 **JOB DESCRIPTION**

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| **Post Title:**  Supported Internships Coordinator | **Director/Service/Sector** Community, Health and Wellbeing – Learning and Skills Service – Adult Learning | **Office Use** |
| **Grade:** 7 | **Workplace:** Adult Learning Site | **JE ref:****HRMS ref:** |
| **Responsible to:** Education Lead – Young People and SEND | **Date:** 02/03/2018 | **Manager Level:** None |
| **Job Purpose:** To co-ordinate a programme of development work, promotional activity, research and quality assurance activity for Supported Internships for Northumberland young people with an Education and Health Care Plan. To provide coaching and support to Interns and their families to ensure they are successful on programme.  |
| **Resources** | Staff | Line manages project staff as required. Apprentices working in area of responsibility. Indirect – Collaboration with service leaders and staff across key performance areas. |
| Finance | Responsibility for ensuring cost effective Supported Internship provision and minimising delivery as far as reasonably practicable. Manage project budgets of circa £50k for secured work. |
| Physical | Some setting up of equipment. To handle volumes of learner, project and financial information and archives. |
| Clients | Regular work with other services and providers, external suppliers, colleagues from Learning and Skills, public bodies, external organisations, auditors and inspectors. |
| **Duties and key result areas:**1. Ensure knowledge is current on funding rules and eligibility, national priorities, labour market intelligence and sectoral needs, and that the appropriate rules and standards are used in devising and agreeing Supported Internships.
2. Represent the service and Council as directed on boards, forums, groups and other activities which will forward the development of Supported Internships. Represent the Council at exhibitions, events, demonstrations, networks and other activities relevant to securing places for Interns.
3. Lead a forum of providers and employers for Supported Internships to aid place planning, develop provision and share the practice of the best providers.
4. To carry out research and report back on existing Supported Internships provision, on the volumes, content and quality, with internal and external providers and make recommendations for the improvement of the offer. Develop a Council Supported Internships Strategy that underpins the existing Apprenticeships Strategy and carved jobs arrangements. Gather market and customer information to inform future development activity.
5. To conduct quality visits, learning walk throughs and observations to Learning and Skills partnership and franchised provision, and to Supported Internship places funded by the Council’s SEND team, to ensure standards are met by suppliers / contractors. Provide action plans for improvement to internal provision, and provide recommendations for improvement to the SEND team for externally commissioned places.
6. Proactively identify opportunities and undertake development work on the Learning and Skills curriculum in order to provide opportunities for more Supported Internships.
7. Carry out development work with internal and external employers, maintain existing and develop new relationships, in order to build awareness of Supported Internships, develop vacancies, and prepare employers for recruiting, starting, supporting and progressing an Intern.
8. Undertake significant liaison work with a wide ranges of partners *(including but not limited to mainstream special schools and academies, post 16 providers, careers advisers, SEND Team, Children’s and Adult’s Social Care Teams, Disabled Children’s Team, Northumbria Healthcare NHS Foundation Trust supported employment and education service, Parent Carer Forums, Parent Partnership, voluntary and community sector)* to identify appropriate young people for the Supported Internship programme. Refine place planning processes for future entrants to the programme, working closely with the SEND team and the Post 16 panel.
9. Working alongside Education Leads and other staff, develop screening and entrance assessment materials for Supported Internships which are complimentary to the existing tools for apprenticeships, traineeships and study programme. Pilot and develop their use and provide a clear model and effective evidence base for the Post 16 panel to make decisions on appropriate programmes for young people. Develop associated pathways information to help young people and their families make appropriate choices.
10. Organise effective recruitment activities to ensure that appropriate young people are identified for places including screening, open days, trials and tasters as required.
11. Support young people and their families to prepare young people to start, sustain and progress on the Supported Internship programme. Liaise with coaching, lecturing and learner support staff to ensure effective support is in place for all Interns.
12. Ensure starts, attendance, leavers and completions are accurately recorded following data processing arrangements in place.
13. Collaborate with the Education Leads for Careers, Young People and SEND, and Apprenticeships and Traineeships in order to establish good progression into higher level programmes for interns. To develop appropriate materials including progression information to support information, advice, guidance.
14. Collaborate closely with the Impact, Engagement and Media Lead and other colleagues to provide a co-ordinated and effective approach to marketing Supported Internships through appropriate methods within given resources.
15. Provide timely information on opportunities to ensure marketing and back office operations are carried out within deadlines. Provide weekly updates to the Careers Guidance and SEND team and other partners on current opportunities for young people, in particular linking vacancy information to Post 16 Panel.
16. Complying with corporate communication guidelines, to prepare and distribute a wide range of promotional materials including information on websites, social media, e-displays, information points, parent / carer communications, printed and presentation resources.
17. To manage the budget and other resources. To follow financial regulations and procurement policies at all times.
18. To ensure there is a very strong focus on co-production of strategies, tools and techniques with the Parent Carer Forum.
19. To contribute to the self-assessment and associated business improvement plan for the area of QTLA.
20. To take part in a daytime and evening rota of site, first aid and fire warden cover as required by the manager.
21. To ensure the maintenance of safe working practices and environments for all staff and learners in accordance with the policies of Northumberland County Council and relevant legislation. To be committed to equal opportunities and to comply with the County Council’s diversity and equality policies. To be committed to safeguarding learners and follow policies, practices and procedures in relation to protecting children and adults. To be committed to professional self-development making full use of training and development opportunities identified through appraisal. To ensure job knowledge is updated by participating in educational opportunities, reading publications, attending team meetings and participate in and maintain professional networks. There will be a requirement for unsupervised contact with children / young people in this post whether through teaching, advice and guidance, general or technical support.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis |
| **Work Arrangements** |
| Transport requirements:Working patterns:Working conditions: | The work involves visiting centres throughout Northumberland on a regular basis. It will include regular travel to providers elsewhere in the North East region and occasionally at conferences and events further afield. Flexible working hours apply subject to the needs of the service and requirement for working on a rota being met. Evening working to undertake lesson observations or provide cover is required. Site call out may be required occasionally.Working in a range of environments including workshops, classrooms and employer premises.  |

