of your motivation to work with adult learners.		AF/I AF/I AF/I AF/I AF/I
TRAINING	• Willingness to participate in further training and developmental opportunities offered by the college to further knowledge.		AF/I
EDUCATION / QUALIFICATIONS (NB Full regard must be paid to overseas qualifications)	• Qualification at level 3 • Good numeracy and literacy skills. • Good ICT skills.		AF/I AF/I AF/I
OTHER	• Willingness to maintain confidentiality on all college matters. • A flexible and positive attitude. • Competent and organised. • Patient. • Enjoy working with young adults. • Reliable and punctual		AF/I AF/I AF/I 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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