

Organisation:	Harrogate College
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	N/A
Core Job Role:	Deputy Head of Department
Job Title:	Deputy Head Apprenticeships
Reports to:	Head of Department
Grade	LM2
Date of compilation:	May 2023

CORE RESPONSIBILITIES:

1. Support the Head of Department in all aspects of the Departments leadership and management, particularly around quality, teaching, learning and assessment and securing outstanding outcomes for students
2. Be a role model across the Department for outstanding teaching and learning
3. Performance manage lecturers and other staff within the Department and ensure that they develop their professional practice
4. Ensure the Department is efficiently run and delivers its financial contribution targets
5. Ensure that all courses within the Department are run effectively and meet awarding body, funding and quality agency requirements.
6. Lead on all aspects for a defined section of provision within the Department, including:
 - (a) Ensuring its curriculum is responsive to national and local priorities and
 - (b) Adapting and developing provision to meet local demands.
 - (c) Responding to funding changes and develop provision in growth areas.
 - (d) Securing outstanding outcomes for students and employers.
7. Motivate and inspire students to promote achievement and develop their skills to enable progression.
8. Provide an excellent learning experience which allows students to progress to a higher level, higher education or employment and in which their attainment is maximised.
9. Ensure the highest standard of quality advice, guidance and induction.
10. Ensure that student retention, achievement, success and progression rates within the Department exceed national average year-on-year.

11. Enable students to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
12. Ensure that each course is effectively planned, using a whole course, approach, so that teaching, learning and assessment methods are effective and reviewed regularly.
13. Ensure that learning materials, lesson plans, schemes of work and assignments are designed for a high-quality learning experience that maximises outcomes for students.
14. Plan, develop and deliver a curriculum which meets the needs of the industry/sector.

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.
- Adopt/embody the values of the relative member organisation & Luminate Education Group.
- 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

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

Creative & reflective

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

Passion & ambition

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

Collaborative & responsive

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

Person Specification

Job Title:	Deputy Head of Department
Department	Harrogate College

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

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q2. Level 5 teaching qualification. Heads of Department are also expected to commit to the Education and Training Foundation Professional Standards.	A / C
E	Q3. Relevant professional level 4 qualification and/or degree.	A / C
E	Q4. Relevant recognized professional attainments.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Relevant up to date subject knowledge.	A/I
E	EK2. Knowledge of Government policy in relation to education and training, including its funding and curriculum / qualification reform.	I
E	EK3. Relevant experience, knowledge and understanding of working in the Sector.	A/I
E	EK4. Proven experience managing staff in an educational setting.	A/I
E	EK5. Proven experience managing the curriculum, including planning, monitoring and reviewing.	A/I
E	EK6. Substantial teaching experience in FE.	A/I
E	EK7. Experience of working positively with young people and adults.	A/I
D	EK8. Experience of successful administration and management of financial budgets.	A/I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Professional and Technical Knowledge Has full command and use of relevant professional / technical knowledge and job-related knowledge and skills.	A / I
E	SC2. Organisational and Education sector knowledge. Effective knowledge of the college and an appreciation of the wider educational issues.	A / I
E	SC3. Interpersonal and Communication skills Relates effectively to others, both one to one and in teams, effective in giving and receiving messages both face to face and in writing.	A / I

E	SC4. Influencing skills Takes effective action to affect the behaviour and decisions of other people.	A / I
E	SC5. Critical thinking Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	A / I
E	SC6. Self-management and learning Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours.	A / I
E	SC7. Achievement and Action Focuses on making progress, achieving results. Keen to get going and keep going.	A / I
E	SC8. Initiative and innovation Creates and appreciates new ideas and perspectives, sees possibilities and challenges	A / I
E	SC9. Strategic perspective Ability to think broadly, analyse the big picture and value diverse perspectives.	A / I
E	SC10. Capacity for change Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.	A / I
E	SC11. Emotional Intelligence Understanding the benefits of different leadership / management styles. Gauging own impact as a leader / manager.	A / I
E	SC12. Enduring Resilience Continually exuding optimism and a 'can do' attitude.	A / I
Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	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