

Group Member:		Luminate Education Group	
Job Title:		Sustainability and Performance Coordinator	
Reports to:		Sustainability and Performance Manager	
Job Grade	LEG D	Department	Estates

ROLE SUMMARY:

Responsibility for the ongoing monitoring of the Building Management System (BMS) across Luminate Education Group to minimise carbon emissions and supporting the Sustainability and Performance Manager

CORE RESPONSIBILITIES:

1. Supporting on the implementation and setup during the reinstating of new Building Management System (BMS).
2. Act as an internal system administrator, a system tester and explore opportunities of BMS expansion.
3. Managing the BMS system and monitor the facilities on a daily basis, adjust settings according to needs, liaise with facilities teams to raise any concerns and create monthly reports of performance and improvement opportunities for the individual facilities and the monitoring system itself
4. Monitoring and reviewing accuracy of utilities invoices and charges.
5. Support in collating data and completing the annual SECR (Streamlined Energy Carbon Report) spreadsheet for the Group and individual sub-groups.
6. Support in the creation of the internal carbon footprint report and outcomes of progress.
7. Explore opportunities and project funding to improve sustainability attributes, resources and carbon reduction for the group.
8. Liaising with statutory and external agencies, supply chain, waste and travel and transport providers, procurement services, internal and external agencies to ensure successful service delivery.
9. Assist in the design of marketing material to raise awareness amongst staff and students and where appropriate community/visitor groups and external bodies of the sustainability agenda.
10. Maintain and improve the Group's sustainability portal to ensure information is up-to-date, accurate and filed properly.
11. Assist in organise staff, student and visitor annual sustainability related surveys.
12. Be the first contact to the internal ticketing system when a raised issue is connected to sustainability and environmental matter.

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14. Revise, follow up and file the Environmental Impact Assessment of the related Policies.
15. Stay abreast of relevant legislation, technologies and best practice by attending seminars, training courses and specialist events.
16. Coordinating communications activities to maximise impact, including working with external partners and colleagues across the Luminate Education Group to deliver effective communications to our priority audiences.
17. Creating monthly performance reports
18. Use the governmental de-carbonisation tools to calculate and adjust costs for the de-carbonisation of the Group.
19. Develop and maintain relationships with stakeholders to ensure the group are responsive to current national, national, regional and city policy changes and exemplifies best practice.
20. Liaising with statutory and external agencies, supply chain, to ensure successful service delivery.
21. Contribute to the Group and national target towards the carbon net zero by 2050
22. Any other duties that are specific to the department.
23. Assistance in the preparation, support and participation of examinations and invigilation across the Group.
24. Ability to participate in evening/weekend work as required.

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

Ownership

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

Enjoyment

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

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

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

Creative

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

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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. Level 2 (or above in English & Maths Criteria	A/C
E	Q2. Appropriate professional qualification or portfolio demonstrating significant experience of working on sustainability and/or environment management systems	A/C
D	Q3. Appropriate degree level qualification which can be applied to the role	A/C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Knowledge of and competence in IT in a business / educational context e.g. Microsoft applications including Excel, Outlook, and experience with SharePoint and Google applications eg. Docs, Sheets, Forms, Slides	A/I
E	EK2. Experience of organising and coordinating events/activities	A/I

E	EK3. Experience of working and promoting collaboration in complex organisations to break down silo or insular working practices	A/I
E	EK4. Experience of influencing and supporting others to review progress and achieve improved outcomes	A/I
E	EK5. Ability to work on multiple projects in parallel and to deliver projects within tight deadlines and experience of using project management methodologies	A/I
D	EK6. Experience of financial and management information systems	A/I
D	EK7. Experience on working with a Building Management System at an administrator level	A/I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Experience with developing and implementing IT systems e.g. using Google, Fresh, SharePoint	A/I
E	Ability to relate to students and staff, and communicate effectively at all levels and with internal and external stakeholders, whether orally or in writing using social media, digital and written communication	A/I
E	Ability to demonstrate objectivity in decision making and the reporting progress	A/I
E	Ability to work in multiple projects and action plans, with changing requirements and short deadlines	A/I
E	Ability to build effective working relationships, within and across teams, to plan for and deliver long-term solutions	A/I
E	Ability to analyse and interpret data, producing reports on progress against outcomes	A/I
E	Ability to utilise a solution's focused approach to impact positively on performance	A/I
E	Ability to work as part of a team and independently	A/I

E	Excellent written and communication skills	A/I
E	Ability to question and challenge established procedures and policies to deliver the best possible outcome	A/I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
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