**TEAM MEMBER ROLE PROFILE – November 2016**

| **Title**  **Level**  **Reports to** | **Assessor (Specialist in Engineering)**  **H23 – H29 (market supplement relevant to H38)**  **Assistant Academy Manager** | | **Business: Harlow College**  **Location: Harlow, Essex** | |  |
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| **ROLE IN CONTEXT** | | **ROLE IN ACTION** | **NEED TO KNOW** | **NEED TO BE** | |
| **Context**  **1. Success**  To be part of a forward looking FE college, currently a sector leader for student success and value added. We aim to provide our students with “more than a qualification”, providing them with the skills to achieve 1st class destinations and employment.  **2. Culture**  To contribute to a results driven operation in a fast paced culture where flexibility, hard work and change are the norm and our core values are:   * Students at the Heart * Work hard, work together * Be the best * Be Innovative and Enterprising   **3. People**  Individuals not numbers, we believe all our people, both staff and students, have the potential to succeed in whatever they set their minds to and, at Harlow College, everything we do is about getting them there.  **Purpose and Dimensions**  **1. Job Purpose**  To assess and support apprentices and learners to achieve vocationally related qualifications working with those in work or seeking employment  **2. Function’s Strategy**  Contribute to the function’s strategy which is part of the Teaching , Learning & Assessment Strategy  Part of a team responsible for the delivery of the College’s teaching and learning strategy and 3 year strategic plan  **3. Key Partners/Relationships**:  Academy staff and managers  Employers  Apprentices & Learners | | **Core Areas of Responsibility**   1. To carry out initial assessments, agree an individual learning plan which leads to successful achievement, completion of all required contractual documentation 2. To carry out work based learning and assessment of competence & knowledge 3. To support knowledge/competence/functional skills requirements in learning workshops, 1-1 and small group training in the college, on employer premises and other designated locations, as required 4. To be responsible for apprentices & learners, and to review their progress against their learning plans and provide feedback to relevant parties, e.g. parents, employers and sponsors 5. To establish good employer relations, and carry out health and safety risk assessments in the candidates workplace 6. To keep accurate records in accordance with the requirements of the awarding body & funding requirements 7. To provide induction and exit guidance for apprentices & learners 8. To ensure Additional Learning Support needs are identified and supported 9. To participate in promotional and recruitment activities as appropriate 10. Responsibility for promoting and safeguarding the welfare of vulnerable adults and young persons you are responsible for, or come into contact with 11. To ensure that equality and diversity is embedded in all policies, practices and decision making     **Critical Success Factors**     1. Deliver the targets set in each of the following areas:  * Learner starts   + Retention   + Success Rates  1. Apprentices & learners achieve their learning plan (targets) 2. Positive feedback from learners/employers 3. Achievement of appraisal targets | **Organisational Capabilities**   1. Ability to work to the standards and set procedures that come with the necessary scrutiny when working in the public sector but in optimum resource efficient ways so as to minimise delays and over-administration 2. Achieves maximum benefit from limited resources 3. Quickly adapts to change and sees it as an organisational ‘norm’   **Be the Expert** (technical knowledge, qualifications, experience, occupational competence & requirements, etc)   1. Significant experience in an appropriate engineering discipline 2. Recent relevant experience of working with adults and young people assessing national vocational qualifications (NVQs) at level 3 or above 3. Understanding of modern manufacturing techniques 4. A1 qualification or equivalent 5. Experience of risk assessment and health and safety in the work place 6. Excellent communication and interpersonal skills 7. Flexible attitude and the ability to accept the need for and to implement change 8. Willingness to undertake appropriate training when necessary 9. Ability to maintain accurate records 10. The ability to function effectively within the team 11. Be able to understand and utilise digital technology 12. Ability to work under pressure whilst maintaining a good mental stability and mental resilience. | **Competencies** (core for all HC team members)  **1. Learning Orientated**   * Seeks feedback on their own performance from a variety of sources * Shares learning with others * Engages in development activities and achieves tangible progression * Actively seeks to increases/improve knowledge and skills   **2. Results Focused**   * Meets targets and job related outputs * Remains focused on the priorities and delivers them relentlessly despite issues that may arise * Resolves issues that affect targets being met   **3. Quality Minded**   * Can evidence their contribution to the college’s Quality Improvement cycle (e.g., SAR/QIP) * Seeks ways to continuously improve the service/productivity of their working area * Notices quality performance in others and offers feedback accordingly   **Role Competencies** (specific to role)  **1.**   **Innovative**   * Generates original and new ways of embedding learning and assessment * Seeks cutting edge ideas/models of excellence and adapts them to suit the College and achieve success * Finds ways around restrictions and / or limitations * Is creative under pressure and/or with limited resource     **2. Customer Focus**   * Actively seeks students/employer views on what they want from the service provided * Uses feedback to continuously improve the student/employer experience * Responds to employer/students’ concerns or complaints promptly and positively * Provides support that is bespoke to the individual * Professional and courteous in all transactions with students, clients, staff, partners and members of the public | |