 **JOB DESCRIPTION**

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| **Post Title:**  Quality and Organisational Development Lead | **Director/Service/Sector** Community, Health and Wellbeing – Learning and Skills Service – Adult Learning | **Office Use** |
| **Grade:** Band 8 | **Workplace:** Adult Learning Site | **JE ref:****HRMS ref:** |
| **Responsible to:** Adult Learning Service Manager | **Date:** 04/02/2016 | **Manager Level:** Middle |
| **Job Purpose:** To lead on the continuous improvement of standards in the service implementing quality standards, practices, procedures and moderation of teaching, learning and assessment. To lead a core theme and undertake nominee role for OFSTED and matrix inspections.  |
| **Resources** | Staff | Direct – Quality Officer and Advanced Learning Coach, Examinations and IV Co-ordinator and Designated Head of Exams Centre, ICT Network, Applications and E-Learning DeveloperIndirect - Leadership role in quality of teaching, learning and assessment for 61 permanent FTEs and circa 125 sessional tutors at any time |
| Finance | Periodic management of projects related to quality, teaching, learning and assessment up to £50,000 |
| Physical | Some setting up of equipment. To handle archives and significant volumes of quality records and staff data and information.  |
| Clients | Regular work with other services and providers, external suppliers, colleagues from Learning and Skills, public bodies, external organisations, auditors and inspectors. Carrying out of observations of teaching with staff and feeding back on quality improvement matters. Frequent contact with up to 5000 learners to collect feedback and complaints handling and quality improvement matters.  |
| **Duties and key result areas:**1. To lead the improvement of quality, teaching, learning and assessment (QTLA) for the service. To be the lead for the common inspection framework in the area of QTLA. To be assistant lead for the common inspection framework in the area of Personal Development, Behaviour and Welfare. To be nominee on OFSTED and Matrix inspections as directed by the Service Manager.
2. To set and promote the learner and quality policies for the service including but not limited to Learner Charter, RARPA, IAG, Complaints, Assessments and Examinations including academic appeals, Plagiarism, Checking of Learner ID for assessment. To make recommendations to the leadership team for additional policies to reflect changes in the sector.
3. To set the annual quality policy for the organisation, ensuring it is fit for purpose for funders, awarding bodies, JCQ, OFSTED, Matrix and other relevant bodies. To prepare the associated quality documents, procedures and practices. Set, promote and support the standards for excellent course files, schemes of work, lesson plans, group profiles and personal learning records.
4. To ensure strategies for quality improvement are embedded and impact on all areas of the service, not just QTLA.
5. To set the annual policy for the no-notice lesson observation scheme (including learner voice activities) across the service and prepare the associated documents, procedures and practices. Set the annual priorities for observations. Ensure an appropriate risk system is in place for assessing lecturer and support staff performance and for directing resources most efficiently. Devise sound systems for recording observation grades and sub grades and undertake frequent analysis and reporting of performance.
6. Set the annual timetable for observations. Carry out a significant number of observations and prepare the associated reports. Train observers to undertake observations and similarly make reports. Ensure overall monitoring of action plans and their implementation in a timely manner. Take overall lead in ensuring re-observations are carried out within agreed timescales. Ensure an appropriate sample of joint observations is carried out to ensure standards are consistent across all observers. To chair the moderation meetings for lesson observations and provide feedback and best practice to staff as required. To prepare an annual report on lesson observations for the service.
7. Take the lead on ensuring appropriate coaching, mentoring and other support is in place for the staff that require it, including a programme of peer mentoring, visits and e-resources for staff to watch outstanding practitioners. To lead on the identification and sharing of good practice in teaching and learning in creative and innovative ways. To plan, organise and evaluate the annual tutor conference.
8. Devise and carry out a programme of no-notice learning walk through and quality visits to sites, and provide action plans for improvement and manage progress against the plan. Share best practice.
9. Set the standards for and co-ordinate a programme of testing and moderating of the quality of completion of apprenticeship and non-apprenticeship learner records. Provide action plans for improvement and manage progress against the plan. Share best practice.
10. Ensure standardisation meetings are held at least termly in all programme / curriculum areas and that effective action plans are in place and being implemented in a timely manner.
11. To develop and maintain an effective system of staff records including CVs, IV and EV reports, OTLA and associated action plans, Walk Through, One to One, Appraisal and review. To ensure all staff have a current DBS clearance where required and keep an up to date register at all times.
12. To establish, implement and review a code of conduct for teaching and learning support and to use for performance management. To lead on invoking and following appropriate HR procedures on persistent underperforming staff as required.
13. Manage a central resource of relevant teaching and learning resources including good practice guides, standardised schemes of work and lesson plans, activity based risk assessments and other materials as appropriate. Promote to and share with staff.
14. To oversee internal verification / moderation and assessment / examination across the service to ensure good practice and high levels of compliance with awarding bodies and JCQ.
15. Work with the Education Lead for Maths, English and Languages to ensure the sound development of English and maths skills across all programmes and curriculum areas.
16. Work with the Education Lead for Learner Support to ensure the sound development and creation of a strong culture of SHEDSS across all programmes and curriculum, making contributions to SHEDSS developments as needed.
17. To refer to the Curriculum and Programmes Manager, required developments in accommodations and resources identified through quality work.
18. As required, to be the lead for contract and quality management of partnership and franchised provision, ensuring standards are met by contractors.
19. To act as investigating officer on learner complaints that have been escalated following the complaints procedure, responding within agreed timescales.
20. Prepare and implement staff and organisational development training programmes, preparing an annual training plan and review for the service. Specifically develop activities which tackle under-performance.
21. To lead the recruitment, selection, appraisal, review, cover arrangements, welfare and support, absence management and discipline of staff in the area of responsibility, following corporate policies at all times.
22. To work with the Service Manager and Education Lead for Learner Support and ensure that the findings from learner and employer feedback are used to shape the service.
23. To manage the self-assessment and associated business improvement plan for the area of QTLA.
24. To take part in a daytime and evening rota of site, first aid and fire warden cover as required by the manager.
25. To ensure the maintenance of safe working practices and environments for all staff and learners in accordance with the policies of Northumberland County Council and relevant legislation.
26. To be committed to equal opportunities and to comply with the County Council’s diversity and equality policies. To be committed to safeguarding learners and follow policies, practices and procedures in relation to protecting children and adults.
27. To be committed to professional self-development making full use of training and development opportunities identified through appraisal. To ensure job knowledge is updated by participating in educational opportunities, reading publications, attending team meetings and participate in and maintain professional networks.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis |
| **Work Arrangements** |
| Transport requirements:Working patterns:Working conditions: | The work involves visiting adult learning centres throughout Northumberland on a regular basisFlexi hours with evening working to undertake lesson observationsWorking in a range of environments including workshops, classrooms and employer premises. Frequent travel across Northumberland is required, with occasionally further afield to attend training.  |

