

Group Member:		Luminate Group Services	
Job Title:		Group Director of Apprenticeships	
Reports to:		Group Vice Principal Curriculum & Skills	
Job Grade	Spot salary	Department	Apprenticeships

ROLE SUMMARY:

To lead on the development and quality improvement of apprenticeships across the group and to lead the Apprenticeships directorate as part of the group's senior leadership team.

To develop a responsive and financially sound range of apprenticeship and skills programmes that meet employer and regional skills needs.

The Group Director of Apprenticeships will have a leading role in the group's employer engagement strategy and ensuring a CRM system is effectively utilised. They will develop effective business engagement strategies and maintain productive relationships with local, regional and national employers. They will lead a Business Engagement Team that will develop apprenticeship growth and a Quality Team that will drive consistently high outcomes across the Group's apprenticeship provision.

The post holder will work in partnership with Heads of Department to develop new provision in growth areas.

SPECIFIC ROLE RESPONSIBILITIES:

1. Provide dynamic, visible and effective leadership of the Apprenticeship provision.
2. Develop a productive and purposeful culture that raises the expectations of relevant staff across the group, apprentices, employers and other stakeholders.
3. Provide effective leadership to staff in the cross-Group Apprenticeship Quality and Business Engagement teams.
4. Lead on the development of apprenticeship curriculum across the group so that it meets regional, local and national skills priorities.
5. Be the Apprenticeship income lead and the Apprenticeship Quality lead for the FE Colleges.
6. Lead on the achievement of high levels of employer satisfaction.

CORE RESPONSIBILITIES:

1. Liaise with the HR department (FE colleges) to ensure consistency across all staff working on apprenticeships in terms of their job roles, duties and professional updating.
2. Liaise with MIS and Marketing to embed a CRM system fully.
3. Ensure the effective marketing of apprenticeship provision in liaison with the college's marketing department.
4. Develop and lead on comprehensive strategies, projects and initiatives that improve recruitment, income, efficiency, reputation and apprentice experience in the Group.
5. Be the Apprenticeship income lead and the Apprenticeship Quality lead for the FE Colleges.
6. Ensure excellent continuous professional development is provided for all staff involved in apprenticeships, including regular professional and industrial updating.
7. Develop excellent relationships with employers in relevant industries and sectors and take a leading role in the Group's Employer Engagement Strategy and wider Stakeholder Engagement Strategy.
8. Develop, host and attend Business/Employer/Networking events to increase visibility and presence of the Business Engagement Team.
9. Lead on the achievement of high levels of employer satisfaction.
10. Take the lead across the campus on all aspects of apprenticeships and advise the Senior Leadership Team and all relevant staff on national policy and funding developments around apprenticeships |
11. Assistance in the preparation, support and participation of examinations and invigilation across the group

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

For HR Use Only

Job Family	Leadership and Management					
Core Job Role:	SLT					
Date of Compilation	June 2024					
Health Monitoring	Hearing	Lung Function	Skin Tests	Hand/Arm Vibration	Eyesight	None Identified
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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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 personal statement section of the application form. Each criteria 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, R = Reference

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Educated to degree level or equivalent.	A/C
D	Q2. Masters or other relevant post graduate qualification (e.g. MBA).	A/C
E	Q3. 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
E	Q4. Relevant recognised professional attainments.	A/C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. An excellent understanding of Apprenticeship funding and government policy.	A / I
E	EK2. An excellent understanding of Apprenticeship MIS and Quality rules and requirements.	A / I
D	EK3. Good knowledge and understanding of key markets, policy and funding in education and the impact on the college and local partners.	A / I / P
E	EK4. Able to demonstrate performance management of staff and demonstrate improvements in results as a result of this management- ensuring effective team working and accountability.	A / I / P
E	EK5. Able to translate strategic planning into the delivery of the high quality education and training provision.	A / I / P
E	EK6. An excellent understanding of how to deliver exceptional apprenticeship provision in a range of environments and markets.	A / I
D	EK7. A clear understanding of key stakeholders and how to develop effective partnerships.	A / I
E	EK8. Recent, successful experience of operating at a senior level in a post-sixteen educational organisation and developing and leading highly effective teams.	A / I
E	EK9. A recent track record of leading curriculum teams to successfully develop curriculum, which meets national and local priorities and student needs	A / I / P
E	EK10. Development and implementation of strategies that have improved the delivery and	A / I / P

	assessment of apprentices and led to improved outcomes	
D	EK11. Previous experience working with a wide range of partner organisations to meet the needs of apprentices.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Professional and Technical Knowledge Has full command and use of relevant professional / technical knowledge and job related knowledge and skills.	A / I
E	SC2. Organisational and Education sector knowledge. Effective knowledge of the Luminate Education Group, its FE colleges and an appreciation of the wider educational issues.	A / I/P
E	SC3. Interpersonal and Communication skills Relates effectively to others, both one to one and in teams, effective in giving and receiving messages both face to face and in writing.	A / I/P
E	SC4. Influencing skills Takes effective action to affect the behaviour and decisions of other people.	A / I
E	SC5. Critical thinking Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	A / I/P
E	SC6. Self-management and learning Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours.	A / I
E	SC7. Achievement and Action Focuses on making progress, achieving results. Keen to get going and keep going.	A / I
E	SC8. Initiative and innovation	A / I

	Creates and appreciates new ideas and perspectives, sees possibilities and challenges	
E	SC9. Strategic perspective Ability to think broadly, analyse the big picture and value diverse perspectives.	A / I / P
E	SC10. Capacity for change Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.	A / I
E	SC11. Emotional Intelligence Understanding the benefits of different leadership / management styles. Gauging own impact as a leader / manager.	A / I
E	SC12. Enduring Resilience Continually exuding optimism and a 'can do' attitude.	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