

Group Member:		Leeds City College	
Job Title:		Lead Apprenticeship Assessor Coach	
Reports to:		Deputy Head of Department	
Job Grade	T3	Department	Engineering and Manufacturing

SPECIFIC ROLE RESPONSIBILITIES:

- To plan, coordinate, assess and review the learning activities associated with learners in the workplace, and lead and supervise a team of assessors.
- To raise the profile of the Department in the local and regional community and develop To raise the profile of the Department in the local and regional community and develop relationships with employers.
- Contribute to and support the sustained growth of all work-based learning programmes. This will include traineeships, apprenticeships, and any other work-based learning and full-cost provision.

CORE RESPONSIBILITIES:

- Lead and supervise a team of assessors, including all duties normally associated with the management of staff, such as appraisals, mentoring and performance management.
- To manage a caseload of learners and organise workplace assessment visits and meetings with employers.
- To interview and recruit learners on to programme.
- To organise and conduct initial assessments and IAG.
- To produce and monitor individual learning plans for learners and contribute to their updating (including Functional Skills and 20% of the job training).
- To conduct work-based assessments and internal verification in line with Awarding Body requirements.
- Job Description
- To develop appropriate work-based assessment materials.
- To provide appropriate individual guidance and support to learners and refer to specialist agencies where appropriate.
- Ensure Frameworks are claimed and within the timescale.
- Support the Head of Department with Self-Assessment, Performance Review and Business Planning.
- Maintain accurate recruitment data, reports and records as required by management.

- Carry out the Employer Surveys and report at periods throughout the year with analysis and action taken.
- Lead, contribute and participate in the assessment and quality assurance procedures for all programmes/training provisions, including Internal Verification to the prescribed standards. Contribute to the review and evaluation process in order to ensure year-on-year improvements.

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 the Group's Values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership

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

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

Encouraging all to have aspiration and passion in everything they do.

Creative

Always hungry to learn and looking ahead so we can be responsive

Person Specification

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Department	Engineering and Manufacturing

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. Holds a L5 teaching qualification (e.g. Cert Ed, PGCE) Or willingness to work towards this within 2 years	A / C
E	Q2. Relevant highest level vocational qualification or degree in teaching subject	A / C
E	Q3. Minimum Level 2 in maths and English (GCSE Grade C or above, GCSE Grade 4 or above or equivalent).	A / C
E	Q4. Hold Assessor and Verification Awards TAQA	A / C
E	Q5. Experience of teaching, training peers or transferring skills to others.	A / C / I

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Substantial work experience in a relevant occupational area	A / I
E	EK2 Able to demonstrate experience of assessment and verification against QCF or similar competence-based frameworks.	A / I / P
E	EK3 Knowledge of current teaching practices and experience of utilising a range of teaching practices to enhance learner journey and progression	A / I
E	EK4 Experience of devising strategies to improve attendance, retention, achievement and success rates.	A / I / P
E	EK5 Experience of analysing and interpreting data and utilise this to generate solutions.	A / I / T
D	EK6 Experience in the use of electronic portfolios (e.g. OneFile)	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Understanding and experience of current working practices within the occupational area.	A / I
E	SC2. Understanding of both the funding allocations and assessment requirements within the QCF framework.	A / I / P
E	SC3. Match learner skills, knowledge and aspirations with appropriate qualification.	A / I / T
E	SC4. Identification of organisational needs and the ability to match learners to companies.	A / I
E	SC5. Knowledge of supporting and guiding associated staff.	A / I
E	SC6. Experience of giving clear and constructive feedback to students to guide learning.	A / I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Committed to child protection and 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