

<b>Group Member:</b>		Luminate Group Services	
<b>Job Title:</b>		Deputy Director of Teaching, Learning & Assessment	
<b>Reports to:</b>		Director Quality of Education	
<b>Job Grade</b>	Spot Point	<b>Department</b>	Quality of Education

## ROLE SUMMARY:

The postholder will take a strategic and professional lead on all aspects of the Teaching, Learning and Assessment Strategy across the group including digital innovation and ilearn in FE Curriculum. The post holder will provide visionary and creative leadership, enabling high expectations and aspirations for our students and teachers.

## SPECIFIC ROLE RESPONSIBILITIES:

1. Lead the management of teaching, learning, assessment, and digital innovation, ensuring that effective interventions drive continuous improvement and positively impact learner progress, achievement, and high-grade outcomes.
2. Promote continuous improvement in teaching, learning, and assessment by driving professional development, advancing digital skills, and sharing innovative practice through research and collaboration aligned to organisational priorities.
3. Collaborate with the Initial Teacher Training Department to establish high standards for educational delivery and innovation and provide support for Early Career teachers.
4. Provide innovative leadership and operational management of TLA and the Digital Strategy, leading teams to drive improvement, raise standards of excellence, and deliver dynamic, inclusive learning experiences that maximise impact and support independent learning.
5. Draw on extensive performance management experience to cultivate reflective practitioners through a comprehensive CPD programme, delivered with the L&OD team, incorporating training, coaching, and professional learning to drive continuous improvement
6. Provide strategic leadership of TLA with a strong knowledge of the Ofsted Further Education and Skills Inspection Toolkit, ensuring inspection readiness while embedding practices that promote staff wellbeing and manage workload effectively
7. Act as an ambassador for TLA and digital skills, representing the college internally and externally through networking, events, and active contribution to strategic, operational, and governance meetings
8. To assist in the recruitment process for teaching posts when required and to support the effective induction, training and development needs of new staff in their initial probationary period.

## **CORE RESPONSIBILITIES:**

1. To lead directorate curriculum and / or professional and business support teams to build a culture of inclusivity, psychological safety and trust for colleagues and students promoting relational practices
2. Drive high aspirations for students and facilitate activities which promote progression within the college and to external opportunities including apprenticeships, work and further study and celebrate the success of student achievements
3. Use data and student / staff voice to analyse performance, identify patterns including equality gaps and lead the development of actions to address these including co-production
4. Promote the personalisation of the curriculum and support offer to ensure student needs are identified and met
5. To develop and innovate workstreams and programmes within the Luminate Education Group which build capacity and increase capability around agreed priorities
6. Lead and motivate staff to improve and raise standards, through a balance of vision, support, challenge and professional development.
7. Establish and develop work streams through matrix leadership to ensure consistency of implementation and student experience
8. To deputise for the Director and support the Director to manage day-to-day operations adding capacity as required.
9. To work collegiately with the Director and be an active, visible and dynamic member of the Luminate Management Team providing professional leadership and strategic management on identified group, local and regional priorities
10. Be a leader in sharing developing, innovative and outstanding practice within the group and across external stakeholders to enhance the reputation of the group
11. Establish, coordinate and chair working groups which feed into the operational and strategic priorities

## **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*

## Person Specification

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<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. English and Mathematics at Level 2 or above.	A/C
E	Q2. Level 5 teaching or other education related qualification.	A/C
E	Q3. Degree and/or professional qualification and / or significant experience in leadership	A/C
E	Q4. Assessor and IQA qualifications	A/C
D	Q5. Relevant Postgraduate Qualification or qualification	A/C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. An excellent understanding of TLA quality assurance and improvement strategies	A/I

E	EK2. Able to demonstrate effective performance management of staff and high achievement/improvement in outcomes as a result	A/I
E	EK3. Thorough and up to date knowledge of Government policy in relation to education and training, including its funding and curriculum/ qualification reforms	A/I
E	EK4. Expertise, knowledge and understanding of the FE and Skills sector	A/I
E	EK5. Evidence of leading a curriculum school/dept. to an Overall Effectiveness SAR Grade 2 or Ofsted Inspection experience within the last two years	A/I
E	EK6. Proven experience of successfully analysing data to drive improvements	A/I/T
E	EK7. Proven experience of driving measurable quality improvements leading to high student satisfaction levels	A/I
E	EK8. Proven experience of developing positive working professional relationships with a wide range of stakeholders, particularly at a senior level	A/I
D	EK9. Work in partnership on strategic projects at local, regional, and national bodies, as appropriate.	A/I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	<b>SK1 Communicating with others</b> Manages necessary performance conversations with confidence	A/I
E	<b>SK2. Working with others</b> Promotes initiatives that continually improve the student experience and all service provisions across the group.	A/I
E	<b>SK3. Developing and leading others</b> Fosters an inclusive working environment that promotes equality, fairness and respect. Able to reconcile differences of opinion among colleagues from different organisations and agencies.	A/I

E	<b>SK5. Decision, Making, Planning, Prioritisation</b> Has a solution focused evidenced based approach to decision making.	A/I
E	<b>SK6. Personal Accountability and inclusivity</b> Fosters a culture of reviewing and improving current practice, using reflection to identify areas for development for self, colleagues and service provision.	A/I
E	<b>SK8. Innovation and Engagement</b> Able to review the current system and develop a process for continued innovation and improvement.	A/I
D	<b>SK4. Business Acumen</b> Understands and effectively interprets own budget and financial plan	A/I
D	<b>SK7. Future Proofing</b> Actively utilises LMI and technical data to ensure long-term sustainable plans in place, to support organisational growth.	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