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|  | | | | JOB DESCRIPTION | | | Form JD1 |
| JOB TITLE: Learning, Skills and Employment Adviser – Activity Hubs | | | | | **POST NUMBER:** | | |
| **REPORTS TO:** | | | | | Various Managers | | |
| **DEPARTMENT:** Learning and Skills Service (York Learning) | | | | | GRADE: 7 | | |
| **JE REF:** | | | 30 | | PANEL DATE: | 12/01/2021 | |
| **1.** | **MAIN PURPOSE OF JOB**  Provide tailored and professional learning and work advice, guidance and skills development opportunities to engage specific learner/client groups to enable progression to further learning and work opportunities.  Core groups will include the following:   * offenders * individuals with disabilities and health conditions * young people * parents and adults with low basic skills * individuals with financial issues * those affected by redundancy * long-term unemployed | | | | | | |
| **2.** | **CORE RESPONSIBILITIES, TASKS & DUTIES:** | | | | | | |
|  | i | Recruit learners to contracted learning, skills and work focused project activity, including liaison with other professionals and organisations in order to maximise community engagement. | | | | | |
|  | ii | Build and maintain networks with employers, training providers, children’s centres and schools (as appropriate to programmes) to maximise both learning and labour market opportunities for service users. | | | | | |
|  | iii | Deliver a range of confidential support, advocacy and brokerage of services, to both the individual and groups, in a variety of suitable environments such as outreach venues, other training venues and employer workplaces. | | | | | |
|  | iv | Represent the service at multi-agency meetings locally. Actively network at, and influence, working groups, steering groups and review panels. | | | | | |
|  | v | Implement appropriate quality systems and contribute to the production of the self-assessment report, Ofsted inspections or quality requirements driven by relevant professional bodies within the learning and work sector. | | | | | |
|  | vi | Design and deliver bespoke learning and skills development in group interactions for both internal and external service users and stakeholders to meet learning outcomes and project requirements. | | | | | |
|  | vii | Have a sound knowledge of local and national policy and initiatives in the Information, Advice and Guidance (IAG), functional skills, employability and skills sectors. | | | | | |
|  | viii | Gather information about local learning needs, feeding this into the planning process, to ensure that provision is responsive and co-ordinated and benefits from the input of specialist IAG knowledge. | | | | | |
|  | ix | Plan workload and manage own caseload and day to day activities - including managing and assessing risk and personal safety. | | | | | |
|  | x | Accurately monitor and evaluate the progress of individual clients, maintaining accurate client records that meet both legal standards in guidance occupations and external contract requirements that involve working to targets. Some coordination of internal projects. | | | | | |
| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE**  Number of staff reporting to jobholder and nature of supervision  eg full line management responsibility or day to day supervision of work  Direct: None  Indirect: None | | | | | | |
| **4.** | **CREATIVITY & INNOVATION**  Use new and innovative practice to widen the participation of a diverse range of individuals into learning and work, and develop and implement innovative strategies to identify and engage a variety of target groups.     * Innovate and participate in marketing strategies to engage with target groups across a range of programmes and events. * Create and innovate learning resources to develop skills and improve client employability. * Use professional skills to problem solve and offer intensive support to challenging individuals. * Accurately use complex contractually required administrative systems, including electronic systems. * This post requires considerable creativity in terms of developing strategies to encourage individuals who may only have experienced failure to re-engage with learning and work. In addition, the post holder will face numerous challenges and may be required to demonstrate flexibility in proactively meeting the changing needs of a multiple project funded service to tight timescales.   There is no 'handbook' legislation or guidance within this area, the post holder needs to adapt and develop their style and activity taking into account local needs and aspirations of communities and be skilled in creating and maintain effective partnerships that contribute to organisational goals. | | | | | | |
