



Job Description

Group Member:		Leeds City College	
Job Title:		Apprentice Technician	
Reports to:		Deputy Head of School	
Job Grade	L2 Apprentice	Department	School of Sustainable Technologies and Motor Vehicle

CORE RESPONSIBILITIES:

Over the apprenticeship, you will be learn to become an outstanding technician, whose main duties will include:

- Plan, prepare and develop the facilities and equipment to a high standard and ensure that the area and learners are compliant with all relevant Health and Safety Legislation including COSHH regulations
- Order consumables and equipment for curriculum area
- Keep abreast of new technologies (in electrical installation practices), and demonstrate new equipment to students
- Prepare facilities and equipment for teaching
- Maintain and organise teaching spaces in relation to curriculum need
- Facilitate small groups of students in technical workshops and support independent learning sessions & Maintain equipment
- Maintain 20% off job training

DEPARTMENTAL RESPONSIBILITIES:

Depending on the specific role and specialism, Technicians will be expected to undertake one or more of the following additional areas of responsibility.

- Electrical Installation Workshop Duties
- Produce and organise materials (e.g., wiring, components, conduit, testing gear) to facilitate the classes.
- Maintain H&S of the area
- Maintain orders, stock and risk assessments
- Maintain regular checks of electrical testing equipment, specialised installation machinery, and tools and servicing contracts.
- Research for optimum suppliers and developments in the machinery for upgrades
- Stock control
- Ensure the workshop areas are clean and up to required standards following H&S practices
- Liaise with H&S team for reviews and checks
- Support teaching staff in workshop delivery for periods of time
- Provide regular 360° feedback that empowers learners in their own development.
- Use the outcomes of regular formative assessment to update individual learning plans.

- Collaborate with relevant colleagues and professionals to support individual action plans and facilitate individualised learning.
- Continually update own knowledge and skills as a teaching professional and a subject specialist.
- Use aggregated assessment data to review and develop own and others' practice
- Support organisational development and quality improvement interventions.
- Maintain electrical rigs, test boards, and simulated installation environments in the workshop
- Assist teaching staff in sessions & exams

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

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Department	School of Sustainable Technologies and Motor Vehicle

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 is 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. Studying towards a Level 2 Customer Service apprenticeship over a period of 12 months while in post	A
E	Q2. Acquire COSHH qualification upon completion of the apprenticeship	A
E	Q3. Relevant highest level vocational qualification in teaching subject (at least at L3)	A / C
E	Q4. English, maths and Electrical Installation/ Electrics at Level 2 prior to commencing training or prior to completion of the apprenticeship	A / I / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Relevant up to date subject knowledge in specific subject area and up to date knowledge of workplace practice	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Exceptional verbal /written communication and interpersonal skills	A / I / MT
D	SC2. Ability to be adaptable and flexible towards the requirements of different learner needs	A / I / MT
E	SC3. Ability to follow direction and constructive feedback, to help support development as a teaching practitioner, applying theory to practical application in an education setting	A / I
D	SC4. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	A / I / T
E	SC5. Excellent organisational skills, to ensure deadlines are met	A / I / T

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