

## JOB DESCRIPTION

JOB TITLE:	<b>LifeSkills and Enrichment Manager</b>
RESPONSIBLE TO:	Assistant Principal – Technical Education and Essential Skills (TEES)
RESPONSIBLE FOR:	LikeSkills Tutors
PURPOSE OF JOB:	To manage the development and delivery of an inspirational Personal Development Programme LifeSkills. To deliver a high quality LifeSkills Programme to a case load of learners and to support independent learning in the study centres.

### MAIN TASKS AND RESPONSIBILITIES:

- 1. To manage the LikeSkills team to deliver a high quality Personal Development Programme (LifeSkills) cross college, to enable learners to be successful, to ensure learners are better prepared for life in modern Britain, to promote employability and work readiness skills,**
- 2. To manage the LifeSkills team to ensure consistency and meet Ofsted expectations for behaviours and attitudes; to include supporting and monitoring attendance to LifeSkills sessions,**
- 3. Design and manage enrichment activities and events that promote learner engagement, leadership development, cultural awareness, and community involvement,**
- 4. Collaborate with learner bodies to organise campus-wide events, such as orientation programmes, wellness fairs, and diversity celebrations, that contribute to a vibrant campus community,**
- 5. Conduct ongoing assessment and evaluation of LifeSkills programmes and enrichment activities to measure effectiveness and identify areas for improvement**

- 6. Stay current on trends and best practices in learner development, LifeSkills education, and enrichment programmes to ensure the delivery of high quality services that meet the evolving needs of our learner population,**
- 7. To provide opportunities that enable learners' personal development and progression opportunities,**
- 8. To undertake administration and training responsibilities,**
- 9. To undertake other general responsibilities**
- 1. To manage the LifeSkills team to deliver a high quality Personal Development Programme (LifeSkills) cross college, to enable learners to be successful, to ensure learners are better prepared for life in modern Britain, to promote employability and work readiness skills**
  - 1.1 To oversee and quality assure all LifeSkills activities to ensure they are high quality, inclusive and meet the needs of all Chelmsford College learners. This is regardless of age, gender, mode of attendance or any other distinguishing characteristics.
  - 1.2 To work with the Assistant Principal (TEES) to provide positive operational leadership by creating a dynamic, supportive and innovative environment that drives the curriculum area forward, including supervision of identified staff.
  - 1.3 To liaise with all departmental teams to include apprentices, part time, adults and learners with SEND needs. To ensure a consistent approach regarding the delivery of Life Skills themes, access to resources and activities as well as monitoring engagement and impact.
  - 1.4 To coordinate the planning of LifeSkills to ensure learners have a good understanding of safeguarding requirements; to include radicalisation, harmful sexual behaviour child on child abuse, sexual grooming, British Values, equality, diversity and inclusion and other safeguarding subjects as deemed appropriate.
  - 1.5 To manage cover due to staff absences.

- 1.6 To carry out Learning Walks on LifeSkills sessions and set and review targets using the Performance Review systems.
- 1.7 To actively engage in the LifeSkills quality improvement plan to improve current and future learner experiences.
- 1.8 To lead and support the LifeSkills team with all aspects of the Learner Experience and liaise with Progress Tutors and academic teams.
- 1.9 To hold regular LifeSkills team meetings.
- 1.10 To communicate with the Curriculum Heads of Department and other managers to inform and guide professional development opportunities.

**2. To manage the LifeSkills team to ensure consistency and meet Ofsted expectations for behaviours and attitudes; to include supporting and monitoring attendance to LifeSkills sessions.**

- 2.1 To have consistently high expectations with regards to learners attendance and punctuality. To monitor and review this to enable learner progress and achieve college targets and liaise with Progress Tutors and curriculum teams.
- 2.2 To monitor group attendance and punctuality and feedback to Curriculum Heads weekly.
- 2.3 To work with college staff, parents, guardians and other stakeholders to improve attendance rates and engagement in all aspects of the study programme.
- 2.4 To work alongside curriculum teams and support services in identifying and overcoming learner concerns that have an impact on retention and attendance.
- 2.5 To support the safeguarding procedures to ensure all LifeSkills tutors act as signposts for learners' welfare and safeguarding concerns.

**3 Design and manage enrichment activities and events that promote learner engagement, leadership development, cultural awareness, and community involvement.**

- 3.1 Facilitate interest-based clubs, societies, or affinity groups where learners can pursue their passions, connect with like-minded peers, and develop new skills.
- 3.2 Create structured leadership development programs, workshops, and seminars to empower learners to become effective leaders both on campus and in their future careers
- 3.3 Offer opportunities for learners to take on leadership roles within learner organisations, committees, or campus initiatives, providing mentorship and support as they develop their leadership skills.
- 3.4 Plan and execute cultural awareness events, celebrations, and diversity dialogues that promote cross-cultural understanding, respect, and appreciation among learners from different backgrounds.
- 3.5 Partner with learner organisations, academic departments, and cultural centers to host events such as cultural festivals, international food fairs, film screenings, and guest speaker presentations.
- 3.7 Coordinate educational workshops and activities focused on topics such as intercultural communication, global citizenship, and social justice to facilitate meaningful conversations and learning experiences.
- 3.9 Develop community service projects, volunteer opportunities, and service-learning experiences that allow learners to make a positive impact in the local community and beyond.
- 3.10 Forge partnerships with nonprofit organisations, schools, and government agencies to identify meaningful service opportunities that align with learners' interests and academic goals.
- 3.11 Provide resources and support to learners interested in starting their own community service projects or organising fundraising events for charitable causes.