| **5.** | **CONTACTS & RELATIONSHIPS**  The post will require the skill to:   * Develop trusted working and regular contact and relationships with a range of clients and learners from different cultural backgrounds, vulnerable individuals, those with different levels of ability, including people displaying challenging behaviour. * Assess and support service users by responding sensitively to changing situations affecting all service users at crucial transition points in their lives. * Negotiate with multi agencies in order to effect material change in service users’ circumstances and use skill to balance service needs and funding requirements against service user demand. * Develop active networking with both strategic and operational staff within the learning and work sector. * Drive decision making which has a direct impact on service users’ situations as part of a multi agency framework. * Feedback to team and managers within the internal service. | | | | | | |
| **6.** | **DECISIONS – discretion & consequences**  The post holder will be responsible for:   * Detailed assessment service user needs, including a holistic and autonomous approach to resources needed that may include consultation and negotiation with external agencies and multi disciplinary teams. * The post holder will be the lead driver in ensuring effective working with clients groups, with a great deal of flexibility and discretion required. * Decision making which has life changing material impact on service users’ lives, either through direct negotiation with outside agencies or as a key player in multi agency frameworks. * Challenging external decisions as part of advocacy role. * Ensuring that the policies, procedures and quality standards of the service are adhered to at all times. * Personal time management, ensuring that skills development sessions are delivered to appropriate timescales. * Maintaining confidentiality with regard to learners and partner organisations. | | | | | | |
| **7.** | **RESOURCES – financial & equipment**  *(Not budget, and not including desktop equipment.)*  None | | | | | | |
| **8.** | **WORK ENVIRONMENT – work demands, physical demands, working conditions & work context**  The post is based within the service operating from West Offices but is also crucially operating in a community facing capacity - including outreach venues, training venues, and employer premises where strict health and safety and security procedures need to be observed.   * Work to targets within tight time constraints. * Manage the demands of simultaneous project requirements and deadlines. * Work autonomously and on own initiative with minimal supervision. * Lone working with vulnerable service users presenting a range of complex needs, often with challenging behaviour. Must be able to manage risk effectively.   • Making home visits according to the service’s guidelines.   * Often have to cope with changing circumstances and conflicting demands and priorities - with service delivery being interrupted by demands placed on the service at short notice. * Able to travel between venues and to plan and transport resources as required, often in difficult settings community outreach work in a variety of weather conditions and differing local environments. | | | | | | |
| **9.** | **KNOWLEDGE & SKILLS**  **Qualifications and Knowledge**   * NVQ 4 in Advice and Guidance or relevant experience at this level. * Teaching qualification - minimum requirement City and Guilds 7407 Stage 1 (PTLLS). * Minimum Level 2 qualification in English and maths. * Level 2 ICT qualification (or able to demonstrate competency at this level). * Demonstrate a good command of local and national IAG, post 16 learning, employment and skills strategies and policies. * Demonstrate understanding of the diverse needs of adult learners and disengaged young people and safeguarding vulnerable groups of all ages. * Demonstrate an in depth knowledge and understanding of the further opportunities and routes within learning and work that people can progress towards. * Commit to the service’s Equality Statement and understand how to apply the principles in practice. * Working knowledge of the welfare benefits system and funding for learning and work. * Extensive knowledge of the issues and models of supporting disadvantaged groups and people marginalised from the labour market.   **Skills and Experience**   * Good interpersonal skills, including the ability to communicate effectively and sensitively with a range of people from different backgrounds and wider local communities. * Ability to work effectively and develop positive relationships within a team. * Ability to work effectively in a target driven environment. * In depth knowledge of learning, work and skills sector. * Plan marketing strategies to promote the importance of employment, training and employer engagement strategies. * Excellent level of competence in a wide range of ICT skills. * Ability to manage the workload efficiently and effectively. * Ability to set clear parameters with clients to facilitate a productive and safe working environment. * Maintain records, monitor effectiveness and assist with evaluation of provision. * Proven ability to facilitate group delivery. * Commitment to continuous professional development.   **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 child barred list check) criminal record check via the Disclosure and Barring Service. | | | | | | |
| **10.** | **Position of Job in Organisation Structure**  Job reports to:  Various managers  Other jobs at this level:  Learning and Skills Tutors, Trainer – Learning and Skills  THIS JOB  Jobs reporting up to this one:  None | | | | | | |