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### Role Description

##### Business Area

Student Support Team

##### Job Title

Learner Engagement Apprentice

##### Salary Scale

National Minimum Wage

##### Location

Hopwood Hall College

##### Accountable to

Head of Student Support and Equality

##### Hours of Duty

36 hours per week

##### Special working conditions

The post holder may be required to work at any location of the College now or in the future in the evening and at weekends.

### Purpose

To assist in supporting the effective running of the college social spaces and ensuring that learners are engaged in constructive activities whilst they have free time during the college day.

To be an active member of the Student Support Team and supporting key events such as focus weeks and learner engagement activities.

### Duties

### To work with the Learner Engagement Support Worker to deliver targeted activities within the College Social Spaces to involve learners in constructive activities in their free time

### Work with other youth organisations and services to provide a range of activities and programmes

### Supervise the Social Spaces ensuring equal access to all learners

### To monitor the usage of social space facilities

### Monitor learners’ behaviour and ensure their health and safety whilst accessing the area

### Record any incidents occurring on the relevant college systems and work with the Security team where required

### Promoting young people's interests and act as an advocate for young people, ensuring that young people’s views are always given consideration and are acted upon wherever possible.

### Ensure young people are involved in planning the activity programme.

### Support with the preparing and distributing publicity materials and displays across the college

### To work in co-ordination with the Learner Engagement Support Worker and to provide cover as necessary in the absence of staff.

### Ensure that work is carried out in line with safeguarding and professional boundary requirements to enable the safe delivery of services to young people

### To represent the college in a professional manner dealing with visitors and learners and assisting at college events where required.

### Ensure continuous development and improvement of personal professional knowledge.

### Any other duties, of a similar level of responsibility, as may be required.

### All staff are responsible for:

**Children & Vulnerable Adults:** safeguarding and promoting the welfare of children and vulnerable adults

**Equipment & Materials:** the furniture, equipment and consumable goods used in relation to their work

**Health / Safety / Welfare:** the health and safety and welfare of all employees, students and visitors under their control in accordance with Hopwood Hall College’s safety policy statements

**Equal Opportunities:** performing their duties in accordance with Hopwood Hall College’s Equal Opportunity Policy

### Revisions and updates

This role description will be reviewed and amended on an on-going basis in line with organisational needs, with consultation with trade unions where required.

### Person Profile

“The College supports the Skills for Life agenda and recognises the importance of all adults having functional literacy and numeracy whatever their role.  All staff are therefore given the support to gain a level 2 qualification in literacy and / or numeracy if they do not already have one and all teaching staff are expected to promote the basic skills of their learners within their subjects.”

#### Qualifications

##### Essential Criteria

**Minimum of level two English and maths qualifications (or willingness to achieve)**

**Willing to complete NVQ Customer Service Level 2 or 3**

**How Identified**: Application

#### Experience

##### Essential Criteria

**Ability to set up and deliver activities**

**Ability to work as part of a team**

**Ability to respond to difficult situations in a calm and efficient manner**

**Ability to work on own initiative**

**Outgoing personality, good communication skills and smart appearance**

**How Identified**: Application/Interview

##### Desirable Criteria

**Experience of involvement in activities with young people (paid or voluntary)**

#### Specialist Knowledge

##### Essential Criteria

**Knowledge of issues facing 16-19 year olds**

**Good organisation skills and ability to take responsibility for tasks**

**Customer Care knowledge**

**How Identified**: Application/Interview

#### IT Skills

**Experience of using appropriate IT systems & databases**

**How Identified**: Application/Interview

#### Competencies

Read this criteria in conjunction with the College Competency Framework – available on the intranet/internet.

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| **1. Leading and Deciding** | |
| 1.1 Deciding and initiating action | **Essential** |
| 1.2 Leading and supervising | **Essential** |

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| **2. Supporting and Co-operating** | |
| 2.1 Working with people | **Essential** |
| 2.2 Adhering to principles and values | **Essential** |

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| **3. Interacting and Presenting** | |
| 3.1 Relating and networking | **Essential** |
| 3.2 Persuading and influencing | **Less Relevant** |
| 3.3 Presenting and communicating | **Less Relevant** |

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| **4. Analysing and Interpreting** | |
| 4.1 Writing and reporting | **Essential** |
| 4.2 Applying expertise and technology | **Essential** |
| 4.3 Analysing | **Less Relevant** |

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| **5. Creating and Conceptualising** | |
| 5.1 Learning and researching | **Desirable** |
| 5.2 Creating and innovating | **Essential** |
| 5.3 Formulating strategies and concepts | **Less Relevant** |

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| **6. Organising and Executing** | |
| 6.1 Planning and organising | **Essential** |
| 6.2 Developing results and meeting customer expectations | **Essential** |
| 6.3 Following instructions and procedures | **Essential** |

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| **7. Adapting and Coping** | |
| 7.1 Adapting and responding to change | **Essential** |
| 7.2 Coping with pressures and setbacks | **Essential** |

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| **8. Enterprising and Performing** | |
| 8.1 Achieving personal work goals and objectives | **Essential** |
| 8.2 Entrepreneurial and commercial thinking | **Less Relevant** |

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