CCDG Job Specification

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| Job Title: | STEM Mentor |
| Created on: | September 2018 |
| Reports To: | STEM Team Manager |
| Division/Dept/Location: | STEM Gogledd (Ynys Môn, Gwynedd and Conwy) |
| Overall Purpose of Role: | To raise awareness of the importance of Science, Technology, Engineering and Mathematics (STEM) subjects with young people aged 11 – 19 including STEM as post 16 and 18 options, facilitating access to personal STEM pathways to support STEM educational options.  To work with an existing network of employers so that they can support the delivery of STEM related employer engagement and broker opportunities for employers to actively engage with young people to raise awareness and opportunities within STEM industries. |
| Education/Qualifications/Specific Training - essential | * NVQ Level 3 qualification or equivalent in a relevant subject area and/or relevant experience |
| Education/Qualifications/Specific Training - desirable | * ICT Skills in relevant software packages * Evidence of Continuous Professional Development. * IOSH Managing Safely Certificate |
| Knowledge/Skills/Experience  (\* = essential) | * The ability to communicate in both written and spoken Welsh Language is essential. * \*Ability to communicate with, and gain the confidence of, partners from a range of sectors. * \*Proven ability to sustain collaborative relationships with partners and stakeholders. * Knowledge and understanding of government and other organisations’ policies and priorities relevant to employment, education and training. * \*A track record of delivering appreciable service improvements for customers. * \*Excellent oral, written and inter-personal communication skills. * An understanding of working in an education setting. * Capacity to deliver high quality learning and development activities, including group sessions. * \*Excellent IT and administration skills. * \*Ability to give presentations to groups of employers, sector representatives, young people, parents and teachers. * \*The ability to assimilate and analyse information quickly and accurately, highlighting areas of concern where appropriate. * Demonstrable understanding of equality of opportunity, including the issues and concepts of working within a bilingual society. * The ability to assess employer training needs and deliver training packages to meet those needs. * \*Demonstrable experience of liaising and dealing with employers * \*Demonstrable experience of working with young people (11- 19) |
| Behavioural Traits | Aptitudes:   * Influencing (negotiation, persuasion, motivation), * flexibility * innovative or creative thinking * capacity to learn and develop * decision-making * analytical thinking, * planning and organising, * commercial awareness, * competitor awareness,   Personal Qualities:   * Commitment to excellence * Desire to help others learn and develop * empathy * service orientation, * achievement focused * ability to build relationships * assertiveness, * detail consciousness, * self-reliance |
| Key Inputs: | Key Outcomes:- |
| 1. To promote STEM related activites with young people between 11 – 19 in schools and FE colleges. | * 1. Evidence that, via one to one coaching and group sessions, the relevant client group has increased their awareness of the importance of achievement of STEM subjects, of availability of apprenticeships and higher apprenticeships in the region and understand the relevance of gaining good grades.   2. Young people have been supported in making post 16 and post 18 choices with STEM related studies.   3. Young people have been supported at key transition points during the academic cycle by promotion and support to engage with and continue with STEM studies and at appropriate stages have planned and agreed on a STEM Pathway plan, bespoke for them. |
| 1. To work with groups of Young people to inspire, motivate and raise aspirations in realtion to STEM opportunities in future. | * 1. Interactive and engaging workshops to highlight STEM opportunities within local areas and regionally are delivered.   2. Use of the STEM Hub is facilitated through one to one and group support for young people identified on the project.   3. Visits and work tasters are arranged with local and regional employers to increase interest and motivation to succeed. Young people are prepared for work experience placements to ensure that they make the most of the opportunity. |
| 1. To establish good partnership working with key partners and influencers ensuring effective working within an education setting. | * 1. The delivery of extra curricular activities complements core activities delivered in schools via liaison with Careers Wales colleagues.   2. Meetings are held with STEM subjects teachers to discuss individual participants and to highlight any extracurricular activities that they may want to attend.   3. Exising partnerships are maintained within the cluster of schools and employers.   4. Parents, through parent’s evenings and information, have increased awareness of the importance of achievement of STEM subjects, of availability of apprenticeships and higher apprenticeships locally and regionally and understand the relevance of good grades. |
| 1. To engage with employers and other stakeholders, building good working relationships and commitment to supporting the development of STEM awareness in the region. | * 1. Employer liaison and visits are made to canvass potential role models who can support the STEM project within the school setting.   2. Employer liaison and visits are made to establish employer interest, their areas of expertise and to assess the most appropriate level and type of engagement for them.   3. Potential employers who could support STEM activities are discussed/identified with Careers Wales Business Education Advisers, their training needs determined and appropriate training/activities delivered.   4. Key employers are engaged to contribute to the STEM convention held centrally for all participants. |
| 1. To initiate opportunities for young people in educational establishments to interact with employers in order to broaden their industrial and commercial awareness and to enhance world of work experiences and opportunities related to STEM. | * 1. A network of employers is maintained which is empowered to support schools in the delivery of STEM experiences.   2. Opportunities are initiated for young people to develop their awareness and understanding of employer skills needs and potential career opportunities that fit in with local and regional skills priorities to include energy and environment. |
| 1. Establish a STEM Saturday club for girls to highlight opportunities within the energy and environment sectors. | * 1. A network of energy and environment employers is used to support the STEM Saturday club for girls.   2. A programme of events is facilitiated to ensure that girls are given the opportunity to develop their understanding of opportunities within the energy and environment sectors.   3. Accurate records are maintained on the STEM Hub. |
| **Health and Safety Statement** | Every employee has a responsibility under the Health and Safety at Work Act to:   * Comply with the Health and Safety Policy, the Health and Safety Management Plan and all company safe work practices * Ensure the safety of themselves and others in the workplace * Immediately report any unsafe condition, dangerous occurrence or injury to their line manager * Ensure they are able to competently and safely perform any work they undertake * Co-operate with the Company on all matters of health and safety |
| **Child & Vulnerable Adult Protection Statement** | The Company is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all its employees to show this commitment.  In order to be employed in this post, you will need to have a satisfactory Enhanced Disclosure and Barring Service report. DBS checks will be undertaken as part of the recruitment of successful applicants and will be renewed every three years |