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| <b>Organisation:</b>  | Harrogate College                                  |
| <b>Primary Organisation Supported</b><br><i>(only use this field for LEG service member of staff)</i> | Harrogate College                                  |
| <b>Core Job Role:</b>   | Hairdressing and Barbering Apprenticeship Assessor |
| <b>Job Title:</b>   | Hairdressing and Barbering Apprenticeship Assessor |
| <b>Reports to:</b>  | Deputy Head of Apprenticeships                     |
| <b>Grade</b>  | T2   |
| <b>Date of compilation:</b>   | 15/11/24   |

### ROLE SUMMARY:

To plan, co-ordinate, assess and review the learning activities associated with learners in the workplace.

Deliver training and conduct training and assessment covering skills and competencies as appropriate on and off site as required to facilitate timely or relevant success of students and provide a wide range of training solutions based on employer needs.

The post holder will be allocated a caseload of students with a responsibility to ensure that contractual commitments are met.

1. Provide training and or/assessment in appropriate disciplines (including Functional Skills) to a range of students on their selected programme or training.
2. Deliver onsite tutoring of both theoretical and practical elements of the apprenticeship.
3. Be responsible for a caseload of candidates ensuring timely completion within agreed timescales appropriate for level and individual needs.
4. Be responsible for managing the overall delivery of the Apprenticeship standard.
5. Support the Apprenticeship Leads and Recruitment team with: the recruitment, enrolment, sign up of students, completion of all contract documentation; provision of Information, Advice and Guidance (IAG) for students and where applicable, employers and health and safety checks.
6. At commencement of the programme work with the employer and learner to agree and record in each student's Individual Learning Plan, clear milestones and targets to enable all components of the training programme to be monitored and reviewed on an ongoing basis.

7. Monitor the student's progress over the duration of the programme ensuring formal reviews between the learner and employer, in line with the individual learning plan, are undertaken as a minimum every 12 weeks.
8. Track and record the vocational progress of students on a regular basis/as required using relevant systems (e.g. One File); report and take action in respect of any concerns (including the 20% of the job training).
9. Contribute to and participate in the assessment and quality assurance procedures for all programmes/ training provision, including Internal Verification to the prescribed standards. Contribute to the review and evaluation process in order to ensure year on year improvements.
10. Provide feedback on students' work and assignments, including marking assignments where relevant, liaising with venues, employers or placement supervisors and providing guidance and support to students.
11. Assess and monitor portfolio of students work and ensure completion within agreed deadlines and target date (including electronic or paper based portfolios).
12. Complete assessment paperwork to the required audit standards.
13. Compile the required programme documentation for students.
14. Comply with internal and awarding and funding organisations quality assurance procedures and standards.
15. To agree and meet performance targets relating to business development and learner retention and achievement.

#### **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

#### **Few rules & clear boundaries**

*The ability to be creative, within areas of focus.*

#### **Ownership & performance**

*Using our robust business planning model to allow areas to have clear ownership over their vision and remit.*

#### **Energy & enjoyment**

#### **Creative & reflective**

*Fostering an environment that enables our people and learners to be brave, interact and have fun.*

**Passion & ambition**

*Encouraging all to think aspirationally, inspiring others to do the same.*

*Always hungry to learn and looking ahead to see what is on the horizon.*

**Collaborative & responsive**

*Proactively seeking opportunities to create synergies and positive outcomes for all.*

## Person Specification

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| <b>Job Title:</b> | Hairdressing and Barbering Apprenticeship Assessor |
| <b>Department</b> | Harrogate College Apprenticeships                  |

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

| <b>Qualifications and Attainments</b>  |  |                             |
|--|--|-----------------------------|
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of assessment</b> |
| E                                      | Q1. Level 2 English and Maths (or equivalent)  | A I C                       |
|  | Q2. Hold a minimum of Level 3 qualification in specialist area                           | A C                         |
| E                                      | Q4. Assessors award  | A I C                       |
| D                                      | Q5. Internal Quality Assurance award   | A I C                       |
| D                                      | Q6. Teaching qualification or willingness to work towards within a reasonable timeframe. | A I C                       |
| <b>Experience and Knowledge</b>        |  |                             |
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of assessment</b> |
| E                                      | EK1. Knowledge and experience within the curriculum area industry                        | A I P                       |
| E                                      | EK2 Knowledge and experience of on-site assessing  | A I P                       |

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| E | EK3 Experience of creating and maintaining professional relationships with employers | A I |
| E | EK4. Experience of working with employers to organise work placement or training.    | A I |
| E | EK5 Experience of working in an educational environment.                             | A I |
| E | EK6 Experience of working in a multidiscipline organisation                          | A I |
| D | EK7 Experience of using and applying appropriate Apprentice Standards.               | A I |

| <b>Skills and Competencies</b>         |   |                                 |
|--|---|---------------------------------|
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>   | <b>Method of<br/>assessment</b> |
| E                                      | SC1. Understand and have experience in current working practices in apprenticeship area                       | A I                             |
| E                                      | SC2. Able to prepare and deliver training sessions in curriculum area   | A I                             |
| E                                      | SC3 Able to work without close supervision and resolve own work problems using own initiative                 | A I                             |
| E                                      | SC4 Demonstrate interpersonal skills sufficient to network and develop effective links with external partners | A I P                           |
| E                                      | SC5 Able to demonstrate an ability to work with a diverse range of students and manage their assessment.      | A I P                           |
| E                                      | SC6 Ability to enthuse students to aid retention and achievement.   | A I P                           |
| D                                      | SC7 Experience of giving constructive feedback for students.  | A I P                           |
| D                                      | SC8 Experience of keeping and using effective records of student progress against standards.                  | A I P                           |
| D                                      | SC9 Able to work within a target driven environment e.g. focusing on learner end dates and achievement rates. | A I P                           |

| <b>Behavioural, Values and Ethos</b>   |  |                                 |
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| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of<br/>assessment</b> |
| E                                      | B1. Support and promotion of equality, diversity and inclusion                                   | A/I                             |
| E                                      | B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in | I                               |
| E                                      | B3. Commitment to the PREVENT agenda   | I                               |
| E                                      | B4. Commitment to professional standards   | I                               |
| E                                      | B5. Commitment to restorative practice approaches  | I                               |