



JOB DESCRIPTION

Job Title:	Capital L Student Ambassador
Post Number:	305370
Department:	SOAS Access, Participation and Student Success
Rate of Pay:	£13.59 per hour plus holiday pay (£15.23 per hour, inclusive)
Hours:	0 hours per week (casual worker with no guaranteed hours)
Responsible to:	Capital L Officer

Background

Capital L is the London consortium of Routes into Languages (RiL), a national programme aimed at increasing participation in language studies at school, college and university. SOAS University of London and University of Westminster are the lead institutions in Capital L. Other partners include: King's College London, the Open University London, Queen Mary University of London and UCL.

Job Summary

Capital L Student Ambassadors are university students studying a language in one of the Capital L partner universities. Ambassadors provide information and motivation to school/college students, offering them insights into the world of higher education and language learning and encouraging them to pursue or continue foreign language studies. They represent Capital L in various capacities throughout the academic year, providing support for a range of outreach activities organised by partners or by the central office based at SOAS.

Our ambassadors serve as role models to the young people they work with, some of whom may face barriers progressing through education. As such, we welcome applications from students with such shared experiences and/or understanding of issues faced by groups under-represented in higher education.

Capital L Student Ambassadors must be able to participate in training sessions and be willing to undergo DBS checks, where required. In addition, ambassadors will be expected to adhere to the Student Ambassador Scheme Code of Conduct and other associated policies and guidelines

Key Tasks

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- Provide support for Routes into Languages activities. Duties will include campus educational activities, delivering talks and running workshops at schools.
- Deliver Routes into Languages presentations at schools/colleges. Presentation topics might include studying languages at university, or languages and culture workshops.
- Provide information and guidance to pupils and parents/guardians about studying languages at university, higher education and student finance through multiple mediums, including in person and online.
- Contribute to activities delivered by Routes into Languages and related Access, Participation and Student Success activities that aim to raise the aspirations and attainment.

- Contribute to the development and production of RiL-related publicity/marketing information (print and web-based) to raise the profile of the Programme. This may include taking part in photo shoots, contributing to the range of student profiles for use in publicity material, etc.
- Represent Capital L to a high standard always
- Work with different academic and professional services departments
- Contribute to other relevant duties and activities as identified by the Capital L Officer.

General

- The post holder must at all times carry out their responsibilities with due regard to the School's Respect at SOAS statement and adhere to and promote the School's Equality and Diversity policies
- The post holder must accept responsibility for ensuring that policies and procedures relating to health and safety at work are adhered to at all times
- The post holder must carry out their duties in line with the requirements of the Data Protection Act
- The post holder must abide by the requirements of the School's IT policies

PERSON SPECIFICATION

Job Title: Capital L Student Ambassador

Department: SOAS Access, Participation and Student Success

	ESSENTIAL	DESIRABLE
Experience and knowledge		
A registered undergraduate or postgraduate student at a Capital L partner institution	X	
Studying or has studied to undergraduate level, a language at university as a single honours, joint honours or as a module.	X	
Knowledge and/or experience of the British state secondary school/college system or completed an Access to HE Diploma at a Further Education college	X	
Ability to demonstrate an understanding of the issues and challenges faced at school and university, particularly those faced by pupils/students from disadvantaged socio-economic backgrounds	X	
Demonstrating an understanding of equality and diversity and willingness to show commitment to promoting equality of opportunity in all aspects of your work	X	
Experience of working with young people		X
Experience studying and working online		X
Skills and abilities		
Well-developed communication skills, both written and verbal	X	
Effective time-management skills and the ability to prioritise your workload	X	
Punctuality and reliability	X	
Be an active team player	X	
Positivity and the ability to be encouraging about the opportunities open to young people and adults, either at work or university	X	
Ability to provide information and share your experience on the benefits of school, university and work, with young people from diverse backgrounds	X	
Having an interest in your degree subject and the ability to enthuse students to further their education	X	
Great at thinking on your feet and using your initiative		X
Solution-focused		X

Commented [LW1]: As experience of British state ed is one of the main criterion, do you think we should remove knowledge from this and just have experience. In the initial screening stage, we have to rule out so many applications from international students or students who went to private schools. What do you think @Renata Albuquerque

Commented [RA2R1]: people are often advised to demonstrate how they meet the PS in applications for jobs. This is also one pf our main questions, so I would suggest that we make it as explicit as we can for the benefit of our WP applicants.

Other requirements		
<p>Due to the focus of the work undertaken and the importance of representing successful progression to higher education, understanding and/or experience of being from one or more of the groups under-represented in higher education will be advantageous. These groups include students:</p> <ul style="list-style-type: none"> • from areas where higher education participation is low (low participation neighbourhoods) • from deprived areas (e.g. Index of Multiple Deprivation quintile 1) • who have experience of being in care • with a declared disability • who are the first in their family to go to university (no parental experience of UK Higher Education) • who were eligible for Free School Meals 		X