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**Job Description**

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| **Job title:** | **Training Coordinator** |
| **Department/School:** | **Accommodation & Hospitality Services (ahs)** |
| **Grade:** | **5** |
| **Location:** | **University of Bath premises** |

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| **Job purpose** |
| The role has three core purposes:   1. Delivery of in-house training to **ahs** staff to ensure that skills, knowledge and compliance is maintained. 2. Planning the annual training schedules, aligning them to the needs of the department and individuals, with a remit to increase skills competency and knowledge in the **ahs** workforce which in turn will increase performance and productivity. 3. Ensure that training plans and records are maintained to meet statutory requirements and to enable staff development activities such as appraisals and succession planning.   The department has developed its own competency framework, called Delivering the Experience. The ethos of Delivering the Experience, particularly the Developing Self and Others Act which promotes a learning environment where growth and development is possible, should underpin all training activities. |

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| **Source and nature of management provided** |
| Deputy HR Manager- AHS Projects |

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| **Staff management responsibility** |
| None |

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| **Special conditions** |
| Working hours are 30 hours per week. Some flexibility is required when training employees in **ahs** who work varied shift patterns and require convenient access to training. This may include on some occasions evening and weekend working |

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| **Main duties and responsibilities** | |
| **Training Delivery** | |
|  | Responsible for delivery of statutory training and refresher training to staff within ahs. |
|  | Deliver a wide range of tool box talks on all processes within **ahs** |
|  | Support delivery of supervisor and manager training via either 1-2-1 support or assist in delivery of training sessions |
|  | Liaise with Deputy Facilities Manager to ensure that all training materials remain legally complaint as well as being inter-active, engaging and relevant |
| **Training Planning** | |
|  | Ensure that all new starters have scheduled mandatory courses assigned to their role by the time their probation period is complete and ensure that line managers are informed of training schedules |
|  | Plan and rollout the annual training schedule for all operational staff, in line with the department training matrix which maps essential training against each core role. |
|  | Act as a local expert on the training opportunities offered by the University’s Staff Development team and ensure these opportunities are promoted within ahs |
|  | Source specialist externals training suppliers for both regular training requirements (e.g. Allergen training, Licensing qualifications) and one off requirements |
|  | Promote the availability of training opportunities through various **ahs** communication channels. |
|  | Work in collaboration with the Recruitment & Staff Engagement Co-ordinator to establish areas of where employees have been unsuccessful at internal promotions and require personal development plans, or areas where we have not seen the desired calibre of internal applicant, and further training may be required. |
|  | Ensure that all training records required for the ISO 90001, 450001 and 140001 standards are fully documented and up to date. This includes meeting with ISO assessors to present records and answer questions on training practices. |
|  | For staff seeking career development engage with the managers and individuals to ensure that their tailored learning plans identify opportunities for developing new skills. |
|  | Coordinating the professional accreditation courses for example NVQ’s. Liaising between all parties (**ahs** managers, delegates and training provider) to ensure that progress is monitored and supported. Select delegates and arrange any payments. |
| **Training Records** | |
|  | Devise a system and mechanism for tracking statutory training to ensure that statutory courses and refreshers are completed |
|  | Co-ordination of training resources including course materials and resources, room bookings, catering, certification. Arrange awards ceremonies where appropriate. |
|  | Coordinate and review feedback/ evaluation forms to continually improve our training offering to ensure it meets delegate’s expectations and achieves the desired outcome in the department. |
|  | Any other tasks required in line with the departments goals. |

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**Person Specification**

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| **Criteria** | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| * Educated to A Level or equivalent * Educated to degree level * Other Professional qualifications such as Train the Trainer or coaching qualifications. * CIEH Level 4 Awards in Food Safety or similar qualification/ experience (with required supporting training qualification) | **√**  **√** | **√**  **√** |
| * NEBOSH Level 3 certificate |  | **√** |
| * Health and Safety qualification in any of the relevant areas, e.g. IOSH Managing Safely, CIEH Level 3 in Health and Safety or similar qualification/ experience | **√** |  |
| **Experience/Knowledge** |  |  |
| * Experience of working in a Catering and knowledge of Kitchen practices in relation to Food Hygiene * Experience of delivering training to varied audiences including people with different learning styles * Experience of customer care and understanding of confidentiality and discretion * Experience of coaching | **√**  **√** | **√**  **√** |
| **Skills/Attributes** |  |  |
| * Caring and compassionate, able to counsel people on their development * Excellent interpersonal, verbal and written communication skills. Ability to present information clearly and concisely * Excellent organisational skills, the ability to be flexible and work unsupervised and to plan and prioritise workload to meet deadlines * Good and accurate numeracy skills including the ability to work confidently with the Internet, IT, Database Microsoft Office Applications systems * The ability to work within and contribute to a team * Ability to use initiative * The ability to work under pressure, and flexible to adapt to changing priorities * Desire to deliver and achieve excellent standards of work and service. Positive and enthusiastic * Attention to detail | **√**  **√**  **√**  **√**  **√**  **√**  **√**  **√**  **√** |  |
| cid:image004.jpg@01D16409.B7471FB0  **Effective Behaviours Framework- Delivering the Experience**  **ahs** has identified a set of effective behaviours or ‘acts’ which we value and have found to be consistent with high performance. Part of the selection process for this post will be to assess whether candidates have demonstrably exhibited these ‘acts’ previously. | | | |
| **Striving for Excellence:**  Planning and organising workloads to ensure that deadlines are met within resource constraints. Producing a high standard of work and consistently meeting objectives. | | | |
| **Providing Outstanding Service:**  Willing and able to provide a professional, friendly and quality service to students, staff, commercial customers, visitors and suppliers. Displaying a positive ‘can-do’ attitude and tailoring the service to suit differing customer needs. | | | |
| **Problem Solving:**  Able to remain calm under pressure and use initiative to overcome issues. Being proactive to ensure problems are not repeated and able to make suggestions on how we can improve. | | | |
| **Being Adaptable & Flexible:**  Being open to new ideas and ways of working. Able to respond to shifting priorities and support colleagues when required. | | | |
| **Doing the Right Thing:**  Being aware of how your behaviour impacts others. Showing respect and tolerance, being open and honest. Supporting environmental and fair-trade campaigns within **ahs.** | | | |
| **Caring:**  Having a genuine desire to support others well-being. Being kind and compassionate to colleagues and customers. | | | |
| **Teamwork**  Building effective working relationships. Working co-operatively with a wide range of inter-personal skills. | | | |
| **Developing self and others:**  Showing commitment to own development. Seeking and accepting feedback. | | | |