

<b>Organisation:</b>	Luminate Education Group
<b>Primary Organisation Supported</b> <i>(only use this field for LEG service member of staff)</i>	Luminate Education Group
<b>Core Job Role:</b>	Performance and Projects Coordinator (QTLA)
<b>Job Title:</b>	Performance and Projects Coordinator (QTLA)
<b>Reports to:</b>	Data & Performance Manager
<b>Grade</b>	SO1
<b>Date of compilation:</b>	September 2023

### ROLE SUMMARY:

### SPECIFIC ROLE RESPONSIBILITIES:

1. The coordination, monitoring and reporting of performance in all aspects relevant to the QTLA Team, with a focus on improving staff engagement and learner outcomes.
2. Monitor and analyse a range of QTLA data to identify support requirements for quality improvement across the FE Colleges.
3. Support cross college priorities and QTLA projects including, but not limited to, attendance, performance, stakeholder satisfaction, TLA, and Quality throughout the business calendar and academic year cycle.
4. To contribute to the use and evaluation of data, performance and implementation of quality processes across college campuses.
5. Supporting the Deputy Director of Quality Standards and Deputy Head of Quality with coordinating logistical arrangements for Quality Performance Reviews, and
6. Management and Partnership Meetings.
7. Support the Data and Performance Manager with the implementation and monitoring of the Performance Review and Business Planning processes
8. Support the Deputy Director of TLA with coordinating logistical arrangements and delivery of training related to Quality, Data and Performance.
9. To respond to directorate and department priorities in collaboration with the wider QTLA team.
10. Collaborate with the Advanced Practitioners and Quality Coordinators in residence to drive continuous improvement in departments and across the campus/college.

11. Gather data to identify training, support and intervention activities. Ensure high quality data is gathered for reporting and ensure that managers within each curriculum area have access to accurate and relevant information.
12. Communicating information to departments about quality assurance and external quality benchmarks and standards, in collaboration with the Deputy Director of Quality Standards, Data and Performance Manager and Curriculum Quality Programme.
13. Coordinate priorities and lead multiple projects which engage colleagues including large scale cross college CPD events.
14. Collect and present information and data required by curriculum heads and directors for performance review and business planning.
15. Drive team improvements to ensure excellent customer service and high levels of user satisfaction with service delivery.
16. Produce reports and data, in the college writing style, as required.
17. Updating of college information systems and/or equivalent Google documentation.
18. Coordinate QTLA publications.
19. Coordinate the administration and collaboration of the QTLA directorate, including engagement and responsive with curriculum departments.

#### **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>	Performance and Projects Coordinator (QTLA)
<b>Department</b>	Quality of Teaching, Learning and Assessment

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 2 (or above) in English, maths and ICT.	A / C
E	Q2. Appropriate professional qualification or portfolio demonstrating significant experience of service delivery e.g. Project/Data Management.	A / C
D	Q3. Appropriate level 3 qualification or above which can be applied to the role, ICT preferable.	A / C
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Knowledge of and competence in IT in a business/educational context e.g. Microsoft applications including Excel, Outlook and experience with Google applications e.g. Docs, Sheets, Forms, Slides.	A / I / T

E	EK2. Experience in using data and information systems to track, monitor and report on progress.	A / I / T
E	EK3. Experience of management information systems.	A / I
E	EK4. Experience of working and promoting collaboration in complex organisations to break down silo or insular working practices.	A / I
E	EK5. Experience of influencing and supporting others to review progress and achieve improved outcomes.	A / I
E	EK6. Ability to coordinate multiple projects in parallel and to deliver projects within tight deadlines and experience of using project management methodologies.	A / I
E	EK7. Experience of organising and coordinating events/activities.	A / I
E	EK8. Ability to demonstrate objectivity and a confidential approach to data and information management.	A / I
D	EK9. Experience of contributing to a robust evidence base for internal and external audit.	A / I
<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Ability to create, implement and utilise information systems to enhance service delivery e.g. using Google, ProSolution, ProAchieve, iTrent and other products.	A / I
E	SC2. Ability to relate to students and staff, and communicate effectively at all levels and with internal and external stakeholders, whether orally or in writing.	A / I
E	SC3. Ability to question and challenge established procedures and policies to deliver the best possible outcome.	A / I
E	SC4. Ability to demonstrate objectivity in decision making and the reporting progress.	A / I

E	SC5. Ability to manage and monitor multiple projects and action plans, with changing requirements and short deadlines.	A / I / T
E	SC6. Ability to build effective working relationships, within and across teams, to plan for and deliver long-term solutions.	A / I
E	SC7. Ability to analyse and interpret data, producing reports on progress against outcomes.	A / I / T
E	SC8. Proven ability to utilise a solutions-focused approach to impact positively on performance.	A / I / T
<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) 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