

## Job Description

Job title:	Learner Engagement Administrator		
Department:	Learning, Coaching & Advice		
Job Family:	Operational Support		
Location:	Realise Futures Learning Centre		
Reports to:	Community Coordinator		
Salary Point*:	1 to 3	Hay points*:	121
Evaluated date*:	21/05/19		
Hours / week:	Up to 37 according to business need		
Status:	Permanent		
Supervisory responsibilities	none		
Job Shares will be considered for this post		No	
This position requires travel around the county and the ability to work flexible hours.			No

*\*To be completed by HR after evaluation has taken place*

### Overall Job Purpose:

*A brief statement about the main objectives of the post*

Realise Futures operates as a hybrid company combining commercial trade with personal & government funded public services. Our aim is to create opportunities for people to succeed in work, learning and life through three company divisions, Learning, Coaching and Advice, Employment and RF Works.

The Learning department provides government funded, first rung learning opportunities to adults facing economic, educational and social disadvantage. In addition, it is responsible for the delivery of a Walk-in Peer Support contract for Adults with Learning Disabilities and Autism and also delivers bespoke training to businesses.

Good organisational skills, attention to detail, an outgoing and friendly personality with a talent for customer service are key components of this administrative role. The post holder will be primarily focused on gathering destination/progression/job outcomes information from learners alongside providing support to colleagues in the maintenance of a service volunteer register. A self-motivated individual who proactively engages and cooperated with colleagues is crucial to the success of this role based at Realise Futures Learning Centre.

Realise Futures CIC

Registered Office: Realise Futures, Lovetofts Drive, Ipswich, IP1 5NZ

01473 242500

info@realisefutures.org

www.realisefutures.org

Registered No 7828443 England and Wales

## Main Duties and Responsibilities:

*A brief description of the most important tasks of the post*

To make regular contact with learners via email, text and/or telephone call in order to collect and collate information on progression routes as a result of their attendance at learning courses. This information to be shared with the Careers & Progression Manager at pre-determined intervals and within company guidelines for data protection purposes

To encourage learners to comment on their experience of the Learning & Development service as part of the company's comments, compliments and complaints process, flagging any potential issues to management assist with signposting progression routes.

Provide information, advice and guidance to prospective learners enabling them to make informed choices that meet their needs and adhere to funding body requirements (where relevant). This will include information regarding the wider Realise Futures provision and signposting to progression routes that support the learner's aims.

Where directed, support administrator colleagues with the monitoring and tracking of learner attendance, including updating and monitoring relevant spreadsheets according to company protocols and policy.

Support retention and achievement rates for those learners identified who require additional support and motivation throughout the learner journey through ongoing and timely communications (text, telephone and/or email), keeping management informed of progress.

Maintain an accurate and up-to-date volunteer register, supporting tutors and management to collate all required documentation, training and placement adhering to company and legislative data protection protocols.

Support the service with time specific ad hoc requests (appropriate for the job role) to ensure continuity of customer and colleague care, as and when authorised by the Community Coordinator.

### 1. Know-How:

*Know-how is defined as the sum of every kind of knowledge, skill, and experience required for standard acceptable performance in a role. Forward planning is concerned with the complexity of the planning required in the role, the time span that planning has to*

The skills, expertise, and training required for the job are:-

- Demonstrable ability to adhere to established guidelines and legislation
- Evidence of successful time management to plan and organise own workload, taking responsibility for the delivery of tasks and follow through to completion
- Knowledge of Microsoft packages e.g. Word, Excel, Outlook etc. and the capability to enter data, set up and search for information on a database

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<p><i>take place over i.e. how far does the job holder have to plan ahead and the scope of the planning, i.e. one department , a division or across the whole company. Communication is concerned with whether or not the job holder has to merely communicate with or influence others and the levels to which the role requires them to do so.</i></p>	<ul style="list-style-type: none"> <li>• Good attention to detail which can be successfully demonstrated in the ability to provide accurate records, read documents and identify (and correct) data discrepancies</li> <li>• Knowledge of confidentiality and awareness of data protection requirements in the workplace</li> </ul> <p>Specific qualifications or training essential to the job are:-</p> <ul style="list-style-type: none"> <li>• Good level of general education with a Level 2 in English and Mathematics</li> <li>• NVQ level 2 in business administration or equivalent qualification OR proven established experience in a work environment in administration/customer service</li> </ul> <p>The amount of forward planning required in the job is:-</p> <p>Low</p> <ul style="list-style-type: none"> <li>• Ability to schedule own workload, allowing for colleagues' priorities to supersede, predict peaks, manage extended tasks within agreed parameters, over short to medium timeframes.</li> </ul> <p>The type of communication and interaction needed in the job is</p> <ul style="list-style-type: none"> <li>• Professional telephone manner and ability to communicate with people at all levels face-to-face and via email</li> <li>• A positive, flexible and cooperative attitude to working both in a customer-facing role and within a team environment</li> <li>• Good verbal and written skills; discretion when dealing with confidential information is also very important.</li> <li>• Confidence and emotional resilience required to deal with time-intensive and challenging situations</li> </ul>
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<p><b>2. Problem-Solving:</b></p> <p><i>Problem solving is concerned with the levels of autonomous thinking required in the role for analysing, creating, reasoning and arriving at conclusions. Consider the job holder's freedom to think and the amount of guidance available and the level to which constraints exist as to how problems may be resolved, i.e. levels of supervision / direction and processes or procedures that dictate the way in which a task is to be performed. Also consider the scope of the thinking required in the role, i.e. is there a clear right or wrong answer or is an element of judgement required.</i></p>	<p>The level of analysis, evaluation and problem solving required in the job are:-</p> <ul style="list-style-type: none"> <li>• Reactive support to day-to-day issues that will usually be guided by established processes/protocols</li> <li>• Ability to plan and implement weekly workload, as directed by management</li> <li>• Understand and consistently apply confidentiality and data protection requirements in the workplace.</li> <li>• Perform straightforward research and analysis tasks as directed by management</li> </ul> <p>The level of creativity and/or original thought to resolve issues is:- Low</p> <ul style="list-style-type: none"> <li>• Whilst core activities will be directed by management, the post holder will have opportunities to actively contribute to the continuous improvement of service delivery</li> </ul>
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<p><b>3. Accountability:</b></p> <p><i>The freedom to take decisions is influenced by the presence or absence of constraints such as managers, processes and procedures and guidance. The nature of impact is concerned with the extent to which the role directly impacts on end results whilst the magnitude of impact considers how much of the organisation is affected by the job holder's accomplishment of the job's basic purpose.</i></p>	<p>The amount of freedom to take decisions in the job is:- Low.</p> <ul style="list-style-type: none"> <li>• Most decisions will be guided/directed although it is recognised that initiative will need to be employed when dealing with some aspects of the role.</li> </ul> <p>Nature of impact:-</p> <ul style="list-style-type: none"> <li>• Accurate recording and safe storage of information is an essential element to the successful achievement of the learning service.</li> </ul> <p>Magnitude of impact:-</p> <p>The adult learning service constitutes one third of the company's revenue. Whilst there is an impact on successful achievement of aims, should the post holder not carry out own work efficiently it is mitigated through detailed guidelines and under the direction of management.</p>
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These duties and responsibilities are indicative and not exhaustive. We may make adjustments from time to time to reflect the changing needs of the organisation. We may require you to carry out reasonable alternatives within the character of your post. We expect you to adopt a flexible approach to your role but will consult you about significant changes.

**Evaluation:**

B 1 2 (87)

B 2 (12)

B+ 0 B (22)

Total 121

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