



Empowering people experiencing multiple barriers to achieve positive change.

Job Description

Title of post:	Youth Education Service (Y.E.S Bradford) Facilitator
Location:	Bradford
Responsible to:	Team Leader
Salary Scale:	SCP £27,756
Hours of Work:	22.5 Hours Hours to be agreed and must align with school opening hours.

The post holder is expected to be flexible with regards to working hours to meet the requirements of the post. The post holder may be required to work occasional weekends/ evenings for events.

Role Profile

This role presents an exciting opportunity to join a newly established team working collaboratively with Step -2 and Chapter One. The successful candidate will be responsible for delivering interactive, reflective and informative educational sessions across a range of environments, including schools, alternative provisions, and youth and sports settings. The primary focus of these sessions will be on key issues such as vaping, gambling, and drug and alcohol use.

The post holder will take the lead in delivering drug and alcohol education to young people in school settings and community centres, face to face and online workshops to parents and training professionals supporting young people.

While comprehensive training will be provided, a foundational understanding of drug and alcohol awareness, risk-taking behaviours, influences and consequences and safeguarding is desirable and would be advantageous in fulfilling this role.

The successful candidate will be an engaging facilitator who can adapt their style to meet the needs of diverse audiences.

Main Duties:

Education & Engagement

- Deliver engaging, evidence-informed education sessions to children, young people, parents and professionals in schools, alternative provision and community-based settings.
- Support children and young people to develop critical thinking, confidence, knowledge and skills to understand risk and make positive, informed choices about their health and wellbeing.
- Proactively adapt delivery to meet the specific needs of each group, using participatory methods and age-appropriate approaches.

Partnership & Collaboration

- Build strong relationships with local schools, youth agencies, sports organisations and wider community partners
- Work collaboratively with colleagues across Step 2, Chapter One and other stakeholders to ensure consistent, high-quality provision.
- Contribute to the development of resources, session plans and training materials for use with professionals, parents and young people.

Safeguarding & Professional Practice

- Respond appropriately to issues or concerns raised by young people during sessions.
- Maintain accurate records, prepare monitoring reports and contribute to evaluation activities.

General Responsibilities

- Participate in relevant training, supervision and team meetings.
- Work flexibly to meet service needs, including occasional weekend or evening commitments.
- Represent the organisation professionally and uphold its values at all times.

Person Specification	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Health and social care level 3 or equivalent relevant qualification OR Minimum of 1 years experience in an education, community or social care setting. Experience of working with children and young people 	<ul style="list-style-type: none"> • Experience of group work. • Experience of working partnership with a wide range of professionals.
Knowledge and Skills	<ul style="list-style-type: none"> • Knowledge and understanding of drug and alcohol use and associated risks for Young people, families and communities. • Knowledge of safeguarding practices • Ability to engage with people of different ages, in different settings. • Strong written and verbal communication skills. • Excellent time management skills 	<ul style="list-style-type: none"> • Knowledge of local support services for young people and families. • Experience developing educational resources.
Other attributes	<ul style="list-style-type: none"> • Excellent interpersonal skills • Willingness to work flexibly. • Committed to own professional development. • Access to a vehicle and ability to commute across the district. 	<ul style="list-style-type: none"> • Lived experience or community insight relevant to Bradford districts.

Key Behaviours	<p>Works Proactively Demonstrates initiative, thinks ahead and takes prompt action to solve problems; completes tasks, overcomes obstacles and seize opportunities.</p>
	<p>Leads Change & Improves Performance Responds quickly and positively to change, seeking to continuously improve performance by learning quickly from our mistakes, celebrating our successes and constantly developing our people and processes.</p>
	<p>Demonstrates Creativity & Innovation Applies creative and lateral thinking to organisational issues; challenges the status quo and introduces new ideas, methods and processes.</p>
	<p>Client & Customer Focused Focuses on and understand the needs of internal and external customers, members and other stakeholders and strives to deliver a prompt, effective and personalised service. (For 'customers', please also read members, stakeholders and audiences).</p>
	<p>Influences Others & Communicates Effectively Positively influences others and where appropriate persuades them to change their views, intentions or actions. Listens closely and communicates clearly both verbally and in writing.</p>
	<p>Applies & Shares Expert Knowledge Demonstrates the specialist knowledge and technical requirements of the job. Applies skills and experience to perform the job effectively, completes work to a high standard and shares knowledge across the organisation.</p>
	<p>Works Collaboratively with Others Works collaboratively with others for the good of the business; builds a network of good relationships and develops a thorough understanding of the organisation and the wider sector.</p>
	<p>Values & Respects Others Respects other individuals; listens and takes into account different opinions, feelings and motivations; is trustworthy and acts with integrity; responds and acts constructively towards others.</p>