

Group Member:		Keighley College	
Job Title:		Lead Apprenticeship Assessor Coach	
Reports to:		Programme Manager for Apprenticeships	
Job Grade	T3	Department	Apprenticeships

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, as appropriate
- 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.

CORE RESPONSIBILITIES:

- Lead and supervise a team of assessors, if appropriate, 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, skills scans and IAG.
- To produce and monitor individual learning plans for learners and contribute to their updating (including Functional Skills and off the job training).
- To conduct work-based assessments and internal verification in line with Awarding Body requirements.
- To develop appropriate work-based assessment materials.
- To provide appropriate individual guidance and support to learners and refer to specialist agencies where appropriate.
- Ensure learners are fully prepared for their EPA and that the standards are completed 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.

- Assist with 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 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:	Lead Apprenticeship Assessor Coach
-------------------	------------------------------------

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
D	Level 5 qualification or equivalent in vocational area.	A / C
E	Minimum Level 2 in maths and English (GCSE Grade C or above, GCSE Grade 4 or above or equivalent).	A / C
E	Hold Assessor Awards	A / C
D	Hold Verification TAQA	A / C
E	Experience of teaching, training peers or transferring skills to others.	A / C / I
E	Level 3 teaching qualification or willingness to complete within a set timeframe.	A / C
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
D	EK3 Knowledge of curriculum review, development and planning strategies as appropriate.	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 Significant management experience.	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. 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