**Job Description**

*(This is a description of the job as it is as present constituted. It may be necessary, from time to time, to update job descriptions to ensure that they relate to the job as then being performed. Therefore, management reserve the right to make changes to your job description, commensurate with your grade/level in the organisation, after consultation with you).*

|  |  |
| --- | --- |
| Post Title: | **Skills Development Coach** |
| Post Reference: | **0075-24** |
| Reports to | **Curriculum Manager** |
| Department | **Health and Care** |

### ROLE PURPOSE

|  |
| --- |
| * Arranging appropriate placements for 16-19 year old study programme learners in line with awarding organisation stipulations. * Carrying out visits to employers’ premises in order to monitor student attendance   and progress.   * Expanding the number of placement opportunities. * To plan and create opportunities for students to practice and develop their technical and employability skills (including English, maths and digital skills) as set out with the curriculum plan, allowing for positive progression. * To plan an innovative approach in the creation of individual and group led activities across the curriculum to ensure progress in all elements of their programme (including English & maths, technical subject area and work placement). * To ensure all students are work ready and have the work place skills to match their career aspirations. * To ensure that all students undertake significant and meaningful employer activity including skills competitions, employer events, guest speakers and industry defined projects, work experience and placements. * To seek and develop effective business relationships to ensure meaningful employer involvement in all aspects of the curriculum, in liaison with EPNE employer engagement. |

### KEY ACCOUNTABILITIES

|  |  |  |
| --- | --- | --- |
| * Plan for group skill focused sessions, based either in classroom, workshops, trips or visits. * Support students individually with the coordination of academic or skills focused intervention to ensure pace of progress is appropriate for the level and expectations of the programme. * Coordinate skills assessments with students to identify and target the improvement of skills needed, appropriate for their next steps across all levels of programme * Support students with the improvement of digital skills relevant to their curriculum/sector. * Work effectively with English and maths colleagues to support the development of Industry specific English and maths skills within workshop sessions to compliment academic development. * Generating and monitoring robust action plans using their Eilp (ProMonitor) to further enhance these ensuring that there are no students without a skills target or regular progress reviews. * Create reports demonstrating the setting and monitoring of skills and behaviours over time. * Coordinate and prepare students for high quality internal and external competency-based skills competitions. Competitions will be scaffolded, be fully inclusive and lead to external representation at all local, regional and national competitions including WorldSkills. * Represent your curriculum as a World Skills ambassador coordination and supervision of all related activity to ensure maximum participation at the events. * Support with effective employer relationships through the support for curriculum led employer events and activities * Collaborate with stakeholders to plan and develop a range of workshop / skills related resources to support academic and skills-based development related to the relevant level and intended destinations of each cohort of students. * Attend and contribute to recruitment and induction events supporting curriculum to achieve their recruitment targets whilst ensuring right student, right course. * Maintain industry currency through engagement within industry days.      * Develop and sustain effective relationships with employers to secure high quality, relevant, external work experience and industry placements for eligible learners. * Ensure effective health and safety and monitoring of all students undertaking work experience including the completion of risk assessments. * Participate and actively contribute to curriculum team and cross college professional development. * To work flexibly between onsite and offsite working dependent on curriculum and work placement need.   + The proportion of annualised contact hours on site to or visiting students on their work experience/industry placement will depend on the technical area requirements.   + Annualised hours between 612 min - 1,020 max FT on site, 340 min - 578 max PT on site  |  |  | | --- | --- | |  |  |  * To be responsible for a motivating all students (including the most vulnerable) to reach their full potential, by providing support, mentoring and challenge throughout all aspects of their learning journey. * To perform the duties of a First Aider and/or Fire Warden where appropriate. * To perform such other duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility * To have due regard and take appropriate responsibility for PREVENT and the safeguarding and promotion of the welfare of children and/or vulnerable adults. * To uphold British Values, the college values and responsibilities with regard to equality and diversity. * To understand and adhere to college Health and Safety polices and guidelines ensuring compliance with statutory legislation. |

|  | | | | **ASSESSMENT METHOD** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PERSON SPECIFICATION – Job Title: Skills Development Coach – Health and Social Care Post Reference:** | **Essential** | **Desirable** |  | **Certificate** | **Application Documents** | **Reference** | **Selection Process** |
| **Qualifications** |  |  |  |  |  |  |  |
| Qualified to level 3 or above in a relevant technical area |  |  |  |  |  |  |  |
| English and maths to a minimum of level 2 |  |  |  |  |  |  |  |
| A level 4 or above teaching qualification or working towards |  |  |  |  |  |  |  |
| A coaching or mentoring qualification or willing to complete |  |  |  |  |  |  |  |
| Full clean driving licence |  |  |  |  |  |  |  |
| First Aid trained or willingness to work towards |  |  |  |  |  |  |  |
| **Experience** |  |  |  |  |  |  |  |
| Experience of working within the post 16 sector appropriate to the role |  |  |  |  |  |  |  |
| Experience of working with young people and adults in group situations |  |  |  |  |  |  |  |
| Experience on working as part of a team |  |  |  |  |  |  |  |
| Working with individuals from a wide range of educational backgrounds |  |  |  |  |  |  |  |
| Working within a post 16 educational setting |  |  |  |  |  |  |  |
| Experience of working within a relevant technical area |  |  |  |  |  |  |  |
| **Skills and Understanding** |  |  |  |  |  |  |  |
| Effective written communication with staff and students |  |  |  |  |  |  |  |
| Good oral communication skills with students and staff |  |  |  |  |  |  |  |
| Ability to work with a wide ability range of learners |  |  |  |  |  |  |  |
| Effective use of Digital and ICT resources |  |  |  |  |  |  |  |
| Ability to plan and prioritise effectively to meet deadlines and targets |  |  |  |  |  |  |  |
| Ability to develop effective working partnerships with colleagues and students |  |  |  |  |  |  |  |
| An understanding of the issues and barriers that relate to effective learning |  |  |  |  |  |  |  |
| Ability to create action plans and meeting targets |  |  |  |  |  |  |  |
| **Personal Attributes** |  |  |  |  |  |  |  |
| Suitable to work with children and young people |  |  |  | Criminal records check via DBS |  |  |  |
| Ability to lead and motivate others |  |  |  |  |  |  |  |
| Ability to work calmly under pressure |  |  |  |  |  |  |  |
| An enthusiasm and desire to undertake additional training and development |  |  |  |  |  |  |  |
| Ability to work flexibly |  |  |  |  |  |  |  |
| Travel to other locations and accompany learners on trips and visits outside of the region |  |  |  |  |  |  |  |
| Display a sense of humour |  |  |  |  |  |  |  |
| To take appropriate responsibility for PREVENT and the safeguarding and promotion of the welfare of children and/or vulnerable adults. |  |  |  |  |  |  |  |
| To uphold British Values, the college values and responsibilities with regard to equality and diversity. |  |  |  |  |  |  |  |
| To understand and adhere to college Health and Safety policies and guidelines ensuring compliance with statutory legislation. |  |  |  |  |  |  |  |