

JOB DESCRIPTION AND PERSON SPECIFICATION

A. POSITION DETAILS

TITLE OF POST:	Performance & Quality Manager
RESPONSIBLE TO:	Director of Performance & Quality
GRADE:	Level 5
SALARY:	£47,635
CLOSING DATE:	19/11/17
INTERVIEW DATE:	Week of 4/12/17

B. PURPOSE OF THE JOB

- To support the work of the Performance & Quality Unit in the implementation of a Performance & Quality Framework that meets the needs of the Group, the constituent colleges, and their diverse student and staff groups. Working across the Group, they provide a steer for the improvement of the curriculum.

C. MAIN DUTIES AND RESPONSIBILITIES

Summary:

The post holders will be expected to undertake any of the duties set out below, subject to appropriate training, although he or she may concentrate on particular areas. However, in order to ensure a range of experience for the benefit of post holder and the Group, duties may be rotated from time to time.

- Curriculum Team Planning, Review and Support.

The post holders will support and monitor the implementation of the Performance & Quality Framework for planning, review and evaluation across the work of the curriculum teams in the context of priorities and targets. They will support and monitor the implementation of quality improvement plans arising from reviews and work with teams on the development and dissemination of good practice and the tackling of underperformance. They will work directly with new and inexperienced curriculum managers, or those managing underperforming areas, to support the use of the Performance & Quality Framework to drive improvement and achieve excellence.

- Teaching and Learning.

The post holders will manage the Group's arrangements for lesson observation, being responsible for their design, implementation, rigour and support for individual and collective improvement in teaching and learning. They will work with the Group's Development managers to ensure that observers are appropriately trained and supported. With the Performance & Quality Officer they will lead on the organisation of lesson observation and the recording and reporting of outcomes in ProObserve. With the Group's Development managers they will ensure that areas of strength and areas requiring development or improvement are clearly identified and used to inform professional development, leading to excellence.

- **Assessment**

The post holders will lead on the Group's Assessment Policy and its arrangements for Assessment Review, working with curriculum teams to implement these effectively and to evaluate their outcomes. They will chair the Assessment Committee, which monitors the quality of assessment and promotes excellence and ensures that Assessment Working Groups provide opportunities for the sharing of good practice and standardisation activities for the key awarding organisations / qualification types across the Group. They will also act as the Group's principal point of reference with awarding organisations, disseminating information and ensuring that the Assessment Review processes meet moderation / verification requirements. With the Group's Development managers they will ensure that areas of strength and areas requiring development or improvement are clearly identified and used to inform professional development, leading to excellence.

- **Performance data**

The post holders will ensure that externally and internally generated performance data relating to the Group and its constituent colleges are analysed, clearly communicated and understood across the Group, and used to evaluate and improve performance. They will ensure curriculum reviews are based on robust quantitative and qualitative evidence. They will work with service managers to ensure the timely supply of relevant performance data to enable review, and will support curriculum managers to use data effectively to identify the stronger and weaker aspects of performance, to set targets for further improvement, and to monitor progress towards achieving these.

- **Student Surveys**

The post holders will lead the arrangements for obtaining, collating and analysing feedback from students about the quality of their experiences, ensuring that this feedback is used effectively in curriculum team reviews and quality improvement plans to drive improvement and achieve excellence.

- **Support for self assessment and quality improvement planning.**

The post holders will support the Director for Performance & Quality in:

- Facilitating a constructive and systematic review of performance four times each year across the Group's curriculum areas. They will contribute to the preparation and conduct of the reviews and to the monitoring of outcomes.
- Designing the processes of self assessment and improvement planning for curriculum teams and supporting managers to implement them effectively, providing feedback. They will also assist with the validation of self assessment reports and quality improvement plans and the preparation of summary and Group reports and plans
- Operating a Business Partnering model for the Group's colleges, reporting to the College Advisory Boards on college performance
- Preparing and participating in external reviews / inspections by Ofsted and QAA.

D. EXPECTATIONS OF THE POST HOLDER

- Demonstrate model behaviours that, at all times, are consistent with an open, inclusive and participative style;
- Be proactive in identifying and pursuing opportunities that are appropriate to maintaining his/her continued professional development;
- Demonstrate a commitment to the development and practice of equal opportunities in every aspect of the life of the Group;
- Abide by the Group's data protection policy;
- Actively participate in the appraisal scheme;

- Participate in the implementation of and compliance with the provisions of legislation and good practice relating to health and safety;
- Carry out work in a manner and framework that is consistent with the Group's requirement to safeguard children and vulnerable people;
- Work within the Group's values.

N.B. This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive listing of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation.

E. PERSON SPECIFICATION

Area to be assessed	Essential	Desirable	How this will be assessed
Qualifications	<ol style="list-style-type: none"> 1. Educational achievement to degree level 2. Qualified teacher 	A relevant post graduate or additional qualification	AF
Professional development	<ol style="list-style-type: none"> 3. Evidence of ongoing professional updating and development in relevant fields. 		AF / I
Knowledge	<ol style="list-style-type: none"> 4. An understanding of the reasons for an Equal Opportunities Policy and how it affects the immediate working environment and relationships with clients. 5. An awareness of safeguarding and how it relates to the work of this post in a further education College. 6. An understanding of inspection and review frameworks. 7. An understanding of designing and implementing performance & quality systems and how these impact on improvement. 8. An understanding of the internal verification / moderation requirements of the principal awarding bodies. 9. An understanding of the principal sources of FE performance data and what they show about performance. 		AF / I
Experience	<ol style="list-style-type: none"> 10. Experience in the management of performance & quality in an FE institution and in particular of achieving excellence 11. Experience of working effectively in a complex organisation 12. Experience of leading change and development to support initiatives 13. Experience of developing and implementing action and operational plans 14. Experience of working effectively as a member of a team 	Experience as an inspector and / or preparing for inspection	AF / I
Skills and Abilities	<ol style="list-style-type: none"> 15. Good interpersonal skills and written and oral communication skills: capable of building relationships across the Group at all levels; leading and influencing a range of people 16. Good numeracy and analytical skills: skilled in use of FE performance data; and in communicating complex concepts and data to others 17. Excellent administrative and IT skills, including knowledge of Microsoft Office. 18. Good organisational skills and high attention to detail. 19. The ability to plan and monitor one's own workload, and to supervise others, to ensure that deadlines are met. 20. The ability to work effectively as a team member and as a leader of projects and aspects of the performance and quality framework. 21. A flexible approach to work in order to achieve deadlines. 22. The ability to maintain records and produce relevant documentation as required. 		AF/I

This post is subject to an enhanced Disclosure and Barring Service (DBS) disclosure