

<b>Organisation:</b>	Leeds City College
<b>Primary Organisation Supported</b> <i>(only use this field for LEG service member of staff)</i>	N/A
<b>Core Job Role:</b>	Lead Apprenticeship Assessor Coach
<b>Job Title:</b>	Lead Apprenticeship Assessor Coach – Mechanical/Electrical Engineering
<b>Reports to:</b>	Programme Manager/Deputy Head of Department
<b>Grade</b>	T3 (Formerly SO2 Course Leader)
<b>Date of compilation:</b>	November 2023

### CORE RESPONSIBILITIES:

1. To plan, co-ordinate, assess and review the learning activities associated with learners in the workplace, and lead and supervise a team of assessors.
2. To raise the profile of the Department in the local and regional community and develop relationships with employers.
3. 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.
4. Lead and supervise a team of assessors, including all duties normally associated with the management of staff such as appraisals, mentoring and performance management.
5. To manage a caseload of learners, organise workplace assessment visits and meetings with employers
6. To interview and recruit learners on to programme
7. To organise and conduct initial assessments and IAG
8. To produce and monitor individual learning plans for learners and contribute to their updating (including Functional Skills and 20% of the job training)
9. To conduct work based assessments and internal verification in line with Awarding Body requirements
10. To develop appropriate work based assessment materials
11. To provide appropriate individual guidance and support to learners and refer to specialist agencies where appropriate
12. Ensure Frameworks are claimed and within the timescale
13. Support the Head of Department with Self-Assessment, Performance Review and Business Planning.

14. Maintain accurate recruitment data, reports and records as required by management.
15. Carry out the Employer Surveys and report at periods throughout the year with analysis and action taken.
16. Lead, contribute and participate in the assessment and quality assurance procedures for all programmes/ training provision, including Internal Verification to the prescribed standards. Contribute to the review and evaluation process in order to ensure year on year improvements.
17. Any other duties that are specific to the department 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 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

<b>Job Title:</b>	Lead Apprenticeship Assessor Coach
<b>Department</b>	Engineering

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. Level 5 qualification or equivalent invocational area.	A / C
E	Q2. Minimum Level 2 in maths and English (GCSE Grade C or above, GCSE Grade 4 or above or equivalent)	A / C
E	Q3. Hold Assessor and Verification Awards TAQA.	A / C
E	Q4. Experience of teaching, training peers or transferring skills to others.	A / I / C
E	Q5. Level 3 teaching qualification or willingness to complete within a set timeframe.	A / C

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
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

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
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