



## **Job Description**

<b>Post Title:</b>	<b>Enterprise Coordinator (EC)</b>
<b>Directorate:</b>	<b>Employment, Skills, Health and Communities</b>
<b>Reports to:</b>	<b>Operational Hub Lead – Birmingham Careers Hub</b>
<b>Direct Reports:</b>	<b>0</b>
<b>Key Relationships:</b>	<b>Schools/Colleges, Local Authorities, The Careers &amp; Enterprise Company, WMCA Wider Directorate, Employers</b>

### **Role Purpose**

The purpose of the WMCA Careers Hub is to provide young people with a world-class careers education system by increasing support for schools and colleges from employers, increasing coordination of careers provision in schools and colleges, and helping every young person access the information, skills, and experiences they need to make an informed decision about their future.

The EC will work as a key team member within the Birmingham Careers Hub as part of the wider WMCA Careers Hub network to develop their relationships with schools, colleges, ITP's and businesses in the local area. This is not an exhaustive list and a EC will be expected to carry out any other duties as may be specified by the line manager from time to time.

The EC sits at the heart of the local Network to help schools and colleges improve their careers education programmes and to engage with the world of work. To drive forward employer relationships and links to meet future skills needs.

### **Responsibilities**

The Careers & Enterprise Company (CEC) is the national body for careers education in England, delivering support to schools and colleges to deliver modern, 21st century careers education. Careers Hubs bring together schools, colleges, employers, and apprenticeship providers in a local area. The goal is to work together and help schools and colleges improve how they prepare young people for their best next steps.

### **Strategy**

1. To deliver as much **impact** as possible on the lives of young people
2. To deliver a universal service, but one that targets **inclusion** and removing barriers for young people
3. To build a system where high impact careers education can continue long into the future

### **Scope and Purpose of the role**

**The main responsibilities include but are not limited to:**

## **Establishing and developing your Careers Hub**

- Maintain a thriving Careers Hub locally by engaging and supporting a caseload of schools and colleges. Ensure all institutions are engaged with a variety of employers and matched with Enterprise Adviser (EA), priority schools to have more EA's.
- Building and maintaining effective relationships with senior leaders in local schools and colleges within the caseload. Arrange meetings with Heads/link governors
- Leading and coordinating relationships between the employers, EA, the school/college and the wider Careers Hub with a focus on impact, successful transition and destination outcomes for young people.
- Support all schools and colleges to complete self-assessment against their careers programme using CEC digital tools (Compass/FSQ), driving Gatsby Benchmark performance and that all young people are receiving help from high quality careers education. ECs to be the local Gatsby Benchmarks experts.
- Lead on CEC Careers Impact System across caseload.
- Lead on evaluation of careers programme activity within schools which collects robust feedback and evaluation
- Acting as an ambassador for WMCA & The Careers & Enterprise Company (CEC) including raising the profile of the Careers Hub through networking, communication and marketing channels to engage with key local stakeholders.
- Develop a yearly schedule of activity to share learning by delivering termly CPD sessions to education and business audiences.

## **Employers**

- Identifying and attending regular networking events to increase employer engagement across the Careers Hub.
- Identify and build relationships with employers and local authority business growth and economic development teams, meeting monthly to provide knowledge exchange.
- Support on the recruitment of Enterprise Advisers, encouraging equality, diversity & inclusion in the recruitment process. Implement measures for tracking the representation of local growth sectors within the EA community.
- Successfully match Enterprise Advisers using Agile Toolkit to schools and colleges within the Careers Hub and provide on-going support to EAs in scoping, identifying, and addressing the needs of their matched school or college.
- Support with the induction and on-going training / continuous professional development of Employers.
- Support with the tracking and completion of all DBS checks for EAs prior to them working with a school/college.
- Create your own termly community of practice where Employers are supported, developed, and provided with opportunity to network and share their experience.

## **Building Careers Hub Networks – working nationally, tailoring locally.**

- Supporting EAs and Careers Leaders including induction and training, coordinating network meetings, and identifying and delivering ongoing training to meet individual EAs and CLs development needs on a termly basis.
- Organise and attend regular school/college meetings that are outcome focused to ensure progress is being made across all benchmarks and all priorities addressed.
- Building and understanding the local context of careers provision and providers including National Apprenticeship Service, National Careers Service, and Job Centre Plus.
- As per WMCA/The CEC reporting cycle, contribute to the progress reporting, monitoring and impact tracking of the Careers Hub.

- Attending all CEC national and local training events and meetings.

### Implementation and Impact

- Regularly reviewing the Careers Hub network to ensure the members (at all levels) remain engaged and proactive, via communications, training, and support.
- Staying abreast of best practice examples, emerging guidance and legislation
- Track the progress of your schools/colleges (using a variety of tools and resources), identifying trends, gaps, and solutions.
- Analysing and understanding the impact of the network on your local economy and skills strategy and feeding information back to CEC.

### Person Specification

<i>Please specify (X) whether the experience required is Essential (E) or Desirable (D)</i>	<b>Assessment Method</b>				
	<b>Experience</b>	<b>E</b>	<b>D</b>	<b>App*</b>	<b>Int**</b>
Demonstrable experience of engaging and building relationships with leaders from schools, colleges, and businesses.	Y		Y	Y	
Demonstrable experience of leading the delivery of programmes or projects with multiple stakeholders.		Y	Y	Y	
A strong background in stakeholder engagement and management and of communicating with a variety of audiences, preferably in the education and/or careers sector.		Y	Y	Y	
An understanding of relevant local and national policy relating to skills and economic development and the issues and barriers to employment faced by young people.	Y		Y	Y	
A demonstrable understanding of school culture and the challenges faced by schools in delivering careers and enterprise, and the current careers education and corporate social responsibility landscapes.	Y		Y	Y	
A demonstrable understanding of post-16 landscape including National Apprenticeship Service, Uni-Connect, National Careers Service and T Levels.	Y			Y	
<b>Skills/Knowledge/Abilities</b>	<b>E</b>	<b>D</b>	<b>App</b>	<b>Int</b>	<b>Other</b>
Excellent communication and interpersonal skills, with the ability to persuade and influence a variety of audiences and encourage others to use new ways of working.	Y			Y	
Collaborative and good at building relationships at all levels, both internally and with a range of external stakeholders.	Y		Y	Y	
Proactive, with the ability to work independently, prioritising a busy workload, managing relationships with many stakeholders, and adapting conflicting priorities and deadlines.	Y		Y	Y	
Able to think and plan strategically to measure and drive performance.		Y		Y	
Adaptable, tenacious, determined, positive and resilient with the ability to deal with ambiguity in a changing environment.	Y			Y	

Competent use of a range of digital and IT and social media platforms to improve and raise awareness of the direct impact of the network.	Y		Y	Y	
<b>Qualifications/ Professional Memberships</b>	<b>E</b>	<b>D</b>	<b>App</b>	<b>Int</b>	<b>Other</b>
GCSE English Language and Maths Level 4 (Grade C) or above	Y		Y		
CEIAG related qualification		Y	Y		
CDI Member		Y	Y		

\* Application

\*\* Interview

\*\*\* Details will be shared at interview stage

### Core Expectations

Our culture is underpinned by what we do and how we do it. Our behaviours outline the ways we need to work to deliver success, become truly inclusive, and make the organisation somewhere where everyone can give their best contribution.

Value	Competency	Behaviour
Collaborative	Team Focused	Works as part of team, managing and leading.
	Service Driven	Customer, resident and partner focussed.
Driven	Empowered & Accountable	Takes ownership and leads when needed.
	Performance Focused	Ambitious and going the extra mile.
Inclusive	'One Organisation' Mindset	Believe in each other's expertise.
	Open & Honest	We do what we say we are going to do.
Innovative	Forward Thinking	Embrace change and open to new possibilities.
	Problem Solving	Go for clear and simple whenever possible.

### Health and Safety

All employees have a duty to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions at work; and co-operate with their employer so far as is necessary to enable it to successfully discharge its own responsibilities in relation to health and safety.

### Equality and Diversity

To promote and champion equality and diversity in all aspects of the role

### Learning and Development

To participate in and take responsibility of any learning and development required to carry out this role effectively.

### Performance Management

To actively engage in the performance management process and take responsibility for managing performance outcomes.

**GDPR (General Data Protection Regulation)**

To ensure the reasonable and proportionate protection, processing, sharing and storing of WMCA information in accordance with the relevant legislation, corporate policies, and in the best interests of the data subjects (Data Protection/GDPR), the WMCA, our partners, and the West Midlands, in all aspects of the role.

**Other**

There may be a requirement to work outside normal office hours on occasion to meet work deadlines, give presentations, attend meetings etc., including a requirement to work within stakeholder and partner offices within the WMCA Constituent area on a regular basis