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| <b>Organisation:</b>  | Luminate Education Group                  |
| <b>Primary Organisation Supported</b><br><i>(only use this field for LEG service member of staff)</i> | N/A                                       |
| <b>Core Job Role:</b>   | Assessor                                  |
| <b>Job Title:</b>   | Assessor                                  |
| <b>Reports to:</b>  | Programme Manager Education & Early Years |
| <b>Grade</b>  | LC6                                       |
| <b>Date of compilation:</b>   | July 2023                                 |

### ROLE SUMMARY:

Deliver quality training and assessment in workplace environments using the most appropriate delivery methods to achieve successful outcomes for learners and employers.

### SPECIFIC ROLE RESPONSIBILITIES:

1. To undertake Assessment, Training and Internal Verification for candidates undertaking work-based qualifications.
2. To deliver learning within the workplace and/or in a college setting using a variety of delivery methods.
3. Effective and efficient management of appointments, schedule and learner caseload.
4. To support learners in all aspects of their work placement.

### CORE RESPONSIBILITIES:

6. Demonstrate high academic standards in training, tuition and assessment and in the preparation and use of learning resources to meet a range of learner needs.
7. Liaise with third parties to enhance partnerships where new learners are referred.
8. Carry out all aspects of the learner journey, including initial assessment and guidance, enrolment, training and assessment, review of progress and final advice and guidance.
9. Liaise and communicate with current and prospective employers to promote engagement.
10. Ensure assessment and internal quality assurance processes are followed in accordance with the quality standard required by awarding organisations and internal policies and procedures.

11. Attend all standardisation, information and development meetings and activities.
12. Follow and keep up to date all necessary procedures for the accurate completion and maintenance of learner records and verification as required.
13. Produce reports as required by the needs of the department, including providing robust learner progress information.
14. Work with managers and administrators to ensure the department achieves its annual budget.
15. Optimise opportunities for promoting apprenticeships and other training in order to gain repeat business and new clients.
16. Ensure all systems to support and care for learners are utilised to maximise inclusion, timely achievement and learner progression.

#### **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.
- Support the recruitment and achievement of students across the Group. This may include (but is not limited to) supporting exams, open events, taster days, enrolment and revision sessions.
- 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> | Assessor                |
| <b>Department</b> | Education & Early Years |

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)<br/>Desirable (D)</b> | <b>Criteria</b>   | <b>Method of<br/>assessment</b> |
| E                                      | Q1. Assessing qualification(s) as required by the Assessment and Verification Strategy of the programme(s) on which he/she will be assessing/verifying. If the appointee does not hold an IQA qualification, he/she will be required to gain the appropriate internal quality assurance qualification within 1 year of appointment. | A/C                             |
| E                                      | Q2. Level 3 qualification or equivalent in main subject area or significant current occupational experience in the main subject area  | A/C                             |
| E                                      | Q3. Level 2/3 qualification in maths and English  | A/C                             |
| <b>Experience and Knowledge</b>        |   |                                 |
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>   | <b>Method of<br/>assessment</b> |
| E                                      | EK1. Up to date industrial experience in assessing and quality assuring vocational programme(s)   | I/P                             |

|   |  |     |
|---|--|-----|
| E | EK2. Experience of developing assessment and learning resources (including use of IT)  | I/P |
| E | EK3. Experience of forging relationships with employers and demonstrate high level of sustaining those over a period of time                             | I   |
| E | EK4. A thorough understanding of all the required Quality/Awarding Organisation systems and procedures for the main subject area and evidence to support | I   |
| E | EK5. Up to date knowledge with regard to levy and non levy apprenticeship and contractual requirements. Training will be provided initially for this.    | I   |

| <b>Skills and Competencies</b>         |  |                             |
|--|--|-----------------------------|
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of assessment</b> |
| E                                      | SC1. Excellent administration, organisation and time management skills                           | P                           |
| E                                      | SC2. Ability to manage own caseload, prioritise tasks and problem solve                          | I                           |
| E                                      | SC3. Demonstrate ability to lead and motivate learners   | I                           |
| <b>Behavioural, Values and Ethos</b>   |  |                             |
| <b>Essential (E)<br/>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                           |