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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> | University Centre Leeds   |
| <b>Core Job Role:</b>   | Admissions and Placement Coordinator - ITT                              |
| <b>Job Title:</b>   | Admissions and Placement Coordinator - ITT                              |
| <b>Reports to:</b>  | Deputy Head of Department of Teacher Training, Learning and Development |
| <b>Grade</b>  | LC6   |
| <b>Date of compilation:</b>   | September 2023  |

### ROLE SUMMARY:

### SPECIFIC ROLE RESPONSIBILITIES:

1. Coordinate a high-quality work placement programme for students across the partnership.
2. Develop and maintain effective links with placement providers to secure high quality work experience and progression opportunities for students, in line with student's attitudes, interests, skills and abilities.
3. Responsible through the Head of Department for ensuring that the terms of the partnership agreement are fulfilled
4. Ensure full compliance with all relevant statutory regulations (including DBS checks) and mandatory training for the students, (to include Safeguarding, Equality and Diversity, GDPR and Prevent training).

5. Monitor the retention, achievement, success and attendance of all students on placement.
6. Support the wellbeing of students and act as a first point of contact for students during the placement for any issues or concerns.
7. Take a lead role in quality assuring placement provision across the partnership attending meetings with mentors and students to gain feedback on progress. This includes regular meetings with mentors and students.
8. Coordinate and deliver mentor training across the partnership and ensure continuing communication on matters relating to student development and welfare.
9. Contribute to the evaluation and review of placement provision across the partnership.
10. Support and liaise with subject mentor (and other key placement personnel where appropriate) on the student's progress and implement positive interventions where needed for identified students. Conduct compulsory mentor training for all the mentors across the partnership and chair regular meetings for all mentors to enable good practice to be shared.
11. Liaise with partner co-ordinators and subject mentors to provide students with an appropriate timetable to cover all relevant key stages and abilities
12. Ensure starting points are accurately recorded for all students and that their progress is tracked and monitored throughout the duration of the placement.
13. To be responsible for the allocation of students to an appropriate partnership setting for their placements
14. Attend moderation training meetings held by the training provider to support the moderation of standards.
15. Regularly update the Department with placement and student status information, providing an auditable record of placement monitoring.
16. Contribute to programme and partnership developments as appropriate and inform the review process to develop and improve provision.

**CORE RESPONSIBILITIES:**

1. Establish and develop strong working relations and clear partnerships with schools or colleges to identify and develop solutions to meet their hiring and workforce development requirement, and generate pathways to employment and career development.

2. Responsible through the Head of Teacher Training, Learning and Development for ensuring that the terms of the partnership agreement are fulfilled and align with DfE guidance where applicable.
3. Ensure that the student teacher is provided with opportunities to cover all aspects of the relevant professional standards for Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS).
4. Arrange cross-phase experience for trainees beyond the trainee's main placement where applicable.
5. Schedule, allocate, track and, where appropriate, re-schedule the observations of trainees across the ITT programmes and have oversight of the tracking documentation associated with this.
6. Participate in the selection, training and initial assessment of ITT students.
7. Contribute to trainee IAG and enrolment processes.
8. Liaise with teacher training staff to coordinate timetables and reports
9. Contribute to training provider event days and promote the work of the department.
10. Alongside the Deputy Head, respond to complaints in accordance with the HE Complaints Procedure.
11. Undertake work associated with partnership promotion, including the development and maintenance of the 'Leeds City College ITT Partnership' extranet and partnership newsletter.

#### **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 Luminare 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.*

**Energy & enjoyment**

*Fostering an environment that enables our people and learners to be brave, interact and have fun.*

**Passion & ambition**

*Encouraging all to think aspirationally, inspiring others to do the same.*

**Ownership & performance**

*Using our robust business planning model to allow areas to have clear ownership over their vision and remit.*

**Creative & reflective**

*Always hungry to learn and looking ahead to see what is on the horizon.*

**Collaborative & responsive**

*Proactively seeking opportunities to create synergies and positive outcomes for all.*

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| <b>Job Title:</b> | Admissions and Placement Coordinator - ITT post |
| <b>Department</b> | Teacher Training, Learning and Development      |

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                                      | A degree level education or significant relevant experience.  | A / C                           |
| E                                      | A relevant professional qualification, e.g. recognised teaching qualification in ITT (QTS or QTLS). | A / C                           |
| E                                      | Literacy and Numeracy at Level 2 or above and willingness to improve in one or both disciplines     | A / C                           |
| D                                      | Must hold or be willing to work towards a mentorship qualification.                                 | A / C                           |
| <b>Experience and Knowledge</b>        |   |                                 |
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>   | <b>Method of<br/>assessment</b> |
| E                                      | Knowledge of ITT programmes and the preparation of beginning teachers.                              | A / I                           |

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|--|--|---------------------------------|
| D                                      | Knowledge of work placement documentation and processes and how these improve student achievement and progression.                                   | A / I                           |
| <b>Skills and Competencies</b>         |  |                                 |
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of<br/>assessment</b> |
| E                                      | Proven ability in an educational or employment setting.  | A / I                           |
| E                                      | Excellent organisational skills with experience of prioritising work and managing a wide range of conflicting deadlines.                             | A / I                           |
| E                                      | Well-developed presentation skills including the ability to chair formal and informal meetings and fora with a diverse range of people.              | A / I                           |
| E                                      | Ability to relate to, and provide high quality pastoral support for, new entrants to the teaching profession.  | A / I                           |
| E                                      | Ability to liaise and negotiate with academic and support staff.   | A / I                           |
| E                                      | Excellent interpersonal and communication skills, able to build supportive relationships with a range of internal and external college stakeholders. | A / I                           |
| E                                      | Ability to deal with difficult and challenging situations with tact, sensitivity and confidentiality.  | A / I                           |
| E                                      | Ability to collate, interpret and analyse data from a variety of sources and database systems.   | A / I                           |
| <b>Behavioural, Values and Ethos</b>   |  |                                 |
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of<br/>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                               |

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| E | B4. Commitment to professional standards          | I |
| E | B5. Commitment to restorative practice approaches | I |