**JOB DESCRIPTION**

**POST : Dental Assessor**

**DEPARTMENT/FACULTY : Health Sciences, Care & Public Services**

**RESPONSIBLE TO : Head of Faculty (HoF)**

**POST OBJECTIVE:**

The assessor’s key objective is to assist and assess candidates in order to help them achieve their competency qualification within the Apprenticeship Standards, including identifying any skills gaps. Working closely with the curriculum delivery team the assessor will monitor the performance and progress of Apprenticeship candidates in accordance with the Work Based Learning Quality Procedures. To actively work with the Business Development Team to promote Apprenticeship programmes to employers.

**MAIN DUTIES AND RESPONIBILITIES:**

1. To support and participate in the promotion, recruitment, and enrolment of apprentices and the engagement of employers in order to maintain the required minimum caseload as directed by the Head of Faculty.
2. Follow up on enquiries relating to work based learning activity as advised by the Apprenticeship Coordinator. The Assessor will meet with the employer and the employee giving initial advice and guidance in accordance with the job role, framework level and eligibility.
3. Following receipt of all relevant sign up documentation the assessor will acknowledge the schedule of progress reviews as set by the apprenticeship co-ordinator
4. To be responsible for the induction of apprentices and employers so that there is a good understanding of the Apprenticeship standards ensuring completion of the remaining sections of the Individual Learner Agreement (ILP). The induction process should include information on Company and College policies in relation to Health and Safety, Equal Opportunities, Bullying and Harassment, and Safeguarding. An introduction to the methods by which training will take place will also be discussed.
5. Attach all Standards Components to the One File system along with a target completion date against each unit. Be responsible for the updating and uploading of their learners progress and visit activities on the One File system
6. Assess learners competence in the workplace identifying skills gaps, followed up by training provision to meet the need of the identified skills gaps. Finally, there should be a follow up assessment to determine if the training need has been met.
7. To monitor and assess progress in a timely and planned manner. If, on receipt of a report detailing a 3-month countdown to timely achievement date, it is identified that the learner may not achieve on time a case conference should be called immediately with the curriculum delivery team to determine an improvement/ action plan
8. Arrange and carry out an initial ‘right choice’ review with the learner in week 4.
9. Undertake every 4-8 weeks a progress reviews with the learner and the employer. The review should be undertaken in accordance with the progress review section of the WBL Quality Procedure and should include details of employees attendance whilst on programme
10. Assessors should ensure that all assessments should take place in accordance with the Awarding organisations standards/criteria and recorded using the appropriate documentation.
11. On completion of all components of an apprenticeship framework the assessor will undertake an exit review involving the ‘next stage’ ‘IAG’ review. The assessor should ensure that the progression route/destination of the learner is documented.
12. Attend regular meetings as directed by the Apprenticeship Manager and Head of Faculty and or line manager. These include but are not limited to weekly Tracking Meetings and termly Standardisation and Work Based Quality Compliance Meetings.

**ADDITIONAL TASKS:**

1. To comply with the College’s Professional and Academic Standards at all times
2. To provide education and training in a learning environment approved by the institution.
3. To undertake essential and role-related activities/CPD
4. To ensure full compliance with all related College policies and procedures.
5. To work within College policies on Health & Safety and Equal Opportunities.
6. To comply with the College’s Safeguarding and whistleblowing policies and procedures.
7. To undertake any other duties required by the line manager.
8. To comply with the College’s Performance Management Framework, ensuring that all direct reports have agreed targets and objectives in place which are regularly monitored, enabling direct report to meet ambitious College targets.

This job description is not intended to be exhaustive but to indicate the main responsibilities of the post and may be amended from time to time.

**This post is not exempt from the Rehabilitation of Offenders Act 1974**

**PERSON SPECIFICATION**

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| **Ref:** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| **Practical** | * Smart appearance
* Personable manner
 |  | Job and Medical History from application form and references. Performance in interview process. |
| **Qualifications** | * Level 3 or above in relevant subject area or working towards.
* Assessor Award
* IQA Award or willing to achieve
* GCSE (A-C) English & Maths
* First AID
 | * Teaching Qualification
* V1 NVQ Internal Verifiers Award
 | Formal possession of an appropriate qualification to be verified at interview or from records. Original certificates shown to HR and copies taken.Interview. |
| **Experience** | * Relevant industry experience
* Experience of working with 16 to 18 year olds
 | * Use of Onefile or other electronic monitoring systems.
 | Past employment activity record and application form. Performance on related selection methods, e.g. presentation, group discussion. Interview. |
| **Training** | * Evidence of Continuous Professional Development and verifiable and non-verifiable CPD as governed by the GDC
 |  | Past training history from application form and records. Selection process by demonstration of ability to display knowledge and skills at the interview. Certificates. |
| **Special Knowledge** | * Up to date knowledge of the relevant industry.
* Excellent knowledge of current developments within the sector/industry
 |  | Qualification held and original certificate shown to HR.Demonstration of ability to display knowledge and skills at the interview. |

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| **Circumstances** | * Driver License and access to a car.
* Ability to work outside usual office hours when required especially at critical times of year
* To work within the College’s safeguarding & whistleblowing policies & procedures to protect children, young people & vulnerable adults
* Flexible approach to working hours including evening and weekend work as required
* To work within the College’s safeguarding and whistleblowing policies & procedures to promote the welfare and protection of children, young people & vulnerable adults
 |  | Ensuring candidates are aware of these requirements from the job description. Applications form details and interview. Recruitment checks.References. |
| **Disposition** | * Ability to engage and motivate learners
* Enthusiasm for subject
* Ability to work diligently in all aspects of role
* Organisational skills
* Proactive team member
* Highly self-motivated
* Ability to work under pressure and meet tight deadlines/targets
* Ability to work to quality standards
* Ability to work on own initiative
* Ability to liaise effectively with people of all ages
 | * Ability to interact with and engage employers and to take part in curriculum development
 | Interview, recruitment checks and references including current employer and relevant to post. |
| **Practical and Intellectual skills** | * Ability to collate and interpret information
* Excellent organisational skills
* Problem solving skills
* Excellent attention to detail
* Excellent communication & presentation skills
* Good interpersonal skills
* Approachable
* Diplomacy, honesty and reliability
* Excellent customer service skills
* Good administration skills
* Good IT skills
 |  | Performance in related selection process e.g. exercises, group discussion, problem solving, questions etc. |
| **Legal Requirements** | 1. DBS Clearance on appointment
 |  | Application form and interview questioning and references. |