

Job Description

| | |
|--|--|
| Job Title | Employability and Student Progression Co-ordinator |
| Department | Berkeley Green UTC |
| Reporting to: | Head Teacher |
| Main Purpose of the role | |
| <p>At SGS Berkeley Green UTC we believe</p> <ul style="list-style-type: none"> - In the importance of a high quality specialist education and - In the enormous mutual benefits of bringing the worlds of employment and education closer together <p>Employability is at the heart of all that we do. We want to enable young people to progress into the worlds of employment and education with the best possible chances of success. The Employability Co-ordinator will be responsible for making this happen. Working with every member of the UTC community, you will build relationships with local employers and education providers so that we can maximise the progression opportunities for our students.</p> <p>The summary of tasks and responsibilities which follow provides an overview of the role. They are not a definitive list. As the role and the UTC itself evolve, you may be asked to take on new responsibilities. You may also at times be asked to participate in or support other whole-school activities. For these reasons, the successful candidate will need to take a flexible approach, adapting to meet the needs of the UTC and its students.</p> | |
| Key Tasks / responsibilities: | |
| <ul style="list-style-type: none"> • Develop excellent relationships with local employers, enabling them to contribute to all aspects of the UTC curriculum. Introduce new employers to our work and act as an advocate for the education we provide. • Build a wide network of industry and academic contacts that we can call on to provide opportunities for our students, including work experience placements, mentoring, coaching and interview preparation. • Collate and present information to students about employability opportunities, helping our industry contacts to build relationships with our students, and aid subsequent recruitment. • Research, and take the initiative for responding to, local and national news, events and opportunities which may be of interest to our students. • Co-ordinate the delivery of independent Careers Education, Information and Guidance, in line with Department for Education guidelines. • Prioritise the needs of, and work closely with, disadvantaged students, and those with SEND, empowering them to overcome any barriers to employability. | |

- Act as a positive role model, consistently encouraging all students at the UTC to raise their aspirations, to better understand the choices available to them and to take personal responsibility for their progression.
- Use the Gatsby benchmarks to identify gaps and potential improvements in the UTC's provision and develop SMART action plans to tackle them.
- Lead the provision of work experience across both key stages, ensuring that every student is offered a high quality, relevant placement, and ensuring that all aspects of the process meet safeguarding, health and safety, and other relevant guidelines or SGSAT/UTC policies.
- Keep high quality records which identify the career aspirations of every student at the UTC, and the steps taken to help them reach their goals. Use UNIFROG, or other software packages to monitor their progress, and identify next steps.
- Work with colleagues across the UTC to ensure that employability is embedded in PSHE lessons, the pastoral programme and across the taught curriculum. Champion the needs of students and ensure that the profile of employability is maintained.
- Organise and run events which are relevant to our students, parents and carers, our employer and education partners.
- Provide regular opportunities for students to seek advice and guidance, and act as a source of up-to-date information. Develop positive relationships with students so that they feel confident to seek employability support. Help them to conduct research, complete applications or prepare for interviews.
- Support applications to UCAS, or other education providers, working with the Heads of Key Stage to ensure that applications are completed to the highest standards.
- Undertake other activities as directed by your Line Manager which support the employability agenda at the UTC.

Key Interfaces

- Students of the UTC, along with their parents and carers.
- UCAS
- Our employer and education partners
- Head of Key Stages within the UTC and other UTC Colleagues

Supporting Trust Goals and Values – all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust's goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust's mission and values.

This means:

- Performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- Promoting the image of the Trust as one that is committed to the highest standards of delivery and service.
- Sharing the Trust's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.

- Sharing and prioritising the effective implementation of the Trust's Equality and Diversity Policy.
- Promoting and implementing best practice in Health and Safety,

Personal and Professional Conduct

- Act with honesty and Integrity.
- Forge positive professional relationships within and beyond SGS Berkeley Green UTC and SGSAT.
- Be committed to collaboration and co-operative working.
- Treat students with dignity, building relationships rooted in mutual respect, and at all times Observing proper boundaries appropriate to a teacher's professional position.
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- Show tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the SGSAT, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust's goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust's mission and values. This means:

- Performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments;
- Promoting the image of the Trust as one that is committed to the highest standards of delivery and service;
- Sharing the Trust's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work;
- Sharing and prioritising the effective implementation of the Trust's Equality and Diversity Policy;
- Promoting and implementing best practice in Health and Safety.

| Level of Disclosure and Barring (DBS) disclosure required | | | | | |
|---|--|---------|--|-------|--|
| Enhanced with barred list checks | | | | | |
| Author and Date | | | | | |
| Louise Davies 12.02.2020 | | | | | |
| Job Evaluation (<i>for HR Completion</i>) | | | | | |
| Score | | Profile | | Level | |

As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

Employability Coordinator

| Criteria | Essential | Desirable | Assessed by |
|---|-----------|-----------|--|
| Qualifications and attainments | | | |
| Qualified to at least level 4 or equivalent or qualified by experience | ✓ | | Application form |
| Teaching qualification – some teaching may be available to an appropriately qualified candidate | | ✓ | Application form |
| Experience and knowledge | | | |
| Experience of working within a team and delivering through others | ✓ | | Application form, interview and references |
| Knowledge of learner and employer responsive agendas | ✓ | | Application form, interview and references |
| Experience of working in an educational setting OR professional experience of working in the STEM sector | ✓ | | Application form, interview and references |
| Experience of providing Careers Education, Information and Guidance in an educational setting OR professional knowledge and understanding of routes into STEM-related careers | ✓ | | Application form, interview and references |
| Knowledge and understanding of routes into further education including UCAS | | ✓ | Application form, interview and references |
| Knowledge and understanding of routes into apprenticeships | | ✓ | Application form, interview and references |
| Knowledge and understanding of 14-19 educational provision | | ✓ | Application form, interview and references |

| Criteria | Essential | Desirable | Assessed by |
|---|-----------|-----------|--|
| Experience of building and developing professional relationships | ✓ | | Application form, interview and references |
| Experience of project, event or educational management | | ✓ | Application form, interview and references |
| Skills and abilities | | | |
| Professionally confident with highly developed, effective PR, written and verbal communication, and interpersonal skills | ✓ | | Application form, interview and references |
| Enthusiastic and optimistic, with a sense of humour | ✓ | | Application form, interview and references |
| Positive and practical approach to change and challenge | ✓ | | Application form, interview and references |
| Capacity to innovate, inspire and motivate | ✓ | | Application form, interview and references |
| Effective organisational and administrative skills | ✓ | | Application form, interview and references |
| Good team player, sharing accountability for achievement and success | ✓ | | Application form, interview and references |
| Flexibility, able to adapt to changing situations | ✓ | | Application form, interview and references |
| Effective user of new technologies | ✓ | | Application form, interview and references |
| Essential Trust Attributes | | | |
| Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way. | ✓ | | Interview and references |

| Criteria | Essential | Desirable | Assessed by |
|--|-----------|-----------|--------------------------|
| Influencing skills: The ability to persuade others. | ✓ | | Interview and references |
| Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships. | ✓ | | Interview and references |
| Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner. | ✓ | | Interview and references |
| Student champion: The ability to work with and on behalf of young people, helping them to realise their ambitions and maximise their potential. You must genuinely enjoy spending time with young adults. | ✓ | | Interview and references |