#### **4 Establish partnerships with local stakeholders, community businesses, and alumni networks to create internship**

**opportunities, mentorship programmes, and other experiential learning opportunities for learners,**

**5 Collabrate with learner bodies to organise campus-wide events, such as orientation programmes, wellness fairs, and diversity celebrations, that contribute to a vibrant campus community,**

- 5.1 Work closely with learner councils, orientation committees, and learner ambassadors to plan and execute comprehensive orientation programs for new learners, ensuring a smooth transition to college life and fostering a sense of belonging.
- 5.2 Coordinate orientation schedules, activities, and resources to provide incoming learners with essential information, campus tours, academic advising, and opportunities to connect with departments, staff, and fellow learners.
- 5.3 Collaborate with academic departments, learner services, and campus facilities to ensure that orientation programs address the diverse needs and interests of incoming learners, ~~including international learners, transfer learners, and non-traditional learners.~~
- 5.4 Partner with learner wellness committees, health services, counseling centers, and community health organisations to organise wellness fairs and health promotion events that educate learners about physical, mental, and emotional well-being.
- 5.5 Plan and coordinate a variety of wellness activities and workshops, such as fitness classes, stress management seminars, mindfulness sessions, nutrition demonstrations, and health screenings.
- 5.6 Engage learner colleges and campus clubs in promoting wellness initiatives and encouraging peer support networks that promote a healthy and balanced lifestyle among learners.
- 5.7 Collaborate with multicultural learner associations, diversity committees, and cultural affinity groups to plan

and celebrate diversity awareness events, heritage months, and cultural festivals that celebrate the rich diversity of the college community.

- 5.8 Create opportunities for cross-cultural dialogue, intercultural exchange, and allyship-building initiatives that promote inclusivity, equity, and mutual respect among learners from diverse backgrounds.
- 5.9 Provide guidance and support to learner leaders and event organisers in planning, promoting, and executing campus-wide events, ensuring adherence to college policies, budgetary constraints, and logistical requirements.
- 5.10 Assist with event logistics, including venue reservations, equipment rentals, catering arrangements, security measures, and risk management protocols.
- 5.11 Collaborate with marketing and communications teams to develop promotional materials, social media campaigns, and publicity strategies to raise awareness and maximise attendance at campus events.
- 5.13 Evaluate the effectiveness and impact of campus-wide events through post-event surveys, feedback sessions, and data analysis, identifying areas for improvement and opportunities for future collaboration.

## **6 Conduct ongoing assessment and evaluation of LifeSkills programmes and enrichment activities to measure effectiveness and identify areas for improvement**

- 6.1 Design comprehensive evaluation frameworks and assessment tools to measure the impact, outcomes, and effectiveness of life skills programs and enrichment activities.
- 6.2 Identify key performance indicators (KPIs) and learning outcomes that align with programme goals, learner needs, and College priorities.
- 6.3 Establish clear benchmarks and criteria for evaluating programme success, including quantitative metrics (e.g., participation rates, learner satisfaction surveys) and qualitative measures (e.g., learner testimonials, anecdotal feedback).

- 6.4 Implement systematic data collection methods, such as surveys, focus groups, interviews, and pre/post assessments, to gather feedback and insights from participants, facilitators, and stakeholders.
- 6.5 Compile and analyse quantitative and qualitative data to assess programme effectiveness, identify trends, and pinpoint areas for improvement.
- 6.6 Utilise data visualisation tools and techniques to present evaluation findings in a clear and compelling manner, making it easier for stakeholders to understand and interpret results.
- 6.7 Regularly monitor the implementation of Life Skills programme and enrichment activities to ensure fidelity to programme design, objectives, and intended outcomes.
- 6.8 Solicit feedback from staff, volunteers, and participants throughout the programme cycle, encouraging open communication and continuous improvement.
- 6.9 Evaluate the short-term and long-term impact of Life Skills and enrichment activities on learner success, personal development, and overall well-being.
- 6.10 Explore the broader impact of Life Skills on campus culture, learner retention, academic success, and community engagement, considering both direct and indirect effects.
- 6.11 Use evaluation findings to identify strengths, weaknesses, opportunities, and threats (SWOT analysis) related to program implementation and effectiveness.
- 6.12 Engage stakeholders in reflective discussions and collaborative problem-solving to generate ideas for programme enhancement and innovation.
- 6.13 Develop action plans and recommendations based on evaluation results, prioritising strategies for addressing gaps, mitigating challenges, and maximizing impact.
- 6.14 Implement a culture of continuous improvement within the college, fostering a mindset of learning, adaptation, and innovation.
- 6.15 Incorporate co-design and co-delivery into programme planning, design, and decision-making processes, iteratively

refining programs based on evidence-based practices and best practices in the field.

