

Job Description

Group Member:		Leeds City College	
Job Title:		Head of Department – Access to Higher Education	
Reports to:		Director Operations and Curriculum, Adult, Community and ESOL	
Job Grade	Spot Point	Department	Adult, Community and ESOL

PURPOSE OF THE ROLE:

This post has a dual role encompassing leadership and management of the Access to Higher Education programmes in the Adult Community and ESOL Directorate within Leeds City College, and through a matrix management approach, supporting the leadership of the Access to Higher Education agenda across Luminate FE colleges.

As Head of Leeds City College Access to Higher Education provision, the post holder will lead on the growth and development of a broad sector priority focused offer, with strong LMI input, collaboration with awarding bodies and progression into University Centre Leeds and Leeds Conservatoire Higher Level provision, as well as wider universities and degree apprenticeship provision. They will lead all aspects of delivery in relation to Access to HE, ensuring the department is outward-looking and collaborative in its approach to working with cross-college teams.

As a leader of Access to Higher Education across Luminate FE Colleges they will drive and embed practices that deliver an outstanding experience for Access students, ensuring that all learners have a quality learning experience with outcomes above national rates.

SPECIFIC ROLE RESPONSIBILITIES:

1. Develop, deliver, and maintain outstanding provision within the Higher Education provision at Leeds City College, prioritising the student experience and delivering positive outcomes and progression for students.
2. Support Campus Principals, other Heads of Department, College Managers, and other staff to fully embed the Access to HE provision in the adult offer, in order to provide an outstanding, inclusive, and aspirational experience for students and staff.
3. Develop and lead strategies and projects, including work with external stakeholders to support an outstanding offer and outcomes for Access students, including how to prepare for university life, internal progression, progression to degree apprenticeships for examples.

4. Ensure that all relevant funding is applied for / claimed to enable quality support to be implemented for all students.
5. Support the Director to ensure that provision across the group is innovatively developed, research led and based on / develops best practice.

CORE RESPONSIBILITIES (HEAD OF DEPARTMENT):

1. **People Management:** Undertake all duties that ensure effective people and talent management strategies are in place, to lead and develop a successful, autonomous, and high performing team, that reaches targets and proactively demonstrates the organisation's Values and mission, whilst taking ownership of their remit.
2. **Leadership:** Cultivate and embed a positive learning culture for staff and students. Support and influence colleagues and peers to contribute effectively to the strategic aims of the College and Luminare, ensuring that local, regional, and national priorities are met, to secure outstanding outcomes for students and employers. Role model desired behaviours and champion diversity, inclusion, and innovation.
3. **Financial Responsibility:** Ensure the effective and efficient management of budgetary responsibilities in accordance with the College's financial regulations, to ensure the Department is efficiently run and delivers its financial contribution targets. Maximise innovative funding opportunities relevant to the department, including project income.
4. **Curriculum Design:** Support and advise curriculum teams to enable them to plan a creative and effective curriculum which meets industry/sector needs through the delivery of blended learning, including the use of assistive technology. Ensure that individual student needs are supported in their learning journey.
5. **Sourcing students/enrolment/marketing:** Lead an exciting and engaging recruitment process, to include open and taster days, enrolment events, interviewing of prospective students, keep warm activities and that challenging recruitment targets are met. Ensure that IAG, transition, interview and enrolment are effective, and resources are provided to ensure students are adequately supported by the department.
6. **Induction & integration:** Ensure the highest standard of quality advice, guidance and induction are provided, so that students are supported effectively, and progress onto the right course, resulting in attaining a sustained positive destination. Ensure that students integrate well into college life, they have a voice and are aware of networks they can participate in.
7. **TLA+Q oversight, driving standards:** Ensure that student retention, success, value added / distance travelled and progression rates for SEND learners exceed national average year-on-year. Ensure effective quality assurance measures are adhered too, in accordance with guidance from the Quality team.
8. **Observations & role modelling:** Lead and model outstanding teaching, learning and assessment practices. Complete learning walks and teaching observations and provide constructive, developmental, and detailed feedback, to enhance the quality of teaching of learners with SEND.

9. **Student engagement/enhancing the student experience:** Motivate and inspire students to achieve and develop their skills to enable progression. Facilitate and support the input of the student voice opportunities and actively seek projects and support to ensure students enjoy their time in college, have fun and gain valuable life skills.
10. **Equality, Diversity & Inclusion (EDI):** Create an inclusive culture, which recognises and ensures proactive responses to support the vulnerabilities and risks which affect some students. Liaise with Student Life services including safeguarding, student experience and mental health and wellbeing to ensure effective support and smooth transition into college and onward to future destinations.
11. **External engagement:** Liaise and network with local authorities, government agencies, sector specialist groups and other relevant stakeholders to ensure that future planning for SEND is in place.
12. **Intelligence gathering/analysis work:** Undertake root cause analysis to address areas of change, whilst using evidence-based methodologies to choose directions of travel and effective planning techniques. Utilise workforce and engagement data to effectively raise satisfaction levels and performance. Prepare and produce detailed reports, as appropriate.
13. **Collaboration/planning/cohesion:** Support the sharing of skills to other team members through workshops or other CPD activities. Proactively engage in cross college/group project work, aligned with strategic and innovative projects that enhance the student and staff experience which may also raise the profile of the organisation.
14. **Commitment to driving continuous improvement:** Actively promote continuous improvement methodologies, including participation in curriculum and College self-assessment reports, inspection preparation, quality audits and process reviews.
15. **Support the Director and deputise as appropriate.**

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

Job Title:	Head of Department – Access to Higher Education
Department	Adult, community and ESOL

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 criterion 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. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
D	Q2. Level 5 teaching qualification. Heads of Department are also expected to commit to the Education and Training Foundation Professional Standards.	A / C
E	Q3. Professional level 4 qualification and/or degree.	A / C
E	Q4. Relevant recognised professional attainments.	A / C
D	Q5. Master's or other relevant Postgraduate Qualification.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
D	EK1. Relevant up to date subject knowledge.	A / I / T
E	EK2. Thorough and up to date Knowledge of Government policy in relation to Access to Higher Education, and Higher Education and training. Including its funding and curriculum / qualification reform	A / I
E	EK3. Expertise, knowledge and understanding of the Sector	A / I / T
E	EK4. Proven experience managing staff in an educational setting	A / I
E	EK5. Proven experience managing and utilising data to inform quality improvement, including planning, monitoring and reviewing.	A / I / T
D	EK6. Substantial teaching experience in FE	A / I
E	EK7. Experience of working positively with adult learners.	A / I
E	EK8. Experience of successful administration and management of financial budgets	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SK1 Communicating with others Manages 'necessary' performance conversations with confidence.	I
E	SK2. Working with others Promotes initiatives that continually improve the student experience and all service provisions across the group.	I

E	SK3. Developing and leading others Fosters an inclusive working environment that promotes equality, fairness and respect.	A / I
E	SK4. Business Acumen Understands and effectively interprets own budget and financial pla	A / I
E	SK5. Decision Making, Planning, Prioritisation Has a solution focused, evidenced based approach to decision making.	A / I / T
E	SK6. Personal Accountability and Inclusivity 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	SK7. Future Proofing Actively utilizes LMI and technical data to ensure long term sustainable plans in place, to support organizational growth.	A / I
E	SK8. Innovation and Engagement Able to review current system and develop a process for continued innovation and improvement.	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