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|  | | | | JOB DESCRIPTION | | | Form JD1 |
| JOB TITLE: Community Learning Coordinator | | | | | | | |
| **REPORTS TO** (Job Title): | | | | | Operations Manager | | |
| **DEPARTMENT:** Learning and Skills Service (York Learning) | | | | | GRADE: 6 | | |
| **JE REF:** | | | 3607 | | PANEL DATE: | 17/11/2021 | |
| **1.** | **MAIN PURPOSE OF JOB**  To provide support to the relevant managers in the running of the programme ensuring that tutors and students get a high quality experience at all venues and classes. Help managers with the planning of programmes providing input to the development of the overall programme. Provide administrative support to the identified curriculum managers in relation to the organisation and information of courses by co-ordinating with all stakeholders. | | | | | | |
| **2.** | **CORE RESPONSIBILITIES, TASKS & DUTIES:** | | | | | | |
|  |  | To support the appropriate managers through the planning processes in developing the services programme offer including the development and organisation of full cost programmes, and one day workshops. Co-ordinating the planning and tutor communications of existing programmes to be continued/rolled-over into the next term/academic year. | | | | | |
|  |  | To manage the day to day running of the allocated programmes ensuring that tutors are supported in providing high quality learning to students attending programmes. | | | | | |
|  |  | To line manage appropriate staff including Operations Administrators – Community Learning and Operations Assistants. Ensuring there is clearly communicated allocation and identification of their working responsibilities. | | | | | |
|  |  | To manage the provision of a high quality and multi-disciplined administrative function that provides reception, telephone, clerical, data processing and full use of Microsoft packages and Management Information Systems | | | | | |
|  |  | To contribute to the development of the operations team’s systems processes and procedures, supporting the Operations and Curriculum managers to offer an effective and efficient service | | | | | |
|  |  | To be directly responsible for co-ordinating the work of the area administrative staff and manage staffing cover for evenings, weekends and sickness across the City Working as a team with the other Centre Co-ordinator to ensure staffing is appropriate shared accordingly. | | | | | |
|  |  | To work in liaison with York Learning staff, school staff, and out centre staff~~,~~ ensuring good working relations. | | | | | |
|  |  | To Oversee the administration of Quality Assurance systems (e.g. Learner/Tutor complaints/compliments, feedback, attendance, retention) and contribute to the services quality procedures and processes with appropriate input to the service’s self-assessment process. | | | | | |
|  |  | Responsible for handling petty cash, enrolment fees, invoicing and banking ensuring that fees and other payments are collected, receipted and banked in line with audit requirements. | | | | | |
|  |  | Respond to student enquiries and problems with regard to the organisation of their course, ensuring that students are provided with adequate course and centre information. | | | | | |
|  |  | To oversee the monitoring of registers, tutor destination data and other records to ensure that they comply with organisational arrangements and are carried out according to service requirements. | | | | | |
|  |  | Organisation of resource requirements for tutors, including photocopying, teaching supplies and equipment. | | | | | |
|  |  | Liaison with the School and other venues to ensure that rooms are booked, cleaned and prepared and deal with problems/complaints arising from the school, tutors or students. | | | | | |
|  |  | Be responsible for confidential information e.g. policies, admin staff, students and tutor records, ensuring compliance with Health & Safety and the Data Protection Act. | | | | | |
|  |  | Administer and process staff pay claim, self-employed tutor invoices, expenses and holiday pay. | | | | | |
| **3.** | SUPERVISION / MANAGEMENT OF PEOPLE No. reporting - Direct: **up to 5** Indirect: 0 | | | | | | |
| **4.** | **CREATIVITY & INNOVATION**     * Some pressure for information requirements to meet deadlines * Within guidelines change processes and procedures to ensure that managers, students and tutors get the levels of support that they need * Able to work without regular supervision * Post will involve having to manage a number of conflicting demands and work on several projects at the same time * Some lone working without access to direct line management support for day to day decision making | | | | | | |
| **5.** | **CONTACTS & RELATIONSHIPS** Internal  * Regular contact with managers, team members and colleagues calling for the exchange of information, sometimes of a complex and sensitive nature, orally, in writing or electronically where some tact and discretion will be required. * Able to work effectively as part of a team and understand the implications of teamwork. * Able to demonstrate skills in presenting ideas and systems to new members of staff * Ability to work with all levels of staff within the organisation  External  * Contact with visitors, suppliers and agencies on operational matters, sometimes of a complex and sensitive nature, which may require tact and discretion. * Able to relate to a wide range of people | | | | | | |
| **6.** | **DECISIONS – discretion & consequences**   * Own work is managed rather than directly supervised and results/ outcomes are assessed at agreed/ set intervals. * Can design, develop and implement modifications/ variations to processes and operations and introduce new working arrangements. * Uses discretion when responding to, face to face and telephone queries from colleagues and others outside the Council so as not to commit any breaches of confidentiality/ indiscretions. * Day to day decisions concerning the implementation of service policy and procedures, interpretation of policy and impact. * Subject to policy and procedural guidelines, the jobholder is able to use initiative in the management and allocation of workload to team members to meet departmental priorities, responding to queries, and in adapting and designing information and administrative systems to meet the specifications of others. * Uses initiative in proposing changes to working practices and/ or processes for own and departmental administrative work area.   Consequences   * Decisions can have an impact on some internal processes and the working conditions of some staff across the service | | | | | | |
| **7.** | **RESOURCES – financial & equipment**   * Petty cash up to £l00 * Imprest Bank Account up to £1000 * Collection and banking of student fee income * Coding and paying of invoices into each of the centres. * Maintaining the Inventory of equipment and PAT Testing up-to-date | | | | | | |
| **8.** | **WORK ENVIRONMENT – work demands, physical demands, working conditions & work context** Work demands  * Subject to occasional supervision, the jobholder has a range of daily tasks, some non-routine and complex, with certain set deadlines, interruptions and competing demands.  Physical demands  * Normal office environment. * Some travel to other venues  Working conditions  * Normal office environment. * Required to work evenings and weekends as required by the role  Work context  * Normal Office environment. | | | | | | |
| **9.** | **KNOWLEDGE & SKILLS**  **Knowledge and Qualifications:**   * NVQ Level 3 or equivalent in office and business administration or related area * Minimum Level 2 qualification in English and maths * Minimum Level 2 qualification in English and maths * Level 2 ICT qualification (or able to demonstrate competency at this level) * Word Processing OCR 2/3 or equivalent experience * High level of competence in ICT skills, specifically in word processing, spreadsheets and databases * Knowledge of Health & Safety regulations, Equal Opportunities and Equality and Diversity Legislation   **Skills and Experience** Able to prioritise work including conflicting demands and deadlinesProactive with highly developed organisational skillsGood interpersonal and listening skills with a wide range of peopleHighly literate and numerateApproachable, courteous, able to present a positive image of the service to staff, students, tutors and general publicHigh standard of IT skills and recent experience of Microsoft Office application including Access, spreadsheets and word-processingSubstantial experience of working with administrative systems in a busy officeWorking independently and unsupervisedGeneral Education/Adult Education/FEAble to work up to1 evening per week as required by the Operations Manager – Programme SupportTo be flexible in terms of hours and place of work i.e. off site  * Good presentation skills * Supervisory management skills   **Ability to converse and provide advice and guidance to members of the public, in spoken English, to Common European Framework of Reference for Languages (CEFR) - level C2 - Mastery or proficiency -** Can express him/herself spontaneously at length with a natural conversational flow, avoiding or backtracking around any difficulty so smoothly that the person with whom they are conversing is hardly aware of it. Can understand with ease virtually everything heard or read.  This post requires the post holder to undertake an enhanced – child workforce (with barred list check) criminal record check via the Disclosure and Barring Service. | | | | | | |
| **10.** | Position of Job in Organisation Structure Operations Manager  Exams Coordinator  This Job  Operations Administrator – Community Learning  Operations Assistants | | | | | | |