

<b>Group Member:</b>		University Centre Leeds	
<b>Job Title:</b>		Quality Co-ordinator	
<b>Reports to:</b>		Dean of HE/Head of Department	
<b>Job Grade</b>	LEG D	<b>Department</b>	University Centre Leeds

### ROLE SUMMARY:

In this role, you will support the Head of Department, Programme Manager and Higher, and Further Education, and Apprenticeship quality teams to ensure quality assurance mechanisms are in place within the groups Initial Teacher Education department. You will monitor ITE quality processes and provide clear, actionable activities to drive quality enhancement.

By advising colleagues on best practices, you will help ensure consistent standards, maintain records and regulatory compliance. Additionally, you will use performance data to identify trends and inform targeted improvement strategies. In this role you will support the Teacher Education team by undertaking trainee lesson visits and reviewing the feedback provided by the Teacher Educators and Subject/Pastoral Mentors providing feedback to ensure best practice.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Coordinating quality monitoring activities, including surveys, attendance tracking, TLV feedback, and work scrutiny, while analysing data to highlight key findings for action.
2. Supporting the Head of Department and Programme Manager with course, apprenticeship, and departmental reviews using Pro Achieve and PowerBi.
3. Collating departmental information, such as survey responses and complaints, to identify themes, trends, and areas needing further support.
4. Communicating quality assurance, and regulatory standards to departments in collaboration with the Programme Manager, Director Quality of Education and the Director of HE Quality and Standards.
5. Continuously demonstrate a commitment towards further professional development including in the application of new technologies to improve the effectiveness of learning management
6. Undertake an allocation of trainee lesson visits and provide feedback to trainees, while disseminating best practice to colleagues.
7. Assist in the coordinating and assurance of the HE Learning Through Observation scheme.
8. Coordinate and monitor trainee mentor meetings to ensure quality processes across a range of internal and external departments.
9. Supporting the Programme Manager, to ensure that PB, PD & W is embedded into the curriculum and that trainees are confident in embedding this into their delivery.

10. Ensure that subject mentors receive supportive peer feedback regarding their contribution towards the trainee's development.
11. Provide high quality purposeful TLV feedback which demonstrates how progress is being made.
12. Review and monitor subject specialist and mentor feedback along with feedback from the Teacher Educators ensuring this aligns with the ITE framework.
13. Collaborate with the Teacher Education team for trainee review and assessment.
14. Collect localised destination data for all trainees leaving the programme.

#### **CORE RESPONSIBILITIES:**

1. To contribute to excellent quality within Teacher Education and improving the overall quality of the learner experience, and regulatory compliance.
2. Work collaboratively across departments building positive working relationships across the Teacher Education and Quality areas.
3. Contribute to the periodic review of quality procedures to ensure they are in line with Luminate quality processes, awarding organisation expectations, sector developments, external standards and requirements.
4. Any other duties that are specific to the department.
5. Assistance in the preparation, support and participation of examinations and invigilation across the Group.
6. Ability to participate in evening/weekend work as required.

## 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 relational 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*

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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) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. A teaching qualification at Level 5 or above	A
E	Q2. Level 2 (or above) in English, Maths and ICT	A / T
E	Q4. Assessor and IQA qualifications	A
E	Q5. Relevant up to date subject knowledge and recent delivery in Further Education	A / I

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Proficient in IT for business/education, including Microsoft Excel, Outlook, and Google applications.	A / I / T
E	EK2. Knowledge and experience of working in an HE, FE or educational setting.	A / I

E	EK3. Experience of developing positive working professional relationships with a wide range of stakeholders.	A / I
D	EK4. Experience of analysing data sets to make recommendations for performance or process improvement	A / I / T
D	EK5. Experience of undertaking assessment, internal verification and moderation activities	A / I
D	EK6. Experience of using management information systems e.g. ProMonitor, Pro Achieve, Pro Solution, OneFile.	A / I
D	EK7. Experience of contributing to a robust evidence base for internal and external audit	A / I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Ability to interpret quantitative and qualitative data to monitor, review and report on impact and progress, including your own.	A / I / T
E	SC2. Ability to communicate effectively at all levels and with internal and external stakeholders, whether orally or in writing.	A / I
E	SC3. Ability to demonstrate objectivity and a confidential approach to data and information management.	A / I
E	SC4. Ability to use own initiative and a solutions focused approach to impact positively on service delivery.	A / I
E	SC5. Ability to schedule and have oversight of the logistical coordination of quality assurance activities.	A / I
E	SC6. Ability to design and deliver training resources and learning activities.	A / I

D	SC7. Ability to implement and utilise information systems to enhance service delivery e.g. Using Google, ProSolution, One File and other products.	A / I
D	SC8. High levels of skill and attention to detail when monitoring data compliance and the quality of completion.	A / I / T

<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of 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