

Group Member:		Leeds City College	
Job Title:		Assessor	
Reports to:		Deputy Head of Department and managers	
Job Grade	T1	Department	Adult, Community & ESOL

SPECIFIC ROLE RESPONSIBILITIES:

1. To undertake Assessment, Training and Internal Verification for candidates undertaking work-based qualifications and vocational qualifications.
2. Effective and efficient management of appointments, schedule and learner caseload.
3. The Assessor should ideally hold the Level 3 Certificate in Assessing Vocational Achievement or equivalent.
4. They should hold a Level 3 qualification in a vocationally related area e.g. Level 3 Diploma in Supporting Teaching and Learning.
5. It is helpful for the Assessor to have experience of Internal Quality Assurance and hold the Level 4 Qualification in Internal Quality Assurance Processes and Practices or V1.
6. The assessor needs to have experience assessing the workplace competence of teaching assistants and childcare practitioners studying Level 2 and 3 vocational qualifications. Have relevant experience of working as a teaching assistant or childcare practitioner.
7. It is helpful to have current and up-to-date knowledge and experience of current assessment principles and practices.
8. Experienced in the internal quality assurance of vocationally related programmes.

Assessment and Training

- To ensure assessment and internal quality assurance processes are followed in accordance with the quality standard required by Awarding Organisations and Leeds City College policies and procedures.
- To deliver quality training and assessment in workplace environments using the most appropriate delivery methods in order to achieve successful outcomes for learners and employers.
- To demonstrate high academic standards in training, tuition and assessment and in the preparation and use of learning resources to meet a range of learner needs. This will include the production of new materials to match any new framework/standards and the leading/sharing of such materials.
- To meet quality assurance requirements of funding organisations and Leeds City College procedures with regard to accurate completion and maintaining of learner records.

- To carry out all aspects of the learner journey - Initial assessment and guidance, enrolment, training and assessment, review of progress and final advice and guidance
- To identify training needs for individual learners and plan and deliver training as identified.
- To liaise and communicate with employers of learners on the programme on progress of learners and with potential employers and learners to promote work based qualifications and any other relevant college provision
- To ensure that all contractual requirements for both levy and non-levy employers are up to date and in place for each individual apprentice.
- To ensure assessment/delivery meets the performance/achievement targets as set by the college/department and the full range of learner needs
- To cooperate with the OTLA Team with regard to the annual Observation of Teaching, Learning & Assessment Schedule
- Maintain CPD in subject specialist knowledge and skills to ensure training and assessment conforms to current best practice
- Maintain and promote up to date knowledge of new developments in learning and assessment strategies, inclusiveness and widening participation
- To attend all standardisation, information and development meetings and activities in relation to roles and responsibilities
- To follow and keep up to date all necessary procedures for the accurate completion and maintenance of learner records and verification as required
- To ensure assessment and IQA processes are followed in accordance with the quality standard required by both awarding organisations and LCC procedures.
- To provide robust learner progress information as and when required, ensuring all record keeping is up to date.
- Produce reports as required by the needs of the department.
- To optimise opportunities for promoting work based qualifications and other college training in order to gain repeat business and new clients.

Pastoral

- Ensure all College systems to support and care for learners are utilised to maximise inclusion, timely achievement and learner progression
- Help to ensure learners are aware of and uphold College regulations and policies
- Initiate actions in line with procedure if any misdemeanours or infringements of College policy occur.
- Ensure learners are aware of the wide range of college professional guidance, safeguarding and counselling services
- Make appropriate referrals if additional learning/social needs and safeguarding issues are identified while learners are on programme.

General

- Co-operate in any staff development activities as required to effectively carry out the duties of the post and to participate in College staff review and development schemes.
- Compliance with all College policies and procedures.
- Comply with all legislative and regulatory requirements.

- Promote a positive image of the College and maintain a professional manner at all times
- Any other duties commensurate with the level of the post, which may be required from time to time.

Safeguarding

- To contribute to safeguarding of learners, self and staff while carrying out duties, and report any concerns in accordance with college policy and maintaining confidentiality.
- To provide information and support for learners to promote safeguarding in the workplace, and to provide documented evidence of this as appropriate.

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 Luminare 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

Job Title:	Assessor/Facilitator
Department	Adult, Community & ESOL

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. Qualification(s) as required by the Assessment and Verification Strategy of the programme(s) on which he/she will be assessing/verifying	A / C
E	Q2. Level 3 qualification or equivalent in main subject area or significant current occupational experience in the main subject area For the specialist trainer role there is a requirement for delivery to level 4/5 or to be achieved within 1 year of appointment. (AAT for example)	A / C / I
E	Q3. Level 2/3 qualification in Functional Skills Maths and English, ICT (or achieve within 10 months of appointment)	A / C / I
D	Q4. Assessing Qualification (most up to date) if the appointee does not hold an IQA qualification, he/she will be required to gain the appropriate	A / C / I

	internal quality assurance qualification within 1 year of appointment.	
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Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Up to date industrial experience required by the Assessment Strategy of the programme(s) on which he/she will be assessing/verifying	I / P
E	EK2. Experience of assessing relevant qualifications with candidates in the workplace	I
E	EK3. Experience of developing assessment and learning resources (including use of IT)	I / P
E	EK4. Experience of forging relationships with employers and demonstrate high level of sustaining those over a period of time	I
E	EK5. A thorough understanding of all the required Quality/Awarding Organisation systems and procedures for the main subject area and evidence to support	I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. A thorough and up-to-date knowledge of relevant work-based qualifications and relevant frameworks	I / P
E	SC2. Excellent administration, organisation and time management skills	P
E	SC3. Ability to manage own caseload, prioritise tasks and problem solve	I
E	SC4. Demonstrate ability to lead and motivate learners	I

E	SC5. Able to demonstrate learner achievement and progression	I
E	SC6. Excellent interpersonal skills	I / P
E	Vocational qualifications, as required in subject area	I / P
D	SC8. Substantial experience in the delivery of programmes in the workplace and delivery methods	I
D	SC9. A commitment to continuous Quality Improvement and the required systems and procedures to support this	I / P
D	SC10. Relevant and current evidence of CPD to meet awarding body and sector specific requirements	I
D	SC11. Flexible and responsive approach to delivery to meet employer requirements which may include working outside normal office hours	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. 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