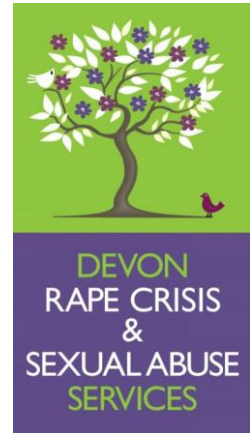


Senior Trainer and Training Coordinator

Job Description and Person Spec



Role Overview

The senior trainer and training coordinator role delivers and administers training as a key business function for the charity enabling us to deliver our charitable and contractual objectives. The role is offered with a generic job description to enable coordinators to support each other, develop and widen their skill base across roles and to provide important business continuity for the organisation. All coordination and senior coordination roles enable DRCSAS to achieve its mission and vision through a number of different functions which could include supporting service delivery, volunteer support, fundraising, education, training, activism and business administration.

Please note that this senior training and training coordinator role requires the delivery of accredited, partnership and awareness raising courses which are detailed at the end of this job description and person specification for greater understanding of the attributes and day to day delivery requirements of this role

- Level 2 and Level 3 OCN courses – ‘Working with Survivors of Sexual Violence’
- Partnership developed courses - Trauma Stabilisation
- Education and awareness courses

Key Responsibilities

Coordination tasks

1. To coordinate key business processes and procedures.
2. To follow recognised standards, frameworks and guidance in work deliverables.
3. Enable staff, trustees and volunteers to be able to give their best in their roles by providing supporting information and through the effective coordination of key business processes.

4. Complete essential organisational tasks to ensure the smooth running of the charity, which may include managing rota's, managing waiting lists, and providing stakeholder communication.
5. Where the role focuses on the delivery of training or education; create and develop training programmes for external and internal audiences, facilitate core training programmes for volunteers, staff and trustees, and deliver external learning in line with the aims, objectives and learning outcomes to ensure learners are able to get their learning needs met.
6. Provide key information to enable effective engagement with a diverse range of stakeholders. This could include commissioners, awarding or governing bodies and safeguarding institutions.
7. Complete key admin functions.

Senior Coordination Tasks

1. Be responsible for the coordination of training with external agencies, pro-actively filling your training calendar at least three months ahead
2. Be responsible for marketing and recruiting attendees on level 2/3 and education and awareness training courses.
3. Manage time sufficiently to include opportunities to attend professional supervision, conduct course evaluations, course reviews and course design.
4. Adequately keep training records in line with GDPR requirements (as detailed in DRCSAS policies)
5. Liaise with awarding bodies
6. Cost courses consistently and ensure training fees are paid. Identify suitable platforms for the management of courses.

Business continuity

1. Work with other coordinators and senior coordinators to ensure key business processes are delivered when there is sickness, absence, holiday or protracted training requirements.
2. Plan together business processes to support each other at critical times of need.
3. Develop together new approaches which make the business more efficient.
4. Ensure guidance and instructions are readily available in an accessible way to reduce the risk of key processes and procedures being hindered.

Working with others

1. Be confident to engage with survivors and people with lived experience of sexual abuse. This could include taking referrals, answering the phone to partners and supporting key business processes that involve engagement with people with lived experience of trauma.

2. Adapt processes and key tasks to enable equality of opportunity and inclusion.
3. Work with others to enable them to deliver their support for survivors of sexual abuse.
4. Manage processes around learning and development to support volunteers, trustees, learners and staff. Support all to conduct their roles efficiently and effectively.
5. Support the recruitment and on-boarding of staff, volunteers and trustees.
6. Assist colleagues in delivery of key business processes such as promotion, campaigning, activism, training, education, lived experience engagement and community engagement.
7. Work relationally 'calling people in' rather than 'calling people out,' to maintain emotional safety and inclusion.

Team Working

1. Work with other coordinators and senior coordinators to plan key business processes and flex to meet demand.
2. Innovate and make suggestions on business improvements.
3. Implement improvement plans and key ways of working.
4. Develop key organisational communication messages and work together to market and communicate these messages.

Resource management

1. Plan, manage and enable effective resources to be in place to achieve key business outcomes.
2. Support the organisation to recruit participants and enable service users to reach the right support offer at the right time.
3. Use data and feedback to assist colleagues in strategic business planning.
4. Be confident to apply for small pots of money, or source resource partners to achieve our charitable aims.
5. Identify and develop income generation opportunities where required, including writing costing proposals, nurturing partnerships and promoting DRCSAS offers.

Equality and inclusion / Trauma Responsive Approaches

1. Conduct key processes using a trauma informed approach.
2. Enable equality and inclusion, promoting approaches which prevent discrimination and encourage accessibility.
3. Demonstrate anti-racist and anti-oppressive practice in all elements of the role.

4. Work with communities who experience social exclusion, adapting approaches to reach survivors from different communities.

Quality Assurance

1. Evaluate business processes to ensure they are efficient and effective.
2. Support organisational impact monitoring and outcome collection.
3. Ensure key processes are within agreed organisational policies and processes.
4. Maintain professional knowledge and practice, attend and contribute to team meetings.
5. Ensure compliance and responsiveness to child and adult safeguarding policies and procedures.

Monitoring and Evaluation

1. Work alongside the DRCSAS team to ensure all service activity is recorded, inputted and evaluated.
2. Work to all agreed monitoring and evaluation procedures and to contribute to their continual improvement.

Communication

1. Ensure effective communication of information within DRCSAS resulting in an accessible, reliable and smooth-running service for all service users.
2. Promote a positive view of DRCSAS when interacting with external partners and stakeholders.

Other

1. Engage with line management, supervision, training, personal development and wellbeing, using opportunities provided by DRCSAS to do so.
2. Work in partnership with Rape Crisis England and Wales and other rape crisis centres as necessary.
3. Any other reasonable task commensurate with this post.

Person Specification Generic Coordinator / Senior Coordinator

	Essential	Desirable
Qualifications, Training and Experience	Experience of delivering key business processes Experience of working with people who have experienced sexual violence	Experience of supporting, supervising or managing volunteers or paid staff Experience of delivering training and assessing learning outcomes as part of an

	Experience of building positive relationships with a variety of stakeholders	accredited course
Skills and Abilities	Organisation Commitment to learning new skills Team working Small project planning and delivery Able to motivate others and make adjustments so they can give their best Skilled in maintaining boundaries An ability to work confidently and sensitively with people from a range of diverse backgrounds Good verbal and written communication skills Ability to maintain up to date records and to collate and input monitoring and evaluation data Competence in using Microsoft office applications	Project management Data collection and interpretation
Knowledge	Knowledge of trauma informed practice and approaches to equality and inclusion Knowledge of anti-racist and anti-oppressive practice Knowledge of key business processes Comprehensive understanding of the impacts of sexual violence Understanding of and commitment to the feminist perspective of sexual violence held by DRCSAS	

	Comprehensive knowledge of the short and long term effects of trauma Good knowledge of safeguarding principles	
Personal Traits	Supportive Creative, flexible and curious Ability to work as part of a small team Passionate about supporting people who have experienced sexual violence Commitment to own wellbeing and able to source support or ask for assistance Commitment to continuing own professional development	

Appendix A

1. Level 2 and level 3 OCN accredited course – ‘Working with Survivors of Sexual Violence’

Overview

The level 2 course is considered DRCSAS’s core training course and all staff members, volunteers and trustees must attend this course. It sets out the basic skills and knowledge needed to support survivors of rape and sexual violence. The level 3 course is an advanced course and supports staff and volunteers to do more specialist 1-2-1 work. It includes trauma stabilisation and skills in the survivor empowerment model.

Core Responsibilities

- Deliver the existing accredited programme in line with assessed learning objectives. Enrol learners on the accredited course and support the collation of the learning portfolio.

- Support learners consistently and safely. Making reasonable adjustments as necessary.
- Enable learners to submit their evidence against learning objectives and perform the role as learning assessor.
- Work with external assessors and validators at OCN.
- Contribute to reflective evaluation and continuous improvement of delivery.
- Contribute to the development of training, evaluation tools, and impact reports.
- Ensure training delivery aligns with aims of the accredited programme and the values of DRCSAS.
- Identify safe working practices in delivering this course on your own. This could include securing attendance from another member of staff, trustee or volunteer in particularly challenging sessions to support psychological safety. Identify a 'supporter – learner' which may be a learner who has skills and abilities to support other learners in the moment whilst you complete the learning session.

Knowledge

- Understanding of the impact of rape and sexual violence.
- Feminism and the feminist ideology as it relates to sexual violence and abuse.
- Trauma informed care for survivors of rape and sexual violence.

Skills

- Strong facilitation and presentation skills.
- Communicate complex and sensitive information with empathy, clarity, warmth, and professionalism.
- Ability to build relationships based on trust, respect, and empathy.
- Confidently lead the course.
- Recognise and respond safely to participant distress or trauma disclosure, including suicide or self-harm content with compassion and containment.
- Co-create a psychologically safe, inclusive training environment.
- Model reflective, compassionate, and relational practice.
- Draw on frontline experience to help participants apply theory to real-world challenges whilst being mindful of confidentiality.
- Be able to 'read a room' and tailor the delivery style, content, and pace depending on the feeling in the room.
- Build trusting relationships with and between participants, particularly where there may be professional conflict.

Experience

- Experience of delivering professional development training and facilitating group work.
- Experiencing of assessing learning outcomes relevant to accredited courses.

- Experience of facilitating discussions with learners (including staff, volunteers or trustees)
- Experience working with individuals affected by trauma.
- Lived experience will be valued alongside professional expertise.

Qualifications

- A recognised entry level teaching and learning qualification at level 3. Preferably 'Preparing to Teach In The Lifelong Learning Sector' (PTTLS). (Please note if you do not have this qualification but meet all of the other requirements of the person specification) DRCSAS will pay your course to achieve this standard. It may also be possible to undertake this role as an apprentice)

2. Trauma Stabilisation Learning Programme

Overview

The Trauma Stabilisation Learning Programme is a four-day experiential course developed through the Sexual Violence and Trauma Pathfinder Programme. It equips staff to support people with trauma symptoms by building skills in stabilisation, grounding, and emotional regulation.

The training must be delivered by a pair of trainers. This should combine:

- A Clinical Experienced Trainer – bringing therapeutic or clinical expertise; **(Please note this training role – and your co-trainer - will be provided by the Clinical Commissioning Group (CCG))**
- A Systems Experienced Trainer – bringing applied experience of working with people affected by multiple disadvantage and trauma across systems such as homelessness, substance use, or domestic abuse. **(Please note that the senior trainer and training coordinator is aligned to this training requirement only)**

Training delivery is experiential and includes role play, live demonstration of stabilisation tools, and holding participants who may be emotionally active by course content, including potential disclosures from participants in a sensitive, skilled and compassionate manner.

Core Responsibilities

- Deliver the existing four-day programme consistently and safely.
- Deliver the existing programme with fidelity and flexibility.
- Contribute to reflective evaluation and continuous improvement of delivery.
- Contribute to the development of training, evaluation tools, and impact reports.

- Ensure training delivery aligns with aims of programme and its values.
- Trainer will need to deliver at times on their own if participants need support during training delivery and be able to do this with sensitivity to whole group.
- Work with system partners to deliver this training as required within the core S.V contract provision. (There are target numbers to meet)

Core Course Delivery Competencies

Knowledge

- Deep understanding of trauma and its impact on individuals and communities.
- Familiarity with trauma-informed principles, stabilisation techniques, and where these approaches fit into current systems.
- Awareness of cultural, historical, and gender factors in trauma.

Skills

- Strong facilitation and presentation skills.
- Communicate complex and sensitive information with empathy, clarity, warmth, and professionalism.
- Ability to build relationships based on trust, respect, and empathy.
- Confidently role play and demonstrate stabilisation tools and techniques.
- Recognise and respond safely to participant distress or trauma disclosure, including suicide or self-harm content with compassion and containment.
- Co-create a psychologically safe, inclusive training environment.
- Collaborate with your co-trainer to ensure balance of theory, application, and perspectives.
- Model reflective, compassionate, and relational practice.
- Draw on frontline experience to help participants apply theory to real-world challenges whilst being mindful of confidentiality
- Be able to 'read a room' and tailor the delivery style, content, and pace depending on the feeling in the room.
- Build trusting relationships with and between participants, particularly where there may be professional conflict.

Experience

- Experience delivering professional development training and facilitating group work.
- Experience of facilitating discussions with multi-agency groups of professionals.
- Experience working with individuals affected by trauma.
- Experience working within multidisciplinary teams.
- Lived experience will be valued alongside professional expertise.

Subject matter experience

- Extensive practice experience supporting people affected by trauma and multiple disadvantage (e.g. homelessness, substance use, sexual violence, domestic abuse, criminal justice).
- Draw on frontline experience to help participants apply theory to real-world challenges.
- Understanding of trauma, emotional dysregulation, and associated risks including suicidal thinking or self-harming behaviour.
- Skilled facilitator able to manage challenging group discussions with calm, empathy, and curiosity.

Professional Expectations

All trainers will:

- Work will be needed to ensure trainers feel psychologically safe with each other and that power dynamics are not visible to attendees.
- Trainers will need to be able to answer questions related to the following points which come up regularly;
 - The real-life difficulty of doing this in a system which feels broken to people and hold hope for people by providing examples of how to practically do this work.
 - Hold the tension between staff feeling like they are being asked to do a role which they feel other parts of the system should be doing
 - Support people to explore behaviours in relation to trauma responses and the need for compassion and accountability.

3. Education and Awareness Courses

Overview

DRCSAS has a rich history of delivering short education and awareness courses. These have been on subjects like disclosures, workplace harassment, bystander training, sexual violence and zero-tolerance to VAWG. Many courses have been written and have well evidenced outcomes. These are not accredited courses, and work will need to be taken to compile these into a training catalogue, update content and determine need. DRCSAS has sold training in the past, but it was not viable to continue this approach as it was not cost neutral. As this role is mainly funded, delivering these these courses may provide a small income stream for the charity – which will have a direct impact on supporting more survivors to get the support they need.

Core Responsibilities

- Evaluate all courses for delivery, updating content and recruiting course fee paying participants where possible.
- Work with system partners to deliver basic sexual violence awareness training as required within the core S.V contract provision. (There are target numbers to meet)
- Deliver all courses consistently and safely.
- Contribute to reflective evaluation and continuous improvement of delivery.
- Contribute to the development of training, evaluation tools, and impact reports.
- Ensure training delivery aligns with aims of programme and its values.

Core Course Delivery Competencies

Knowledge

- Understanding of sexual violence and abuse – willingness to learn more specific elements as relate to the theme of the training session.
- Familiarity with trauma-informed principles.
- Awareness of cultural, historical, and gender factors in trauma.

Skills

- Strong facilitation and presentation skills.
- Communicate complex and sensitive information with empathy, clarity, warmth, and professionalism.
- Update content and develop new learning outcomes to suit the overall aim of the course.
- Ability to build relationships based on trust, respect, and empathy with partners from external agencies.
- Recognise and respond safely to participant distress or trauma disclosure, including suicide or self-harm content with compassion and containment.
- Co-create a psychologically safe, inclusive training environment.
- Collaborate with your co-trainer to ensure balance of theory, application, and perspectives.
- Model reflective, compassionate, and relational practice.
- Be able to describe the content of the course to enable learners to psychologically prepare for the nature of the course.

Experience

- Experience delivering professional development training and facilitating group work.
- Experience of facilitating discussions with multi-agency groups of professionals.
- Experience working with individuals affected by trauma.

- Experience working within multidisciplinary teams.
- Lived experience will be valued alongside professional expertise.