

Community Project Coordinator

Job Description

Grade: GR3 - *Subject to Job Evaluation*

1. Job Purpose

- 1.1 To support the development of School/Community project(s) as set out in covering documentation

2. Key Responsibilities

- 2.1 The Community Schools Coordinator will be required to work with all key stakeholders involved in the school and in the local community in order to identify and provide a range of services that will meet the needs of the community. The nature of the programme is such that some flexibility around hours of work will be required.
- 2.2 To support the Community Focused Schools initiatives
- 2.3 Inform and support schools and the community in the development and delivery of integrated services and the use of schools as a community resource.
- 2.4 Support the development of multi-agency activity between statutory, voluntary, private and community sectors which support the needs of children, young people and their families
- 2.5 To establish and implement a Community/School Communication Strategy. Liaise with schools, members of the community and agencies to encourage and contribute to new cross-service initiatives, facilitate communication between groups and provide advice and guidance to interested parties.
- 2.6 Audit existing services with other schools and the local community as necessary
- 2.7 Research opportunities for additional funding to support the implementation and development of the Community/School Initiatives
- 2.8 Promote the Community/School provision within the school and the local community.
- 2.9 Coordinate the monitoring, review, evaluation and reporting of the effectiveness of the Community/School Initiative.
- 2.10 Produce quarterly reports for the attention of the Strategic group, the Governing Body, the LEA and other relevant parties as required.
- 2.11 Attend/organise the relevant meetings and events in relation to the development of the Community/School programme.
- 2.12 To adhere to the ethos of the school
 - 2.12.1 To promote the agreed vision and aims of the school

2.12.2 To set an example of personal integrity and professionalism

2.12.3 Attendance at appropriate staff meetings and parents evenings

3. **Supervision Received**

3.1 Supervising Officer's Job Title:

3.2 Level of supervision:

1. ~~Regularly supervised with work checked by supervisor~~
2. Left to work within establishment guidelines subject to scrutiny by supervisor
3. ~~Plan own work to ensure the meeting of defined objectives~~

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. **Special Conditions**

5.1 None

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.		AF/C
Experience		

Relevant work and other experience		
Skills & Ability e.g. written communication skills, dealing with the public etc.	*Delete if not applicable *An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016	
Training		
Other		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.

People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.

At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.

We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.