****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Job Title** | | Apprenticeship and Skills Manager | | | |
| **Salary** | | Band 3, Level 2 | | | |
| **Responsible to** | | Director of Income Generation and External Business | | | |
| **Staff Managed:** | | | | | |
| Direct Reports: | Temps/TAC managed per annum | | Project staff managed per annum | | Are staff highly mobile or based on different sites? |
| No: Up to 12 | No:0 | | No;0 | | Yes |
| **Budgets managed** | £400,000 | | | Other £50,000 | |
| **Purpose of Job** | | | | | |
| The post-holder will be responsible for leading the following designated curriculum areas within the Service:   * Work Skills Programmes (includes Apprenticeships, traineeships, employability and online learning)   Key purpose is to:   * Be responsible for the leadership, management and strategic development of apprenticeships, workplace, classroom based and distance learning delivery within the designated programmes areas/s and in relation to all types of funding (as appropriate and allocated) ensuring that the quality of delivery is of the highest standard. * Be responsible for ensuring high quality teaching/assessing and learning experiences for learners. * Develop and maintain relations with employers, national/local organisations and other agencies to identify employment needs and meet key targets in all areas of delivery. * Achieve key targets and performance indicators across all areas of responsibility particularly in relation to managing and monitoring recruitment, retention and achievement in specified areas of the provision. * Lead on curriculum development across the Service and initiate new initiatives in response to stakeholder needs. | | | | | |
| **Key duties and responsibilities of role** | | | | | |

1. To ensure that the delivery of teaching, learning and assessment is of the highest standard and responsive to the needs of all stakeholders in areas of responsibility.
2. To be responsible for the achievement of all performance targets (e.g. recruitment, retention and achievement targets for learners) in the specified areas of the provision. To monitor management information on an on-going basis, provide analysis of associated data as required and ensure that any action needed as a result of such monitoring is duly taken.
3. To ensure that the targets for the improvement in the quality of teaching, learning, assessment and attainment for the area are achieved, including managing and being accountable for, improvements in the quality of teaching, assessing and learning delivered in areas of responsibility.
4. To ensure that the annual schedule of observation of teaching, learning and assessment (OTLA) is prepared and implemented in a timely manner and is duly monitored, ensuring all observations are carried out and that moderation of OTLA grades takes place to meet the quality standards of the Service.
5. To lead and manage all aspects of the Service’s quality and self-assessment processes that are the responsibility of the role including, in particular, the production of self-assessment reports, the Quality Improvement Plan, monitoring of IV/moderation/standardisation processes and action plans.
6. To ensure that all courses or delivery meet or exceed National Averages and to ensure that all courses and/or delivery and teaching standards meet the relevant awarding body or Service Quality Standards.
7. To line manage the staff assigned and ensure that line management meetings and appraisal of team members take place in a timely manner and ensure that any identified areas for training/development are addressed to meet staff development and support needs. To work with the Staff Support Manager to manage part time staff in order to ensure successful delivery.
8. To be responsible for ensuring that staff understand their roles and responsibilities in relation to implementing policies and procedures, particularly those relating to learners.
9. To be responsible for overseeing the complete accreditation process in the designated area in conjunction with the exams department. To ensure that the quality systems associated with accreditation are upheld and consistently applied, including the timely registration of learners for exams/accreditation; monitoring results and actioning re-sits where necessary; training staff in exams processes.
10. To manage the aspects of the Service’s strategic and annual business planning and budgeting processes that are the responsibility of the role and support the Director of Income Generation and External Business in achieving the Service’s strategic objectives
11. To contribute to the development of funding bids and policy initiatives to and where appropriate, take the lead in managing the implementation of successful bids and setting up new projects.
12. To represent the Service with external agencies as required in the performance of duties and to deputise for your line manager as required.
13. To keep up to date with post-16 funding, policy, curriculum and employment developments at a national and local level and disseminate the information to teams or Service-wide as required.
14. To ensure the effective involvement of key partners in curriculum development and planning (e.g. Job Centre Plus, local employers, learners, voluntary and community organisations etc.) To capitalise on links with employers and other stakeholders to engage their expertise in developing the Service’s offer for relevant pre-employment, apprenticeships and work-related programmes and keeping it up to date and industry relevant.
15. Develop ways to enhance and extend the curriculum to meet the particular needs of job seekers and unemployed residents in priority neighbourhoods e.g. short and intensive programmes with employability support, community based delivery etc.
16. To manage the initial assessment of learners, the identifying of individual learning needs and referrals to learning support as required, ensuring that there are robust initial assessment procedures in place for areas of responsibility and that these are reviewed as appropriate.
17. To ensure that the views of stakeholders particularly learners and employers impact on curriculum developments and improvements, ensuring regular engagement to inform planning and delivery.
18. To inspire staff to be innovative in all aspects of teaching and learning, liaise with the e-Learning team to develop the use of e-Learning in terms of both course provision and staff development and to embed the use of e-Learning across all areas of responsibility.