 **PERSON SPECIFICATION Appendix 2**

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| **Post Title:**  Supported Internships Coordinator | **Director/Service/Sector:** Community, Health and Wellbeing – Learning and Skills Service – Adult Learning | Ref: |
| **Essential** | **Desirable** | **Assess****by** |
| **Knowledge and Qualifications** |
| * Degree or equivalent
* Teaching, mentoring or coaching qualification (Level 5 or IfL approved eg PGCE, Cert Ed, B’Ed or similar)
* Detailed knowledge of the learning and skills sector and inspection frameworks
* Excellent knowledge of teaching and learning and in particular differentiation
* Knowledge of quality improvement
 |  | A, R, I |
| **Experience** |
| * Teaching experience within a range of education settings for young people with use of a wide range of teaching and learning strategies for those with special educational needs
* Significant development work and organisation of programmes within a range of education settings for young people and adults
* Significant experience of working with employers and partners
* Experience of dealing effectively with others
* Experience and track record of quality improvement
* Experience of inspections and audits
* Experience of monitoring performance
 | * Experience of working as an Ofsted inspector
* Experience of collaborative working
* Experience of building partnerships
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| **Skills and competencies** |
| * Outstanding teaching / development practitioner
* Able to coach and mentor learners
* Excellent interpersonal and communication skills
* High level of planning and organisational skills
* Ability to work to deadlines and exact standards with a strong focus on completing and finishing
* Ability to work unsupervised and problem solve complex issues.
* Ability to work accurately and effectively under pressure
* Ability to work on own initiative to overcome operational problems
* Help create a positive work culture in which diverse, individual contributions and perspectives are valued
* Proactive and achievement orientated
 | * Well-developed research and evaluative skills
* Excellent report writing skills and ability to present complex statistics
 | A, R, I, P |
| **Physical, mental and emotional demands** |
| * Periodically dealing with customers or staff who may be angry or difficult to manage
* Able to work under pressure
* Able to move, erect and dismantle training equipment and resources
* Ability to remain calm and logical in stressful and difficult situations
* Ability to deliver challenging performance information and direct staff / external providers to improve
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| **Other** |
| * Committed to Equal opportunities
* Committed to Health and Safety
* Able to independently meet the travel requirements of the post
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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits