

## *Job Description for the Community Development Coordinator*

### **THE UPPER CANADA LEGER CENTRE FOR EDUCATION AND TRAINING**

#### **JOB DESCRIPTION: COMMUNITY DEVELOPMENT COORDINATOR**

##### ***General Description***

The Community Development Coordinator is a very important liaison person between/among the Centre's Student Nutrition Program and the schools and other community organizations. Knowledge of the program and its funding sources is important for the role as is the capacity to build relationships with the schools in particular and to serve as a basis for advocacy for both the program itself and for the client group it is designed to address.

##### ***Reports to***

The Student Nutrition Program Manager

##### ***Qualifications and Experience***

The Community Development Coordinator must have a

- Post-secondary certification in fields such as communication, nutrition management, the food industry or food logistics;
- Valid Driver's License;
- Reliable vehicle;
- Criminal Record Check;
- Vulnerable Services Check;
- Significant general knowledge of the food industry and the practices and beliefs which support healthy diets.

##### ***Other***

- A knowledge of French would be an asset;
- Safe Food Handling Certificate would be an asset;

##### ***Duties and Expectations***

The duties and the expectations of a Community Development Coordinator fall into four categories here referred to as competencies. Indicators for all four competencies are outlined below.

##### ***Competency 1: Knowledge:***

The Community Development Coordinator must be very knowledgeable about all facets of the Student Nutrition Program and be cognizant of policies and practices of the education system and the community with which he/she works. The following indicators are to be used as a guideline in this competency.

The Community Development Coordinator must know and understand:

- The mission statement and the core values of the Centre;
- All Ministry guidelines pertaining to the Nutrition Program;
- All relevant details in Canada's Food Guide to Healthy Living;
- Standard practices associated with safe food handling and preparation;
- The social, financial and demographic characteristics of the communities served;
- The funding models and sources which support the program;
- Details from those funding sources about how these resources are to be deployed in the schools;
- A general knowledge of the schools that are served - policies, procedures, programs and practices;
- All internal policies and practices of the Student Nutrition Program that impact on the delivery of the program in the community;
- A range of software programs including Excel, PowerPoint, Word, Microsoft Teams etc.

### ***Competency 2: Skills***

The Community Development Coordinator interacts with a variety of individuals and agencies in the schools and communities and must possess a skill set that establishes productive working relationships as a basis for implementing and fostering successful programs in the schools. The following indicators are to be used as a guideline in this competency.

The Community Development Coordinator must be able to:

- Act as an advocate for healthy lifestyles;
- Support volunteers who have been recruited for the program at the school level;
- Communicate with a variety of individuals and groups in an appropriate manner and through a variety of media;
- Compile, analyze and report on data collections;
- Work cooperatively with school-level coordinators;
- Prepare, present and evaluate workshops;
- Assess school expenditures in the context of the various guidelines from the funding agencies;
- Travel throughout the region to which he/she is assigned;
- Provide regular consultation to the schools and to other team members as required;
- Maintain accurate and complete records in hard copy and electronically as required;
- Ensure that the schools maintain their financial records in required order for reporting purposes.

### ***Competency 3: Values and Personal/Professional Qualities***

The Community Development Coordinator represents both the Centre and the Student Nutrition Program at the local level. The quality of that relationship and its representation are a significant factors in the establishment and maintenance of the program in the schools and community. The following indicators are to be used as a guideline in this competency.

The Community Development Coordinator must be, and be seen to be:

- An effective team player;
- A strong, loyal and enthusiastic supporter of the Centre and, in particular, the Student Nutrition Program;
- Tactful, diplomatic and discreet in dealing with the public;
- Self-directed and able to work under a minimum of supervision;
- Attentive to detail in all aspects of the position;
- Accessible to schools, community members and related organizations;
- A good role model for healthy lifestyles as befits a public person in this role;
- Reliable in terms of meeting deadlines, follow-up and speedy response.

### ***Competency 4: Mission Advancement***

The Community Development Coordinator, like all staff of the Centre, must be engaged not only in maintaining the programs and services offered by the Centre, but also advancing those services and, where possible, finding new and increasing numbers and different types of individuals and groups to help foster the growth of the program. The following indicators are to be used as a guideline in this competency.

The Community Development Coordinator must:

- Be willing to be a strong advocate for all aspects of the Student Nutrition Program;
- Expand the volunteer base;
- Engage in a continuous search for new funding agencies and new target audiences;
- Be available as needed for presentations on, and communication forums about, the programs and services that are offered by the Student Nutrition Program out of the Centre;
- Create easier pathways for school coordinators to enhance the visibility of the programs in the schools;
- Search continuously for information and helpful tips to share with the schools;
- Foster growth and commitment in the volunteers and other involved staff to the Program.