- 6.18 Encourage professional development and capacity-building opportunities for staff and volunteers involved in program delivery, equipping them with the skills and resources needed to support ongoing assessment and improvement efforts.

**7 Stay current on trends and best practices in learner development, Life Skills education, and enrichment programmes to ensure the delivery of high quality services that meet the evolving needs of our learner population.**

- 7.1 Regularly conduct research and literature reviews on topics related to learner development, life skills education, and enrichment programs, staying informed about emerging theories, methodologies, and evidence-based practices.
- 7.2 Attend conferences, workshops, webinars, and professional development seminars focused on learner affairs-to gain new insights and perspectives from experts in the field.
- 7.3 Engage in networking opportunities with colleagues, peers, and industry professionals within and outside the college community to exchange ideas, share resources, and collaborate on innovative initiatives.
- 7.4 Subscribe to relevant professional journals, publications, and online newsletters to stay informed about the latest research findings, trends, and best practices.
- 7.5 Join online communities, forums, and discussion groups dedicated to topics related to learner development, Life Skills education-

**8. To provide opportunities that enable learners' personal development and progression opportunities**

- 8.1 To liaise with cross college services and external agencies to provide opportunities to help each learner to overcome barriers to learning, develop resilience and develop problem solving skills.



- 8.2 To quality assure planned Life Skills sessions to ensure they support learner's personal development and prepare them for life in Modern Britain.
- 8.3 To manage a Learner Union to ensure there are opportunities that promote and support learner involvement in college enrichment activities and learner democracy.
- 8.4 To identify opportunities to support learners in their preparation for their next steps into other qualification opportunities, apprenticeships or employment. This is to include the use of external agencies and guest speakers.
- 8.5 To oversee the extra-curricular engagement of learners to Learner Voice to include enrichment, clubs and societies and the engagement of external agencies to enhance the learner experience.
- 3.6 To organise and coordinate the gathering of "Learning Voice" feedback, support appropriate feedback to learners and reporting back to the Senior Management Team.

## **9. To undertake administration and training responsibilities**

- 9.1 To attend and complete appropriate professional development activities as appropriate.
- 9.2 To produce statistics to regularly evaluate the impact of services, improve service standards and contribute to the College's quality processes.
- 9.3 To maintain appropriate files and records.
- 9.4 To implement College policies and rules.

## **10. To undertake other general responsibilities**

- 10.1 To contribute to the attainment of the College's strategic objectives, as appropriate.
- 10.2 To comply with all College policies, practices and procedures.

- 10.3 To take responsibility for personal development, attend staff conferences and other similar activities including updating events as instructed by line manager.
- 10.4 To participate in and promote the Professional Development and Progress Review Process.
- 10.5 To undertake such duties as may reasonably be required of you, commensurate with your grade and general level of responsibility at your initial or present place of work, or any other establishment for which the College provides services.
- 9.5 To take responsibility for safeguarding and promoting the welfare of learners.
- 9.6 To manage the delivery of cross college short course qualification and monitor progress and completion.
- NB In consultation with you this job description is liable to variation by College Managers to reflect or anticipate changes in the College's requirements.

## **PERSON SPECIFICATION**

**JOB TITLE:** Life Skills and Enrichment Manager

**DEPARTMENT:** LifeSkills & Enrichement

### **Information for candidates:**

The person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience, and abilities to those listed below. Tell us in what way you have carried out the criteria asked for; a sentence or two of explanation will help us to assess your application.

Applications from people with disabilities will be assessed based on the specification criteria to carry out the duties of the post.

<b>Criteria</b>	<b>Essential ✓</b>	<b>Desirable ✓</b>
<b>Skills and Abilities</b>		
1. Ability to use appropriate data to set targets and drive improvements.	✓	
2. Excellent Teacher competence in relevant discipline.	✓	
3. Creative approach to problem solving: proactive & positive.	✓	
4. Efficient administrator: meets deadlines, completes jobs, and works without close supervision.	✓	
5. Ability to communicate effectively with relevant internal and external bodies.	✓	
6. Ability to support learners and enable success.	✓	
<b>Experience</b>		
1. Teaching or training experience including the role of personal tutor.	✓	
2. Teaching in the FE sector		✓
3. Experience of supporting learners to improve their success.	✓	
4. Experience of being able to improve the performance of curriculum delivery and learner performance	✓	
<b>Special Knowledge</b>		
1. Knowledge and understanding of the Enhanced Inspection Framework and other quality standards.	✓	
2. A knowledge of the Enhanced Inspection Framework as it relates to personal development, behaviour and attitudes.	✓	

<b>Education / Qualification</b>		
1. Teaching Qualification	√	
2. Must hold both English and Maths qualification equivalent to GCSE C or above or 4+ / CSE Level 1 / O-Level C or above / Adult Numeracy or Literacy = Level 2	√	
3. Degree or equivalent and/or a professional qualification		√
<b>Other</b>		
1. IT competent	√	
2. Candidates will take responsibility for safeguarding and promoting the welfare of children and will therefore be suitable to work with children	√	