**Employment Skills Trainer**

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| **Responsible to:** | **Foundation Learning Manager** |
| **Responsible for:** | **None** |
| **Grade of post:** | **SO1** |
| **Hours of work:** | **37 hours per week** |
| **Work location:** | **All sites** |

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| **Job Purpose:**  To provide effective delivery of training programmes to learners within the Adults, Community and Employability curriculum which re-engages those who are not in employment or education/training and those with ESOL needs, including assessment, developing deliver plans, materials and supporting learners to progress to further study or employment. |

**Key Duties & Responsibilities**

* To deliver employability training programmes signpost learners to relevant provision, including next steps
* To deliver and assess qualifications (accredited and non-accredited) in line with college IQA and awarding body requirements
* To ensure delivery plans map student’s learning to accredited qualification specifications in line with programme aims
* To use appropriate resources to support training and assessment including delivery plans
* To work across college sites and in community learning environments where required
* To signpost learners to pastoral care and support where required and liaise closely with pastoral support workers to ensure students engage, attend and make expected progress
* To attend review meetings for students and advocate for student progress and achievement
* To ensure learners’ attendance is recorded promptly and accurately
* To be responsible for learners’ on-programme experience and outcomes
* To record learners’ progress on College systems
* To comply with mandatory college CPD
* To actively participate in the college’s staff appraisal process
* To support the initial review of student programme suitability and to initially assess their academic levels

**Other Duties and Responsibilities**

* To carry out all duties in accordance with the College’s Health and Safety, Safeguarding & Equality & Diversity policies and procedures, practices and procedures.
* To carry out any other duties as directed by your Line Manager.

**Safeguarding**

**The College considers that the job holder for this role should have a DBS Enhanced Child and Adult disclosure.**

**Please use the following headings to describe the detail of the duties and responsibilities of the role:**

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| Communication – Oral and written | * To explain ideas and concepts to learners to enable them to develop and evidence employability skills * To signpost learners to relevant opportunities in the college * To provide clear written feedback to learners about their progress and record this on College systems * To provide written and oral feedback on the provision they have delivered and student progress * Liaise with colleagues to provide information within required timescale and correct format |
| Teamwork & Motivation – internal or external, can be fixed, matrix, project groups | * To produce and use training materials, resources and delivery plans * To contribute effectively as a team member to ensure team level KPIs are met. |
| Liaison & Networking – Liaison is making and maintaining individual work-related contacts; network is interconnecting group of people (internal and/or external) | * To actively engage with learners, providing information and signposting to relevant opportunities. * Participate in continual professional development. * To network with colleagues within the team |
| Service Delivery – customer is anyone receiving services | * To deliver training programmes that meet learners’ and stakeholder needs. * To deliver and assess qualifications (accredited and non-accredited) in line with college IQA and awarding body requirements * To carry out initial maths and English assessments * To signpost learners to pastoral support * To ensure learners’ attendance is recorded promptly and report non-attendance to team Support Officers. * To record learners’ progress on College systems * To provide clear written feedback to learners about their progress and record this on College systems * To maintain high standards and a professional approach to working with learners, staff and the wider community |
| Decision Making – relates to finance, physical resources, students, staff, and policy | * To report concerns about individual learner participation, progress and commitment and report these to pastoral support worker and (where necessary) the Curriculum Manager * To report any instances of Safeguarding concerns promptly to Curriculum Manager * To comply with the College’s health and safety practises and other operational procedures |
| Planning & Organising – financial, capital and people | * To prepare examples of learner work for internal audits and EQA. * To use delivery plans to meet learner and awarding body requirements. * To complete learner assessments promptly |
| Initiative & Problem Solving – identifying actual/potential problems, considering/devising solutions, implementing. Consider acting within given boundaries. | * To adjust training sessions to meet learners’ needs including timings and unforeseen incidents. * To tailor training input to meet individual learners’ needs including reasonable adjustments and tutorials. * To contribute to standardisation meetings. |
| Investigation & Analysis – includes research | * Establish basic facts affecting learner attendance, participation and outcomes and report as appropriate. |
| Sensory & Physical Demands – uses senses singly or in combination and use of physical skills/ effort | * To carry out basic tasks which need minimal instruction or little/no physical effort * To use computers and standard software programmes in classroom based and online delivery * Travels locally |
| Work Environment – conditions under which they work. Risk/H&S | * To work in a stable environment and ensure self-compliance with college H&S policy and procedures. |
| Pastoral Care & Welfare – physical, mental health & wellbeing | * To signpost learners to College support services * To notify Co-ordinator of any pastoral support needs that learners may have |
| Team Development – coaching, development of team (not others) | * To receive peer coaching from team members including measuring learner progress, use of college data systems for recording learner attendance and progress. * To engage in relevant CPD where appropriate |
| Teaching & Learning -Support all types of teaching and learning support outside of immediate work team | * To signpost learners to College support services including IAG |
| Knowledge & Experience – knowledge acquired through education/ qualifications and experience | * To use existing experience and knowledge to perform day-to-day tasks independently. * To comply with data legislation including GDPR * To use knowledge of industry/sector experience to enhance delivery to learners. |

**PERSON SPECIFICATION**

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| **Education/Qualifications** | **S/L** | **I** | **A** |
| *Essential:* |  |  |  |
| * Qualified to level 3 within a vocational area or sector * PTLLS Qualified or prepared to work towards it and achieve it * Hold English and Maths GCSE Grade C qualification or recognised equivalent | **X**  **X**  **X**  **X** | **X**  **X**  **X**  **X** |  |
| *Desirable:* |  |  |  |
| * Experience working with young people with whom English is not their first language * Experience working with and engaging young people classed as NEET (Not in Education, Employment or Training) * IOSH Managing Safely / Risk Assessments (Health and Safety related qualifications) * Relevant short courses eg Food Hygiene, 1st Aid, Risk Assessment, CoSHH | **X**  **X**  **X** | **X**  **X**  **X** | **X**  **X** |
| **Knowledge and experience** |  |  |  |
| Essential: |  |  |  |
| * Experience of assessing relevant programmes including caseloads * Proven record of relevant and current vocational experience * Demonstrable experience of internal and processes with Awarding Bodies * Knowledge of IT windows based systems i.e. word, excel, PowerPoint * Proven knowledge of health & safety practices from an assessor/trainer’s point of view * Training skills / presentation skills * Strong customer focus – able to articulate when the learner has been put at the centre of all activities * Good interpersonal and communication skills (written and verbal) * Able to work flexibly as part of a team and use own initiative * Excellent organizational and planning skills * Ability to prioritise and work to deadlines * Able to use college systems to track learner progress and outcomes * Proven experience of delivering maths, English, ESOL or ICT * Proven experience of working with unemployed adults and NEETs | **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X** | **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X**  **X** | **X** |
| Desirable: |  |  |  |
| * Demonstrable track record to get the best out of students * Knowledge and experience of delivering outreach provision in the public and private sector * Knowledge of the Voluntary Sector * Experience of online delivery and/or supporting young people to engage with online or blended learning content * Assessor qualification | **X**  **X**  **X**  **X** | **X**  **X**  **X** |  |
| **Other Requirements** |  |  |  |
| *Essential:* |  |  |  |
| * Clean driving licence and use of car * Ability to travel to sites where appropriate and when required * Clean enhanced DBS check | **X**  **X**  **X** | **X**  **X**  **X** |  |
| Desirable: |  |  |  |
| **Safety Critical Role**  **Subject to Enhanced DBS** |  |  |  |

***S/L = Short Listing I= Interview A=Assessment***