

<b>Group Member:</b>		Luminate Group Services	
<b>Job Title:</b>		Apprentice PR and communications (Level 4)	
<b>Reports to:</b>		Communications Manager	
<b>Job Grade</b>	L4 Apprentice	<b>Department</b>	Communications

### ROLE SUMMARY:

The PR and communications apprentice will provide a supporting role within the department, working on a range of communications and PR activities. This will include social media, media relations, writing content for a variety of audiences and platforms, idea generation and liaising with a range of stakeholders.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Support the communications team in creating engaging content for internal and external audiences.
2. Create long-form content, e.g. blogs, articles, case studies, that positively reflect each of the members within Luminate Education Group, aligning with the communications strategies.
3. Ensure all long and short-form content is written in the correct tone of voice for their audiences.
4. Support with the creation of social media content that is designed specifically for each platform with each audience in mind.
5. Support the communications team in proactively gathering and creating communications content in an 'investigative' manner.
6. Ability to participate in evening/weekend work as required

### CORE RESPONSIBILITIES:

1. Support with the creation of a range of internal communications content, including emails, newsletters, and intranet articles.
2. Contribute to the daily 'virtual paper huddle' and keep up-to-date with trends and forecasts in the education industry.
3. Develop relationships with internal and external stakeholders to support the communications team in maximising stories and opportunities.
4. Interview a range of stakeholders such as colleagues, externals and students for case studies and media stories.
5. Research and identify key awareness dates for different audiences and consistently generate new ideas for proactive communications campaigns.
6. Support with measuring communications activity and reporting.
7. Engage in regular CPD activity utilising the department's CIPR corporate affiliate membership, with the aim of achieving accreditation.
8. Any other duties that are specific to the department.

9. 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 the Group's Values:

##### **Kindness**

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

##### **Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

##### **Passion**

*Encouraging all to have aspiration and passion in everything they do.*

##### **Ownership**

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

##### **Collaborative**

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

##### **Creative**

*Always hungry to learn and looking ahead so we can be responsive*

## Person Specification

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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

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. English and maths GCSE at grade 4/C or above or Functional Skills.	A / C
E	Q2. A level 3 qualification at pass grade (minimum C) i.e. A-Level	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of creating and scheduling social media content.	A / I / T
E	EK2. Experience writing long form content for an organisation.	A / I
E	EK3. Demonstrable ability to build relationships with a wide range of stakeholders to meet communications objectives.	A / I
E	EK4. Demonstrable ability to effectively work within a team as well as independently to achieve objectives.	A / I

E	EK5. Experience in creating content for a campaign/project from start through to completion.	A / I / T
D	EK6. Previous experience in communications, journalism or marketing related role	A / I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
D	SC1. Excellent software and technical skills.	A / I
E	SC2. High quality literacy and numeracy skills.	A / I
E	SC3. Outstanding attention to detail.	A / I / T
E	SC4. Ability to effectively prioritise workload.	A / I
E	SC5. Good levels of stakeholder liaison and problem-solving abilities.	A / I
E	SC6. Strong levels of organisation and decision-making skills that provide clarity to others.	A / I
E	SC7. Be enthusiastic, energetic and focused on delivering outstanding results, be open, approachable and responsive.	A / I
E	SC8. Ability to write engaging content for a range of communication platforms.	A / I / T
D	SC9. Proficient in Adobe Suite.	A / I

<b>Behavioural, Values and Ethos</b>		
<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