

Job Description

Organisation:	Leeds City College
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	N/A
Core Job Role:	Workplace Assessor
Job Title:	Workplace Assessor – Education and Early Years
Reports to:	Lead Assessor/Deputy Head
Grade	T1
Date of compilation:	February 2024

ROLE SUMMARY

We are looking for an inspiring Education and Early Years assessor who has a passion for supporting and motivating young people into employment, whether this is in Primary Education or Early Years. The ideal candidate will be passionate about students, have the ability to work independently and make productive and professional relationships with our work placement settings.

The role will work closely with the Education and Early Years team to support students to achieve their workplace assessments and qualification. You will primarily be based off site and will be required to travel daily to a variety of locations in West Yorkshire. During these you will carry out and write up detailed student observations, therefore it is essential that you have a high level of written literacy.

CORE RESPONSIBILITIES:

- Will be responsible for a range of Education and Early Years students and will plan and carry out work placement assessment against nationally recognised standards.
- Have a caseload of students to assess on placements to make assessment judgements which are mapped to competencies.
- Formulate action plans with individual students so they are prepared for their placement assessments and understand any developments needed.
- Ensure timely achievement of placement assessments enabling students to reach their potential of Early Year Practitioner or Assisting Teaching Practitioner.
- Keep accurate assessment records of students with a variety of evidence. These records will be moderated by the awarding body NCFE CACHE.
- Effective and efficient management of own appointments, schedule and student caseload.

- Travel to a variety of locations in West Yorkshire to carry out student/employer visits, as required.
- Receive and act on feedback from internal and external verifiers.
- Work according to awarding body rules and regulations in all areas.
- Have high expectations of students and motivate and build a 'can do' attitude with them.
- To prepare Individual Learning Plans (ILPs), carry out regular reviews with students in accordance with NCFE CACHE examination body.
- To provide up-to-date working knowledge of the Early Years Foundation Stage (EYFS) and National Curriculum (Primary and Secondary).
- Keep up-to-date with any curriculum changes that may occur throughout the time in post.
- To complete, maintain and submit accurate paper and digital records for all students, in line with NCFE CACHE and college requirements. To deal professionally with colleagues and external partners as required.
- To ensure assessment and internal quality assurance processes are followed in accordance with the quality standard required by Awarding Organisations and Leeds City College policies and procedures.
- To demonstrate high academic standards in assessment and in the preparation and use of resources to meet a range of learner needs. This will include the production of new materials to match any new framework/standards and the sharing of such materials.
- Maintain CPD in subject specialist knowledge and skills to ensure training and assessment conforms to current best practice.
- To attend all standardisation, information and development meetings and activities in relation to roles and responsibilities.

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.

Passion & ambition

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

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.

Person Specification

Job Title:	Workplace Assessor
Department	Early Years and Education

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
D	Q1. Assessing Qualification (most up to date) if the appointee does not hold an IQA qualification, they will be required to gain the appropriate internal quality assurance qualification within 1 year of appointment.	A / C / I
E	Q2. Level 3 qualification or above in the main subject area or significant current occupational experience in the main subject area.	A / C
E	Q3. Level 2/3 qualification in Maths and English.	A / C / I
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Up to date sector experience.	A / I / P
E	EK2. Experience of assessing relevant qualifications with candidates in the workplace.	I

E	EK3. Experience of developing assessment and learning resources (including use of IT).	I / P
E	EK4. Experience of forging relationships with employers and demonstrate high level of sustaining those over a period of time.	I
E	EK5. A thorough understanding of all the required Quality/Awarding Organisation systems and procedures for the main subject area and evidence to support	I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. A thorough and up-to-date knowledge of relevant work-based qualifications and relevant frameworks.	I / P
D	SC2. Knowledge of current awards: for example, Apprenticeship, QCF qualifications, as required in subject area.	I
D	SC3. Substantial experience in the delivery of programmes in the workplace and delivery methods.	I
E	SC4. Excellent administration, organisation and time management skills	P
E	SC5. Ability to manage own caseload, prioritise tasks and problem solve.	I
E	SC6. Demonstrate ability to lead and motivate learners.	I
E	SC 7. Able to demonstrate learner achievement and progression.	I
E	SC8. Excellent interpersonal skills.	I / P
D	SC9. A commitment to continuous Quality Improvement and the required systems and procedures to support this.	I / P

D	SC10. Relevant and current evidence of CPD to meet awarding body and sector specific requirements.	I
D	SC11. Flexible and responsive approach to delivery to meet employer requirements which may include working outside normal office hours.	I
D	SC12. To hold a valid driving licence and have access to a vehicle to ensure timely assessments in West Yorkshire.	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