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| Job Title | | Quality Improvement Manager | | | |
| Salary | | Band 4, Level 1 | | | |
| Responsible to | | Assistant Principal -Education and Training | | | |
| Staff Managed: | | | | | |
| Direct Reports: | Temps/TAC managed per annum | | Project staff managed per annum | | Are staff highly mobile or based on different sites? |
| No:3 | No:0 | | No;0 | | Yes |
| Budgets managed |  | | |  | |
| Purpose of Job | | | | | |
| To lead on the development, operation and review of all WAES operations, systems and processes from centre approval through to the awarding and certification of learner achievements. To ensure that Awarding Body requirements are met, internal systems operate effectively and are subject to the continuous improvements required.  To lead on the development and ongoing review of all aspects of the quality assurance ensuring that appropriate policies, systems and procedures are in place to meet and exceed regulatory requirements and that the operation of those quality systems establishes and maintains the very highest standards. This will include taking on the role of ‘Responsible Officer’ for all interactions with the accrediting/awarding bodies.  Making a full contribution to the senior management team and the strategic direction of the organisation being responsible to the Head of Service for all aspects of the college’s quality standards, reporting and continuous improvement to assist the college to achieve its goal of being an ‘Outstanding’ provider as graded by OFSTED.  To lead on the ongoing development of the Service’s Self-Assessment process and the Quality Improvement Plan. | | | | | |
| Key duties and responsibilities of role | | | | | |

1. To lead the Service’s quality strategy and key performance indicators, providing guidance and support for its effective implementation and review.
2. To work closely with the Assistant Principal for Education and Training to ensure that teaching, learning and assessment in both direct and subcontracted provision is rated good or outstanding by OFSTED.

1. To line manage the Advanced Learning Practitioners and Learning Technology Officer.
2. To lead the annual, whole Service self-assessment programme taking responsibility for validating, publishing and presenting the annual self-assessment report and quality improvement plan to the Skills Funding Agency, Ofsted, Board of Governors and stakeholders.
3. To design, implement and continuously improve systems that establish and maintain the highest possible standards of education and training to learners, trainees and apprentices.
4. To oversee and lead on the development, operation and review of awarding body registration, the internal and external verification processes and moderator visits ensuring that awarding body and regulatory standards are met or exceeded.
5. To manage the Service’s annual programme for the observation of teaching and learning, including the training of observers and moderation of judgements, providing regular management reports, and ensuring that effective support is provided to improve areas of underperformance.
6. Report to the Performance Review Committee of the Board of Governors and lead the planning, management and business of the Service Quality Review Committee.
7. To initiate, develop and co-ordinate quality improvement procedures for the Service in order to improve the experience of all our learners and raise their achievement and success rates.
8. To lead and manage the Service’s response to local, regional and national priorities in relation to quality improvement and to take responsibility for the dissemination of changes in quality processes to key staff.
9. To assist the Senior Management Team in improving quality systems to comply with national standards and legislation and in line with the requirements of the OFSTED Common Inspection Framework.
10. To promote a culture of continuous quality improvement across the Service through setting robust quality improvement objectives with managers and monitoring progress to ensure achievement.
11. To support the Assistant Principal for Education and Training in ensuring that the Service is fully prepared for OFSTED inspection and other external quality inspections and audits, including IIP, Matrix accreditation, and accrediting body external validation.
12. To collate and analyse performance data against national benchmarks and provide quantitative and qualitative evidence of improvement as required by internal and external stakeholders.
13. To lead in the production, review and updating of quality related policies, procedures and documentation.
14. To ensure that the views of learners, staff, the local community and employers are used to measure the effectiveness of the Service and identify and facilitate continual improvements in teaching and service delivery.
15. To contribute to strategies which result in effective and consistent learner support, promoting retention, achievement, progression, access and equality throughout the Service.

18. To work closely with Service managers to identify, develop and evaluate training and development activities to support quality improvement.

