****

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **POST TITLE:** | Training and Assessment Facilitator |
| **GRADE:** | Level 6 |
| **PROGRAMME AREA:** | Plastering, Interior Systems, and Wall and Floor Tiling |
| **PURPOSE OF JOB:** | Assessment of On-Site Apprentices |
| **RESPONSIBLE TO:** | Head of Apprenticeships |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date of issue** |  | **Signature** |  |

|  |  |
| --- | --- |
| **Line Manager's Signature** |  |

**T.A.F.: Job Description**

**Full time and Fractional Posts**

The post holder must at all times, carry out his/her responsibilities in accordance with College policies, actively supporting the mission of the Sheffield College as outlined in the Strategic Plan.

1. Main Responsibilities

(Extract from the Academic Contract of Employment Clause 2.2)

Your main duties may include, but will not be limited to:

* Act as a mentor for students in capacity of personal tutor.
* Deliver learning as a member of a Curriculum team within an established programme of study
* Transfer knowledge in the form of practical skills, methods and techniques.
* Identify learning needs of students and define appropriate learning objectives.
* Develop own materials, methods and approaches with guidance.
* Supervise the working of students, provide advice on study skills and help them with learning problems.
* Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.
* Responsible for directing work of others.
* Can refer to academic staff or external professionals when complex specialist problems occur.

2. Other Responsibilites

This may include:

* Planning and organises own work on a more long-term basis.
* Determines priorities and allocates appropriate resources.
* May contribute to planning for future innovative or strategic developments in own work area or department
* Use resources, laboratories and workshops as appropriate.
* Plan and manage own teaching and tutorials as agreed.
* Develop initiative, creativity and judgement in applying appropriate approaches to student and learning support activities.
* Share responsibility in deciding how to deliver modules and assess students.
* Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.
* Ability to assess work and issues in an objective way.

1 of 2

3. Management and Administration

(Extract from the Annual Management Guidelines 1995 Section 3.1.4. These guidelines are non contractual)

This may include:

• contributing to College administration or the administration of education and training programmes

• publicity and public relations

• participation in appropriate team and committee meetings and course management duties including the interviewing, induction, assessment and examination of students

• preparing statistical returns including retention rates, examination results, student progress placement and destination

• participation in student monitoring and reporting, course review and evaluation procedures

• participation in quality assurance and control procedures

4. General Management Responsibilities

* maintaining a safe and healthy working environment in accordance with the College’s Health and Safety policies and procedures, including risk assessments in conjunction with other colleagues and managers;
* operating within the College’s equal opportunities framework to achieve College targets and establish parity of esteem between learning programmes;
* contributing to the teaching programme of the College within agreed guidelines;
* acting as a Programme Co-ordinator and/or Personal/Year Tutor where required.

5. Undertaking any other duties and responsibilities as may be determined after consultation between the post holder and management.

****

**Training and Assessment Facilitator**

|  |  |  |
| --- | --- | --- |
|  | **ESSENTIAL/**  **DESIRABLE (E/D)** | **APPLICATION/ INTERVIEW**  **(A/I)** |
| **EDUCATION/TRAINING/QUALIFICATIONS**   * NVQ level 3 qualification (or equivalent) in Vocational/Curriculum Area * GCSE (or equivalent) including English and Maths * Assessor Award TAQA * Verifier Award eg TDLB or V Units * PTLLS teaching award (minimum) or equivalent or willingness to work towards | E  E  E  D  D  D | **A**  **A**  **A**  **A**  **A**  **A/I** |
| **SKILLS/KNOWLEDGE**   * Conversant with Government Funded Training Programmes * Quality Assurance Standards * Knowledge and understanding of vocational specific curriculum requirements * Ability to use current IT applications effectively, including Microsoft Office and Web based systems, including e-mail. * Experience of working with NAS/recruitment | E  E  E  E  D | **A/I**  **A**  **A**  **A**  **A** |
| **WORK EXPERIENCE**   * Active experience of assessing * Demonstrate a high level of customer service * Demonstrate a current high level of technical skill * Experience of working in a business support environment * Experience of working with employers, providers and candidates * Experience of practical training delivery on a 1 to 1 basis * Experience of classroom delivery * Excellent time management skills | E  E  E  E  D  E  D  E | **A/I**  **A/I**  **I**  **A**  **A/I**  **A/I**  **A/I**  **I** |
| **PERSONAL QUALITIES**   * Target Setting/Achieving * High level of interpersonal skills * Team Player * High level of self motivation * Flexibility * Ability to work to tight deadlines * Ability to work with minimal supervision * Organisation skills * Leadership skills | E  E  E  E  E  E  E  E  E | **I**  **I**  **I**  **I**  **I**  **I**  **I**  **I**  **I** |
| **OTHER REQUIREMENTS**   * Demonstrates a clear understanding of issues in relation to safeguarding children and vulnerable adults * Demonstrates a clear understanding of equality of opportunity and diversity issues * Willingness to work, as required, outside of normal working hours * Willingness to travel to employer premises to facilitate training and assessment in the workplace * Timely means of travel between locations | E  E  E  E | **I**  **A/I**  **A/I**  **A/I**  **A/I** |