

## Job Description

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Student Relations Officer	
<b>Reports to:</b>		Programme Manager of Behaviour and SEND	
<b>Job Grade</b>	LEG A	<b>Department</b>	Enterprise & Employability

### ROLE SUMMARY:

The School of Enterprise and Employability offers a wide range of study programmes and apprenticeship opportunities to both 16-18 and 19+ learners. Our course offers Level 1 Personal Social Development, Level 2 Enterprise and Employability and Level 1 and Level 2 Creative Craft, for learners who are looking to develop employability skills for next steps such as; further education, employment or apprenticeships.

### SPECIFIC ROLE RESPONSIBILITIES:

Enhance the experience of students in all college spaces by providing a safe and secure environment that supports and encourages positive behaviours, respect for everyone and professional standards towards learning.

1. Create a safe, inclusive and welcoming environment on campus for students and promote positive relationships and communications between all members of the college community.
2. Model and promote positive behaviours and communications, restoratively challenging and supporting students to engage respectfully with each other, with staff and visitors to college.
3. Motivate and engage students to fully participate in their courses and college life including great attendance and punctuality and engage students in department activities which motivate and support their personal development. Ensuring compliance with College rules and policies, submitting incident reports as required to promote a positive professional department culture.
4. Promote a culture of preventative safeguarding and positive wellbeing, responding to sensitive situations including safeguarding, welfare and other pastoral matters providing information and signposting students to relevant support services.
5. Ensure staff and student safety and security is at the forefront at all times and appropriate action taken as and when incidents occur.
6. Be an upstander and uphold the values of the Enterprise & Employability Department promoting the student charter and be a safe contact for students to engage students in student voice, enrichment, social action and leadership opportunities.

### CORE RESPONSIBILITIES:

7. Work with the Front of House team and other colleagues to welcome students, staff and visitors to college, answering any questions and taking appropriate actions.
8. Take part in initiatives and activities to promote and maximise student attendance, punctuality and engagement with curriculum and enrichment.

9. Engage students in student voice, enrichment, social action and leadership opportunities.
10. Support the Student Life team in the development, delivery and evaluation of engaging enrichment activities, promotional events and campaigns to complement students experiences, to generate interest and participation in wide ranging PDBA agenda, in formal and informal learning environments liaising with appropriate colleagues to increase engagement.
11. Manage student behaviours and attitudes, including attendance, punctuality at key periods throughout the day, working with a range of colleagues in key locations to communicate clear and consistent messages about expected standards of behaviour and conduct.
12. Respond positively to sensitive situations including safeguarding, welfare and other pastoral matters, supporting students and working with others to arrange appropriate support.
13. Have regard to health and safety and safeguarding at all times.
14. Work closely with curriculum teams to develop relationships and ensure clear and consistent messages are being given.
15. Record all student incidents on the Pro Monitor system ensuring departments are aware and follow up is done in a timely manner to address any issues. Linking in with the Police Officer on site if required.
16. Monitor the external building and take appropriate action to ensure this space is safe.
17. Any other duties that are specific to the department
18. Assistance in the preparation, support and participation of examinations and invigilation across the Group

#### **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

**Few rules & clear boundaries**

*The ability to be creative, within areas of focus.*

**Energy & enjoyment**

*Fostering an environment that enables our people and learners to be brave, interact and have fun.*

**Passion & ambition**

*Encouraging all to think aspirationally, inspiring others to do the same.*

**Ownership & performance**

*Using our robust business planning model to allow areas to have clear ownership over their vision and remit.*

**Creative & reflective**

*Always hungry to learn and looking ahead to see what is on the horizon.*

**Collaborative & responsive**

*Proactively seeking opportunities to create synergies and positive outcomes for all.*

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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,  
C= Certificate, MT = Micro Teach

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. English and maths at level 2 or a willingness to work towards.	A
D	Q2. A level 2 youth work or coaching qualification or willingness to work towards.	A
E	Q3. Level 2 Safeguarding or willingness to work towards.	A
<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Experience of working with young people in an education or community setting	A / I
E	EK2. Experience of motivating and inspiring young people	A / I / T
D	EK3. Experience of managing inappropriate and risky behaviour in a restorative non-confrontational manner.	A / I / T
D	EK4. Experience of liaising with external agencies	A / I

D	EK5. Experience of coordinating Safety & Security	I
D	EK6. Knowledge and experience of promoting wellbeing	A / I

<b>Skills and Competencies</b>		
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<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Excellent interpersonal skills and the ability to build positive relationships.	A / I / T
E	SC2. Ability to engage and enthuse young people.	A / I / T
E	SC3. Able to remain calm and measured when dealing with difficult situations. Be resilient.	A / I / T
E	SC4. Able to work on own initiative and as a member of a team.	A / I / T
E	SC5. Be patient, tolerant and flexible.	A / I / T
E	SC6. Be organised and able to prioritise.	A / I
E / D	SC7. Show respect, tact and sensitivity within the limits of confidentiality and safeguarding.	A / I / T

<b>Behavioural, Values and Ethos</b>		
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<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Support and promotion of equality, diversity and inclusion.	A / I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in.	I
E	B3. Commitment to the PREVENT agenda.	I
E	B4. Commitment to professional standards.	I
E	B5. Commitment to restorative practice approaches.	I