

## Job Description

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Quality Coordinator (Apprenticeships)	
<b>Reports to:</b>		Data and Performance Manager	
<b>Job Grade</b>	LEG D	<b>Department</b>	Quality of Education

### ROLE SUMMARY:

In this role, you will support the Data and Performance Manager and Deputy Director of Quality Standards in promoting excellence and continuously improving the apprenticeship experience across the organisation. You will monitor curriculum performance and provide clear, actionable reports to drive quality enhancement. By advising colleagues on best practices and overseeing apprenticeship delivery, you will help ensure consistent standards and regulatory compliance. Additionally, you will work closely with awarding organisations and use performance data to identify trends and inform targeted improvement strategies.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Coordinating quality monitoring activities - including surveys, attendance tracking, awarding body feedback, thematic reviews, and work scrutiny - while analysing data and preparing reports that highlight key findings for action.
2. Supporting the Data and Performance Manager with apprenticeship, and departmental reviews by preparing data and coordinating logistics for reviews and related workshops.
3. Collating departmental information, such as self-assessments and complaints, to identify themes, trends, and areas needing further support.
4. Communicating quality assurance, awarding body activities, and external standards to departments in collaboration with the Programme Manager for Quality Standards.
5. Coordinating quality monitoring activities, such as student and stakeholder surveys, reports on awarding organisation, thematic deep dive activity, work scrutiny and other quality assurance activity. This includes analysing data and information received and preparing reports and updates highlighting key points for further consideration.
6. Communicating quality assurance, awarding organisation activities, and external standards to departments in collaboration with the Data and Performance Manager and Deputy Director of Quality Standards.
7. Continuously demonstrate a commitment towards further professional development including in the application of new technologies to improve the effectiveness of learning management

8. Contribute to the college's curriculum and strategic planning processes and to lead this in defined sections of the Department

#### **CORE RESPONSIBILITIES:**

1. To contribute to excellence across the organisation and improving the overall quality of the learner experience.
2. Work collaboratively across departments building positive working relationships across curriculum and business support areas.
3. Contribute to the annual review of quality procedures to ensure they are in line with awarding organisation expectations and sector developments, external standards and requirements.
4. To undertake residency in assigned curriculum area(s) to support with quality assurance and improvement activities, reporting back to the Data and Performance Manager, Programme Manager and Deputy Director for Quality Standards

#### **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**

##### **Collaborative**

*Fostering environments that enable staff and students to be brave, interact and have fun*

*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*

## Person Specification

<b>Job Title:</b>	Quality Coordinator (Apprenticeships)
<b>Department</b>	Quality of Education

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. Appropriate level 3 qualification (or above), in a relevant discipline that can be applied to the role.	A
E	Q2. Level 2 (or above) in English, maths and ICT	A / T
E	Q3. Relevant customer service/business administration qualification or training.	A
D	Q4. Assessor and IQA qualifications.	A
E	Q5. Relevant up to date subject knowledge of apprenticeships.	A / I

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Experience of working in a customer focused role, delivering a responsive and high quality service.	A / I
E	Experience of analysing data sets to make recommendations for performance or process improvement	A / I / T
E	Proficient in IT for business/education, including Microsoft 365 and Google Workspace.	A / I / T
D	Experience of undertaking assessment, internal verification and moderation activities	A / I
E	Knowledge and experience of working in an FE or training provider setting.	A / I
D	Experience of using management information systems e.g. ProMonitor, Pro Achieve, Pro Solution.	A / I
E	Experience of developing positive working professional relationships with a wide range of stakeholders.	A / I
D	Experience of using online portfolio systems such as One File	A / I
D	Experience of contributing to a robust evidence base for internal and external audit	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
D	Ability to implement and utilise information systems to enhance service delivery e.g. Using Google, ProSolution, One File and other products.	A / I

E	High levels of skill and attention to detail when monitoring data compliance and the quality of completion.	A / I / T
E	Ability to gather and interpret quantitative and qualitative data to monitor, review and report on impact and progress, including your own.	A / I / T
E	Ability to communicate effectively at all levels and with internal and external stakeholders, whether orally or in writing.	A / I
E	Ability to demonstrate objectivity and a confidential approach to data and information management.	A / I
E	Ability to use own initiative and a solutions focused approach to impact positively on service delivery.	A / I
E	Ability to schedule and have oversight of the logistical coordination of quality assurance activities.	A / I
E	Ability to design and deliver training resources and learning activities.	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