

Part-time Lead Facilitator

[The Harbour](#), a self-managed, consent-based, democratic learning community in Oxford, is seeking a part-time Lead Facilitator to join our community. As a Lead Facilitator, you will work with young people aged 11-17 to support their self-directed learning and help maintain a safe, inclusive community. We are looking for diversity in our team to reflect the wide variety of interests, abilities, and demographics of the Oxford community.

We are looking for someone who will be trained and ready to start in **September 2026**, but who will have the availability to join us for several sessions during **May – July 2026** to get to know the community and the role beforehand.

The role

The facilitators' role in The Harbour is to support young people in their journey to find their own authentic way of being and learning. We do that by establishing trusting relationships, fostering genuine curiosity about young people's interests and choices, and facilitating respectful, open, and non-judgmental conversations about our community members' ideas, values, and needs. We actively value young people's diversity across age, gender, race, culture, ability, neurotype and social background.

- As a **Lead Facilitator**, you will assume the responsibility, along with another Lead Facilitator, for the safety of the young people, planning activities aligned to the young people's interests and needs, the smooth operation of the day, updating parents, managing a small budget and updating the directors and the rest of the team as needed. [The main list of responsibilities for the Lead Facilitator is here.](#)
- You will also be the **Learning Group Advisor** for a group of up to six young people within the community, where you will be their main point of contact and will support them directly in keeping track of their Learning Agreements. [The main list of the Learning Group Advisor's responsibilities is here.](#)

Time, place and conditions of work

Our Oxford learning community operates in Wolvercote, Oxford, on Tuesdays & Thursdays, 10:15 am – 2:15 pm, but the hours may vary slightly.

Our team are all self-employed and are paid £ 16.50 an hour for both in-person and remote hours of work and meetings.

In addition to the in-person facilitation hours, Lead facilitators also receive an agreed amount of paid hours to attend meetings, meet with parents, plan activities and resources, and update young people's records.

We also operate two other learning communities, which the lead facilitator would be invited to join if and when it seems right for them and for us.

We are looking for a facilitator who:

- Deeply believes and is curious about self-directed, consent-based, democratic learning for young people and adults, and is committed to their own deschooling process.
- Has experience working with children aged 11-17 and loves it.
- Be actively and empathetically listening, assisting young people in enhancing their emotional literacy, developing co-regulation skills, and establishing relationships based on mutual consent.
- Looks to work collaboratively, experiment and learn from both positive and negative experiences while reflecting openly on their learning. Is flexible and able to join young people in learning topics they are not experts on, while supporting them in finding suitable resources.
- Is reliable, punctual, has strong self-management skills, and is safety- and privacy-conscious.
- Is adaptive to daily changes, possesses high levels of personal maturity and authenticity and can respectfully manage differences of opinions and feedback.
- Has their own talents, passions and interests and is looking to share them with young people (anything from art, music, sciences, drama, IT, outdoors, handwork, humanities, forest school/bushcraft skills, etc.).

Even better if a facilitator:

- Has thorough knowledge and understanding of child protection, safeguarding and equal opportunities policies and procedures.
- Has experience and knowledge of working with SEND young people, including PDA.
- Has experience working with EHCPs, EOTAS and in general liaising with schools and local authorities.
- Has a good understanding and experience with trauma-informed practices and non-violent communication.
- Has teaching experience.
- Is experienced in working and running an alternative education setting.
- Has current 12-hour Paediatric First Aid Certificate



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- Has Food Handling & Hygiene Certificate
- Have familiarity with Maths or English GCSE.

To apply:

We value diversity and inclusion and welcome applications from candidates with diversity in age, gender, race, culture, ability, neurotype and background. Our Equal Opportunities and other policies can be found [here](#).

Please apply by email to hello@oxford-harbour.org until **31/5/2026**. Please download [our application form from here](#), copy it into your own copy, fill it out, and email it to us.

We will invite the shortlisted applicants to conversations with the directors, the team and the young people.

Please let us know if you will need any reasonable adjustments.

If you'd like to know more about The Harbour, please have a look at <https://www.oxford-harbour.org>.

If you have any specific questions, please contact Carmel at hello@oxford-harbour.org.

Lead Facilitator responsibilities

- Develop the vision, core values, pedagogical decisions, and activities with support from the directors.
- Supervise young people and make safety judgment calls while they are engaged in self-directed activities according to The Harbour's safeguarding and health and safety policies. Carry a first aid kit and apply first aid when necessary.
- Manage collaborative risk assessments.
- Manage daily attendance and making sure young people are always accounted for.
- Facilitate our daily community meetings, support young people in chairing meetings if they wish to, and support the community in upholding its agreements and consensus-based decisions.
- Role-model self-managed learning, suggest appropriate resources and offer to facilitate plans that accommodate the young people's needs, but also respect their need to work independently or rest.
- Coordinate between other team members, such as volunteers and other non-lead facilitators (e.g., via our whiteboard, Signal groups, team meetings, records and emails).
- Support young people to choose and lead activities freely and consensually, ask hard questions, challenge power dynamics, and help them express their opinions, needs, bodily autonomy, and boundaries. Support those who need to reflect on the community's agreements.
- Support navigating conflicts using The Harbour's conflict resolution practices and tools.
- Support the responsible use of digital devices, our equipment, the grounds and the environment.
- Make sure you are familiar with all of The Harbour's policies and codes, and ensure to ask for refreshers, troubleshooting and support when in doubt.
- Maintain open and respectful relationships with the families of the young people and share concerns and celebrations in a sensitive and timely manner. Maintain parents' communication (weekly and ad hoc as needed).
- Support other team members and volunteers while taking care of your own physical and mental health, by regularly connecting with them throughout the day and being attentive to their evolving needs and concerns, as well as to your own.
- Attend weekly team meetings to discuss plans, troubleshooting, resources, and professional and personal development.



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- In charge of resources (agreed by the directors, within the budget and community agreements). In charge of buying food and making sure other resources are brought in the mornings.
- In charge of keeping the space clean and properly locked when the day is over.
- Planning time can take place after facilitation hours, within the agreed extra paid hours.
- Invited to termly enrichment meetings.

Learning Group Advisor's Responsibilities

- First point of contact about the young people in the Learning Group (e.g., with parents, schools, other team members).
- Making sure all young people in the Learning Group have learning agreements that are dynamic and challenged throughout the term.
- Follow up on the young people in the Learning Group's progress, and make plans with other team members when support and interventions are needed.
- Collate young people's feedback, fill forms and make sure parents' mid-term meetings are well-informed.
- Making sure learning group sessions are held weekly, and planned for young people to reflect and challenge their choices continuously.
- Making sure the Learning Group is working collaboratively and safely.
- Making sure our overall community agreements are agreed, understood and challenged.