1. To lead staff CPD training workshops and other workshops appropriate to the quality improvement role.
2. To manage and report on designated budgets to ensure that they remain within the agreed level of spend.

General

* + To actively promote equality and diversity in all aspects of work with and for the Service.
  + To take responsibility for own professional development and participate in relevant internal and external activities;
  + To implement the College’s health and safety policies and practices, including Safeguarding and Prevent
  + To partyicipate in the Duty Manager rota as required
  + To carry out the above duties within the requirements of the Data Protection Act.
  + To carry out the above duties in a confidential and sensitive manner.

**This job description is current as at the date shown although it is not an exhaustive list. In consultation with you, it is liable to variation to reflect changes in the job. The post holder will be required to undertake such duties as may reasonably be expected. All members of staff are expected to be professional, co-operative and flexible within the needs of the post, the department and the Service.**

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| PERSON SPECIFICATION  The person specification outlines what is essential for the competent performance of full duties and responsibilities of the job, including professional or specialist skills or experience required. Applicants will need to demonstrate in their supporting statement how they meet the criteria listed below.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Post Title: |  | We will assess your match to the criteria from: | | | | | | KEY: (E) – Essential (D) - Desirable |  | Appl. Form | Tests | Inter-view | | Refer-ences | | QUALIFICATONS/EDUCATION/TRAINING |  |  |  |  | |  | | First degree | E | ✓ |  |  | |  | | Teaching qualification – a minimum of Level 4 | E | ✓ |  |  | |  | | Management/Quality Assurance qualification at Level 4 | E | ✓ |  |  | |  | | PROFESSIONAL KNOWLEDGE/UNDERSTANDING |  |  |  |  | |  | | High level knowledge and understanding of quality assurance and continuous improvement methods in an educational environment | E | ✓ |  | ✓ | |  | | Knowledge and understanding of performance indicators, benchmarking systems and the Common Inspection Framework | E | ✓ |  | ✓ | |  | |  |  |  |  |  | |  | | EXPERIENCE |  |  |  |  | |  | | Experience of reporting at senior/Board level on quality | E | ✓ |  | ✓ | |  | | Experience of working in an Adult Education / FE environment | E | ✓ |  | ✓ | |  | | Experience of influencing change and achieving improvement in teaching, learning and assessment practice | E | ✓ |  | ✓ | |  | | Experience of developing and operating quality improvement procedures | E | ✓ |  | ✓ | |  | | Experience of OFSTED inspection framework and using self-assessment to monitor performance | E | ✓ |  | ✓ | |  | | Significant teaching experience | E | ✓ |  |  | |  | |  |  |  |  |  | |  | | SKILLS |  |  |  |  | |  | | Excellent written, spoken, interpersonal and presentational skills | E | ✓ |  | ✓ | |  | | Experience of analysing statistical data and other information sources, draw judgements and presenting findings orally and in reports using complex data | E | ✓ |  | ✓ | |  | | Ability to design, implement and monitor a coherent quality improvement strategy to achieve excellence. | E | ✓ |  | ✓ | |  | | Ability to provide senior level leadership on quality standards in a complex and dynamic further education environment | E | ✓ |  | ✓ | |  | | High level skills in using ICT to produce correspondence and reports, spreadsheets and databases |  | ✓ |  | ✓ | |  | |  |  |  |  |  | |  | | DISPOSITION/PERSONAL QUALITIES |  |  |  |  | |  | | Ability to inspire, motivate and support people to achieve excellence | E | ✓ |  | ✓ | | ✓ | |  |  |  |  | |  |  | | KNOWLEDGE/UNDERSTANDING OF KEY POLICIES |  |  |  | |  |  | | Understanding of Safeguarding Legislation and its application within the educational sector and in relation to this post. | E | ✓ |  | | ✓ |  | | Commitment to equality and diversity and a good understanding of its practical implementation in the role. | E | ✓ |  | | ✓ |  | |