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|----------------------|----------------|------------------------------------------------------------|--------------|
| <b>Group Member:</b> |                | Luminate Education Group                                   |              |
| <b>Job Title:</b>    |                | Apprentice Community Health and Wellbeing Worker (Level 3) |              |
| <b>Reports to:</b>   |                | Wellbeing Team Leader                                      |              |
| <b>Job Grade</b>     | Apprenticeship | <b>Department</b>                                          | Student Life |

### ROLE SUMMARY:

The Apprentice Community Health and Wellbeing Worker will take a holistic and person-centred approach to supporting the health and wellbeing needs among the student population. They will contribute to the college's vision to improve the wellbeing of students through providing information, advice and support on emotional and physical health and empowering students to build skills and develop healthy choices. The role is part of the Student Safeguarding and Wellbeing team and will work across the Luminate Education Group.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Provide one to one support to students relating to their emotional and physical health
2. Collaborate with students to create personalised Wellbeing Action Plans (WAPs) that may include measurable goals for sleep, movement, stress management, and social connection.
3. To work in partnership with the Healthy Choices Advisor to deliver the Social Prescribing Model which will connect students to internal and external services, activities and groups to help improve their health, wellbeing and social welfare.
4. Design and deliver awareness campaigns and specialised workshops.
5. Build and maintain relationships with external services and provide appropriate signposting.
6. Develop and maintain resources while ensuring all content on the Student Information Page remains current and accurate.

### CORE RESPONSIBILITIES:

1. Support the Wellbeing Team Leader in implementing initiative and projects to support the health and wellbeing plan.
2. Assist in the management of wellbeing waiting lists and streamline communication to ensure timely student support.
3. Design activities and projects that help students stay healthy and feel good.
4. Help run student inductions, open days, and events that promote health awareness.
5. Lead group sessions and workshops on different health topics to help students stay well.

6. Provide support and advice to students on good health and self-care through a range of methods, including 1-to-1 sessions, webinars, and information sessions.
7. Identify and address barriers in services to ensure all students and communities can access the support they need to stay healthy.
8. Regularly monitor and evaluate service effectiveness using a range of data to drive innovation and service development.
9. Track and analyse outcomes from health and wellbeing interventions to inform future practice and contribute to formal departmental reporting.
10. Develop and maintain an in-depth knowledge of local community services and resources to provide effective health and wellbeing signposting for students.
11. Attend team meetings, Student Life days and group-wide events.

#### **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 relational 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*

## Person Specification

|                   |                                                    |
|-------------------|----------------------------------------------------|
| <b>Job Title:</b> | Community Health and Wellbeing Worker (Apprentice) |
| <b>Department</b> | Student Life                                       |

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 is 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)<br>Desirable (D) | Criteria                                                                                                                                                                                                                                                                                            | Method of<br>assessment |
| E                              | Q1. Ideally English and Maths qualifications at GCSE Grade 4/C or above (or equivalent)<br>Where these qualifications are not already held, requirements regarding English and Maths will be completed during the course in line with current apprenticeship funding rules and provider procedures. | A / C                   |
|                                |                                                                                                                                                                                                                                                                                                     |                         |
| Experience and Knowledge       |                                                                                                                                                                                                                                                                                                     |                         |
| Essential (E)<br>Desirable (D) | Criteria                                                                                                                                                                                                                                                                                            | Method of<br>assessment |

|   |                                                                                                            |           |
|---|------------------------------------------------------------------------------------------------------------|-----------|
| E | EK1. Experience and/or interest in supporting students and communities with Health and Wellbeing           | A / I     |
| E | EK2. Experience of supporting or mentoring individuals in a community or education setting                 | A / I     |
| E | EK3. Experience of communicating to a variety of audiences                                                 | A / I     |
| E | EK4. Experience of working with people from a diverse cultures and ages                                    | A / I     |
| E | EK5. Experience of planning, organising and delivering creative activities, campaigns and resources.       | A / I     |
| E | EK6. Experience maintaining accurate and objective record keeping                                          | A / I     |
| E | EK7. Experience delivering workshops and talks to groups                                                   | A / I / P |
| D | EK8. Experience or an understanding of working with a range of partners and referring into their services. | A / I /   |

| Skills and Competencies        |                                                                                                                                     |                      |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Essential (E)<br>Desirable (D) | Criteria                                                                                                                            | Method of assessment |
| E                              | SC1. Excellent communication skills, verbally and written                                                                           | A / I                |
| E                              | SC2. Excellent organisational skills                                                                                                | A / I                |
| E                              | SC3. Excellent interpersonal skills which can be adapted to meet the needs of students, colleagues and partners                     | A / I / P            |
| E                              | SC4. Ability to stay calm and work under pressure                                                                                   | A / I                |
| E                              | SC5. Be a good listener who is non-judgemental and can show compassion and empathy                                                  | A / I                |
| E                              | SC6. Ability to work on own initiative as well as part of a team and takes responsibility for own actions                           | A / I                |
| E                              | SC7. Good IT skills                                                                                                                 | A                    |
| E                              | SC8. Seeks to collaborate (with individuals, communities and organisations) across sectoral, organisational and cultural boundaries | A / I                |

|   |                                                                  |     |
|---|------------------------------------------------------------------|-----|
| E | SC9. Acts with honesty and integrity and is respectful of others | A/I |
|---|------------------------------------------------------------------|-----|

| Behavioural, Values and Ethos  |                                                                                                  |                         |
|--------------------------------|--------------------------------------------------------------------------------------------------|-------------------------|
| Essential (E)<br>Desirable (D) | Criteria                                                                                         | Method of<br>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                       |