19. To plan, manage and ensure the effective deployment of the resource requirements for the services that are the responsibility of the role including financial human and physical resources.
20. To be a part of the extended leadership and management team that oversees the smooth day-to-day running of the Service.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **General**   * To be responsible for the operation of staff disciplinary, grievance and performance management procedures and policies. * 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. * 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. * To undertake such other duties commensurate with the grade of the post as may reasonably be required including some flexible hours including evening or weekend working as well as off-site working.   **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.**  **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: Apprenticeship and Skills Manager |  | **We will assess your match to the criteria from:** | | | | | | KEY: (E) – Essential (D) - Desirable |  | Appl. Form | Tests | Inter-view | | Refer-ences | | **QUALIFICATONS/EDUCATION/TRAINING** |  |  |  |  | |  | | A relevant first degree and/or professional qualification in a relevant subject area | E |  |  |  | |  | | A full recognised teaching qualification at level 4 or above | E |  |  |  | |  | | A management qualification | D |  |  |  | |  | | Evidence of continuous professional development | E |  |  |  | |  | | **PROFESSIONAL KNOWLEDGE/UNDERSTANDING** |  |  |  |  | |  | | Broad knowledge of the post-16 education sector, in particular policy developments/issues that will impact upon education, training and learning in a workplace, adult and community education environment. | E |  |  |  | |  | | Substantial knowledge of developing and delivering education and training programmes to meet the needs of adults in the local context; particularly of those experiencing social exclusion and barriers to employment and in-work progression. | E |  |  |  | |  | | An in depth understanding of current trends in funding and curriculum development in apprenticeships and traineeships. | E |  |  |  | |  | | A good knowledge of Ofsted and the Common Inspection Framework as it applies to the role. | E |  |  |  | |  | | Strong understanding of how learning technologies can be used to innovate in curriculum delivery | E |  |  |  | |  | | **EXPERIENCE** |  |  |  |  | |  | | Experience of direct co-ordination/management of apprenticeships, classroom and/or work place delivery. | E |  |  |  | |  | | Experience of effectively developing, deploying and successfully leading staff. | E |  |  |  | |  | | Current demonstrable experience of teaching adults | E |  |  |  | |  | | Direct relevant experience of curriculum planning processes, particularly in relation to developing innovative education and training programmes. | E |  |  |  | |  | | Experience and success, in developing the curriculum in response to employer and employment needs. | E |  |  |  | |  | | Experience of devising and implementing robust initial assessment processes for area of responsibility | E |  |  |  | |  | | Experience of managing budgets and a track record of meeting challenging financial targets. | E |  |  |  | |  | | Experience of successfully bidding for funding to generate additional income and managing externally funded projects. | D |  |  |  | |  | | **SKILLS** |  |  |  |  | |  | | Excellent written, organisation and a high level of administrative skills. | E |  | 🗸 |  | |  | | Well-developed interpersonal, communication, external liaison and networking skills, with the ability to communicate and work effectively with staff across the Service and with a variety of organisations. | E |  |  |  | |  | | Highly skilled in using management information systems to extrapolate required information to meet internal and external information requirements, and take action in a swift and effective manner as required | E |  |  |  | |  | | Strong management skills and able to delegate effectively, manage the performance of others in accordance with good management practice, including undertaking staff appraisals and development activities | E |  |  |  | |  | | Good business acumen, including strong financial and budgeting skills. | E |  |  |  | |  | | Strong core IT and data analysis skills and confident in the use of business packages/MIS systems relevant to the role. | E |  |  |  | |  | | **DISPOSITION/PERSONAL QUALITIES** |  |  |  |  | |  | | Ability to inspire, motivate and support people to achieve excellence in their practice | E |  |  |  | |  | | An ability to develop positive working relationships with employers, individuals and groups at all levels (internal and external) and to promote the area(s) and the Service. | E |  |  |  | |  | | Ability to provide effective curriculum leadership, plan strategically and meet deadlines | E |  |  |  | |  | | An outstanding ability to develop and enhance quality assurance/administrative systems, and to produce intelligent analysis of data as required. | E |  |  |  | |  | | The ability to analyse, solve problems and implement change with a successful track record of managing and delivering change. | E |  |  |  | |  | | Ability to work flexibly and be able to adapt to new methods and ways of working. | E |  |  |  | |  | | Proactive, able to meet tight deadlines and an excellent team player | E |  |  |  | |  | | A strong commitment to striving for excellence and to learner success | E |  |  |  | |  | | **KNOWLEDGE/UNDERSTANDING OF KEY POLICIES** |  |  |  | |  |  | | Commitment to Safeguarding and an understanding of Safeguarding Legislation and its application within the educational sector and in relation to this post. | E | ✓ |  | | ✓ |  | | Commitment to equality, diversity and inclusion and a good understanding of its practical implementation in the role. | E | ✓ |  | | ✓ |  | |