**Job Description:**

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| **Post:** | ***SUN Higher Education Coordinator*** |
| **Salary Grade:** | *Grade 4 £24,675.36 - £28,469.44* |
| **Responsible to:** | *SUN Coordinator* |
| **Responsible for:** | *Coordinating the SUN activity Calendar and monitoring NCOP engagement* |

**Key Purpose:**

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| **1** | To act as the point of contact for identified targeted students within HSDC. Provide small group and/or 1-2-1 mentoring and support to enable them to participate in education and employment initiatives offered by SUN, partner HEIs, further education colleges, training providers, charities and employers.  Provide support to students making applications to further study including applications for level 3 and level 4 courses (including apprenticeship pathways). |
| **2** | To act as the point of contact for the Southern Universities Network to ensure a strategic and collaborative approach to NCOP.  Work with HSDC data to identity target students. Interrogate available data to ascertain trends, opportunities and suggest improvements to activity delivery.  Facilitate SUN-led interventions and programmes within HSDC, ensuring activity is targeted and delivered to target students. |
| **3** | To proactively build and maintain relationships with key members of staff within HSDC in order to raise the profile of the programme and the opportunities available. To provide support for colleagues to develop and submit project proposals that align with NCOP aims and objectives, monitor the project’s key outcomes, using the SUN evaluation framework and provide operational support where necessary to enable projects to complete successfully. To identify and co-ordinate CPD opportunities for HSDC staff. |
| **4** | Create and deliver presentations and workshops to college students and their key influencers about all progression opportunities. Lead on the development of activities, programmes and events to support the aims and objectives of NCOP. Work with colleagues to ensure new activities aligns with, and complements, existing college activities around progression. |

**Key Responsibilities and Accountabilities:**

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| **A** | Liaise with partner institution, local employers, councils and charities as appropriate to identify opportunities for HSDC students. |
| **B** | To produce regular reports on the productivity and standard of events, activities and projects to ensure high quality and effectiveness. To work closely with the SUN Evaluation team to implement network strategies to monitor and evaluate projects and NCOP activity at HSDC. |
| **C** | Maintain accurate records of events, students and activity costs, and work closely with the SUN Monitoring and Evaluation team and HSDC finance teams to ensure that these are appropriately collated. |
| **D** | Develop and manage relationships with a small number of local NCOP schools to promote HE and progression in general |

**Cross-College Responsibilities and Accountabilities:**

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| **1** | Participate in Performance Management and professional development activities as required. |
| **2** | Value and promote diversity and equal opportunities. |
| **3** | Work within health and safety guidelines and be aware of your responsibilities for health and safety. |
| **4** | Fully support and adhere to the College approved strategies, policies and procedures. |
| **5** | Be responsible for safeguarding and promotion of the welfare of children, young people and vulnerable adults. |
| **6** | Support the College’s quality initiatives, promoting the values of the College and ensuring that outputs meet quality standards |
| **7** | Provide the best possible service to customers (both internal and external) in line with College standards. |

This job description is current as at the date shown below.

In consultation with you, it is liable to variation by management to reflect or anticipate changes in or to the job. You are liable to undertake such other duties as may reasonably be required of you, commensurate with your grade, at your initial or present place of work or at any other of the College’s operational sites.

**Person Specification**

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|  | **QUALIFICATIONS & TRAINING** | **Essential** | **Desirable** | **How assessed** |
| i | Skill level equivalent to achievement of HND, Degree, NVQ4 or basic professional qualification | Y |  |  |
| ii | Comprehensive knowledge of the secondary, tertiary and higher education sectors | Y |  |  |
| iii | Significant experience of working with young people in an educational environment | Y |  |  |
| iv | An understanding of the widening participation agenda with regard to schools, further and higher education | Y |  |  |
| v | Proven experience of developing and producing high quality resources | Y |  |  |
| vi | Successful experience of giving presentations to large groups | Y |  |  |
|  | Postgraduate qualification in Education or related field |  | Y |  |
|  | Professional qualification related to working with children or young people e.g. Teaching, Information Advice and Guidance |  | Y |  |
|  |  |  |  |  |
|  | **KNOWLEDGE, EXPERIENCE & UNDERSTANDING (CURRENT)** |  |  |  |
| vi | Proven experience in organising and scheduling events, activities and resources. | Y |  |  |
| vii | Ability to set aims and objectives, plan and monitor own workload and establish time-lines and consistently review delivery against objectives | Y |  |  |
| viii | Well-developed administrative and organisational skills with excellent attention to detail | Y |  |  |
| ix | Proven ability to analyse issues and break them down into component parts. Make systematic and rational judgements based on relevant information | Y |  |  |
| x | Ability to seek and collate feedback and data from activities, analyse key findings and summarise recommendations for senior staff | Y |  |  |
| xi | Creative and innovative approach to problem solving, strategic thinking and long-term planning | Y |  |  |
|  | **SKILLS & ATTRIBUTES** |  |  |  |
| xii | Excellent interpersonal skills, formally and informally, with a wide range of stakeholders | Y |  |  |
| xiii | Ability to draft written reports, presentations and reports in a clear way that addresses key issues in a succinct manner | Y |  |  |
| xiv | Ability to motivate and communicate well with young people and convey accurate information to a range in an appropriate, professional and concise manner | Y |  |  |
| xv | Ability to speak fluently and convey information to a range of stakeholders and adopt a persuasive and constructive style at all times, using empathy to understand the stakeholders’ differing needs | Y |  |  |
| xvi | A capacity for patience and understanding with stakeholders, always maintaining sensitivity to their needs, particularly at times of peak working under pressure | Y |  |  |
| xvii | Be fully proficient in the use of the Microsoft Office suite of products | Y |  |  |
| xviii | Respect for cultural differences and awareness of how institutional ways of working need to adapt to suit the increasing diversity of student and staff groups | Y |  |  |

Key to assessment methods:

A = Application

I = Interview

P = Presentation

W = Written assessment