

Group Member:		Luminate Education Group	
Job Title:		Deputy Head of Apprenticeships	
Reports to:		Associate Dean of HE and Director of Apprenticeships	
Job Grade		Department	UC Leeds

SPECIFIC ROLE RESPONSIBILITIES:

1. Support Head's of Department in all aspects of the University Centre Leadership and Management, particularly around quality, teaching, learning and assessment and securing outstanding outcomes for apprentices.
2. Ensure departmental targets for apprenticeships are met, to support planned growth for University Centre Apprenticeships
3. Ensure that apprenticeships within the University Centre are run effectively and meet awarding body, funding and quality agency requirements.
4. Lead on and oversee robust quality assurance procedures for apprenticeships across the University Centre
5. Lead on all aspects for a defined section of provision with the College, including:
 - Supporting Heads of Department to ensure apprenticeship curriculum is responsive to national and local priorities.
 - Supporting Heads of Department to adapt and develop apprenticeship provision to meet local demands.
 - Respond to apprenticeship funding changes as advised by the Group Head of Apprenticeship Operations.
 - Securing strong outcomes for apprentices.
6. Be a role model across the directorate for strong employer engagement (including building relationships with employers), apprenticeship delivery and assessment.
7. Performance manage Assessors within the department and ensure that they develop their professional practice.
8. Through supportive and effective performance management of Programme Managers and Assessors the DHoD will drive improvements to apprenticeship retention, achievement, success and progression.
9. Develop an inspirational and motivational apprenticeship provision which supports apprentices achieve their aspirational targets associated to skills, achievement, progression and personal development.
10. Provide an excellent learning experience which allows apprentices to progress within their role, or onto a higher-level apprenticeship, with their attainment maximised.
11. Ensure the highest standard of quality advice, guidance and induction is provided.

12. Ensure that all apprentices receive high quality feedback that enables them to improve their skills and knowledge based on rigorous, robust and accurate assessment.
13. Ensure that each apprenticeship programme is effectively planned, ensuring that skills and knowledge development is effectively embedded.
14. Ensure that learning materials, TLAPs and EPA preparation are designed for a high-quality learning experience that maximises outcomes for apprentices.
15. Promote the benefits of technology and support apprentices in its use
16. Ensure that progress reviews are planned and conducted effectively with robust tracking in place to ensure compliance with all requirements, including the provision of support where necessary.
17. Ensure all documentary/process requirements throughout the apprenticeship lifecycle, to meet either quality or funding requirements, are complied with.

CORE RESPONSIBILITIES:

1. Lead and inspire a diverse group of staff working across multi sectors and industries.
2. Manage and lead activities and strategies to ensure the high retention, achievement, success and attendance rates for apprenticeship standards.
3. Support the planning, preparation and development of schemes of work, lesson plans, teaching and learning resources, assessment plans, ITPS and online portfolio set up for apprentices.
4. Manage the recording of student progress and to ensure that individual and group learner targets are being met.
5. Lead and manage the creation of targets, recording & monitoring of progress against them. Implement interventions where needed for identified courses.
6. Lead and manage apprenticeship quality assurance processes.
7. Inform the review process to develop & improve identified course(s). Build positive relationships with internal and external stakeholders, including but not limited to, apprentices, employers, curriculum and support colleagues.
8. Participate in student recruitment activities, including interviews and open evenings.
9. Conduct first stage student disciplinaries.
10. Ensure that effective Induction programmes are in place for learners.
11. Any other duties that are specific to the department.
12. Ability to participate in evening/weekend work as required.

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

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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 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. A L3 Qualification (Vocational or academic) in any subject.	A/C
E	Q2. English and Maths at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above	A/C
E	Q3. Level 3 qualification in assessment, education and training.	A/C
E	Q4. Level 4 Internal Quality Assurance qualification.	A/C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. A proven track record of engaging with employers and delivering effective apprenticeship programmes.	A / I /

E	EK2. Experience of positively managing student and group progression, advice and guidance in a Further or Higher Education setting, with positive outcomes	A / I
E	EK3. A proven track record of working in an apprenticeship environment within a leadership and management role.	A / I
E	EK4. Recent experience in building and maintaining relationships with a range of stakeholders, including employers, apprentices, and regulatory bodies.	A / I
E	EK5. Knowledge of quality assurance frameworks and processes, with experience in directly managing high-quality apprenticeship delivery.	A/I
E	EK6. Experience of working within an apprenticeship funding team/role, submitting and managing funding reports	A/I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Ability manage and oversee quality processes across identified cohorts and ensure consistency of high delivery within teams	A / I
E	SC2. Ability to support activities in the development and delivery of strategies to improve retention, achievement, success and attendance rates for groups of learners	A / I / T / P
E	SC3. Effective management skills to ensure high performance from a range of individuals	A / I
E	SC4. Exceptional verbal /written communication and interpersonal skills	A / I / P
E	SC5. Ability to provide productive insight into the review process and development of identified courses	A / I

E	SC6. Excellent organisational skills, to ensure deadlines are met and progress in achieving results from learners and team members.	A / I
E	SC7. Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	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