 **PERSON SPECIFICATION**

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| **Post Title:**  Quality and Organisational Development Lead | **Director/Service/Sector:** Community, Health and Wellbeing – Learning and Skills Service – Adult Learning | Ref: |
| **Essential** | **Desirable** | **Assess****by** |
| **Knowledge and Qualifications** |
| * Degree or equivalent
* Teaching qualification (Level 5 or IfL approved eg PGCE, Cert Ed, B’Ed)
* Coaching and mentoring qualification
* Excellent knowledge of teaching and learning and in particular differentiation
* Excellent knowledge of common inspection framework and quality improvement
* Detailed knowledge of the learning and skills sector, inspection frameworks and how this applies to service development
* Detailed knowledge of the operational, procedural and practical issues relating to the service
 | * Current assessor award (D32/D33 or A1)
* Current internal verifier award (D34 or V1)
* Postgraduate qualification
 | A, R, I |
| **Experience** |
| * Significant teaching experience within a range of education settings for young people and adults with use of a wide range of teaching and learning strategies
* Management experience and involvement in applying relevant methods, tools and techniques
* Experience of dealing effectively with others
* Significant experience of supporting staff to improve teaching and learning
* Significant experience and track record of quality improvement
* Experience of assessment and internal verification
* Experience of inspections and audits
* Experience of conducting staff appraisals
* Experience of setting targets and monitoring performance
 | * Experience of working as an Ofsted inspector
* Experience of collaborative working
* Experience of building partnerships
* Experience of ICT Networks and virtual teaching and learning environments and understanding of their potential
 | A, R, I |
| **Skills and competencies** |
| * Outstanding teaching practitioner
* Able to coach and mentor staff to improve quality of teaching and learning.
* Excellent interpersonal and communication skills
* High level of planning and organisational skills
* Ability to work to deadlines and exact standards with a strong focus on completing and finishing
* Ability to work unsupervised and lead a team on complex issues.
* Ability to work accurately and effectively under pressure
* Excellent problem solving skills with high level of numeracy to be able to understand and reason with complex business related statistics
* Ability to work on own initiative to overcome day to day operational problems
* Help create a positive work culture in which diverse, individual contributions and perspectives are valued
* Proactive and achievement orientated
 |  | A, R, I, P |
| **Physical, mental and emotional demands** |
| * Periodically dealing with customers or staff who may be angry or difficult to manage
* Able to work under pressure
* Able to move, erect and dismantle training equipment and resources
* Ability to remain calm and logical in stressful and difficult situations
* Ability to deliver challenging performance information and direct staff to improvement
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| **Other** |
| * Committed to Equal opportunities
* Committed to Health and Safety
* Be able to independently meet the travel requirements of the post

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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits