

## JOB DESCRIPTION

<b>Post Title:</b> Education Lead	<b>Director/Service/Sector</b> Community, Health and Wellbeing – Learning and Skills Service – Adult Learning		<b>Office Use</b>
<b>Grade:</b> Band 8	<b>Workplace:</b> Adult Learning Site		<b>JE ref:</b> <b>HRMS ref:</b>
<b>Responsible to:</b> Curriculum and Programmes Manager	<b>Date:</b> 04/02/2016	<b>Manager Level:</b> Middle	
<b>Job Purpose:</b> To lead on an educational programme, strand or curriculum area in 1 out of the 5 following themes: 1. <i>Education Lead for Technology, Business, Commerce and Enterprise</i> 2. <i>Education Lead – Science, Engineering, Construction</i> 3. <i>Education Lead Humanities, Health and Education</i> 4. <i>Education Lead Maths, English and Languages</i> 5. <i>Education Lead Employability Programmes</i> To deliver the management, outcomes, quality and business development targets of the area. To provide management and leadership for an adult learning site. To lead a programme theme for inspections and audits.			
<b>Resources</b>	Staff	Direct – Site and Team Administrator, permanent and sessional lecturers. Indirect - Leadership role of a programme theme through collaboration with non-line managed permanent and sessional staff	
	Finance	Responsible for the business plan for the area and the management of the associated sales and financial targets to circa £250,000 per annum. Management of resources for the programme area including dedicated adult learning centre and associated resources, equipment, fixtures and fittings. Periodic management of projects up to £50,000.	
	Physical	Some setting up of equipment. Management of centre 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 750 learners to collect feedback and first line complaints handling.	
<b>Duties and key result areas:</b>  1. Ensure knowledge is current on funding rules and eligibility, national priorities, labour market intelligence and sectoral needs, and that the appropriate syllabus and standards are used in devising and agreeing the curriculum plan. Make appropriate curriculum propositions to the Curriculum and Programmes Manager in order to secure appropriate levels of resources and delivery of the plan. Revise the plans as directed to ensure priorities are met.  2. Specifically focus on the development of provision in key priority areas including apprenticeships, traineeships, Advanced Learning Loans, 16-18 study programmes and work with the unemployed and least skilled.  3. Use appropriate tools and models to plan and predict performance to achieve given targets, within agreed resources. Ensure the delivery is well timetabled and resourced whilst being cost effective. Ensure delivery maintains a good balance and mix of provision with proper progression and developmental opportunities for learners. Make all the necessary arrangements for the resourcing of the curriculum plan including but not limited to timetabling of staff, facilities, equipment and learning resources.  4. Co-operate effectively with colleagues to ensure that the curriculum plan is appropriately timetabled in own and others sites and vice versa.			

5. To manage the budget and other resources including buildings, equipment, fixtures and fittings for a curriculum / programme area and site. To follow financial regulations and procurement policies at all times.
6. Proactively identify opportunities and undertake development work on the curriculum and site in order to secure new enrolments, business, funding, partners and collaborations. To identify and rigorously develop opportunities for income generation and fundraising.
7. Collaborate closely with the Marketing and External Development Lead and other colleagues to provide a co-ordinated and effective approach to marketing the curriculum plan through appropriate methods within given resources. Provide timely information on the curriculum to ensure marketing and back office operations are carried out within deadlines.
8. To develop appropriate materials including course and progression information to support information, advice, guidance and marketing work in the service, meeting corporate communication standards.
9. Regularly lead a range of creative and exciting initiatives including but not limited to networking, community engagement, open days and visits, awareness raising, participation and progression events, that lead to securing the required volumes of enrolments.
10. Ensure appropriate strategies are in place for effective induction, initial assessment, entrance testing, target setting, recording of learning and developmental feedback are in place for the curriculum / programme area.
11. Ensure appropriate arrangements are in place for English and maths delivery for those who require it.
12. Ensure pastoral support arrangements are in place that are consistent with the needs of the learner population in the area.
13. To ensure additional learning support arrangements and recording is in place for learners with SEN. Refer to the Education Lead for Learning Support for more complex support as appropriate.
14. Analyse participation data frequently and take prompt remedial actions to raise learner recruitment.
15. To systematically carry out quality activities in the curriculum / programme area to achieve excellence. Carry out lesson observations, termly standardisation meetings, moderation, walk through visits, one to ones, caseload monitoring, auditing of course and learner records, reviews and appraisals, and taking rapid remedial action as appropriate.
16. Promote the development of innovation in teaching, learning and assessment in the curriculum / programme and site. To lead on the identification and sharing of good practice in teaching and learning in the curriculum / programme area.
17. To systematically carry out analysis of learner progress and performance and personal development, behaviour and welfare in the curriculum / programme area to achieve the best outcome for learners. Carry out regular checks on learner progress, learner's work, attendance, retention, achievement, success, impact and progression, taking rapid remedial action as appropriate. Take prompt action on learners at risk of early leaving, non-achievement or late completion.
18. To provide induction, training, coaching and support for staff and share best practice with the team and wider colleagues. To refer persistent performance matters promptly to the Curriculum and Programmes Manager and Quality and Organisational Development Lead as required.

19. To teach, assess, internally verify, coach or provide pastoral support to a caseload of learners on a relevant subject for approximately 150 hours per service year
20. To organise all internal verification for the curriculum / programme area ensuring that an active role is taken in the assessment, verification and external accreditation plan for the area. Co-ordinate and attend external awarding body visits, receive and act on action plans. Liaise with the Examinations and Internal Verification Co-ordinator (Head of Exams Centre) on maintaining accurate records of internal and external verification and invigilation arrangements.
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. Write the SAR and implement the Business Improvement Plan for the area. To lead or deputise a programme area in relation to the common inspection framework as directed by the Service Manager.
23. As required, to be the lead for contract and quality management of partnership and franchised provision, ensuring standards are met by contractors.
24. To take part in a daytime and evening rota of site, first aid and fire warden cover as required by the manager.
25. In order to maintain a professional atmosphere, a smart dress code is required and you must wear a name badge at all times.
26. 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.
27. 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.
28. 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:	The work involves visiting adult learning centres throughout Northumberland on a regular basis
Working patterns:	Flexible working hours apply subject to the needs of the service and requirement for working on a rota being met. Evening working to undertake lesson observations or provide cover is required. Site call out may be required occasionally.
Working conditions:	Working 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**

<b>Post Title:</b> Education Lead	<b>Director/Service/Sector:</b> Community, Health and Wellbeing – Learning and Skills Service – Adult Learning	Ref:
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
<ul style="list-style-type: none"> <li>Degree or equivalent</li> <li>Teaching qualification (Level 5 or IfL approved eg PGCE, Cert Ed, B'Ed)</li> <li>Excellent knowledge of teaching and learning</li> <li>Excellent knowledge of common inspection framework</li> <li>Detailed knowledge of the learning and skills sector, inspection frameworks and how this applies to service development</li> <li>Detailed knowledge of the operational, procedural and practical issues relating to the service</li> </ul>	<ul style="list-style-type: none"> <li>Current assessor award (D32/D33 or A1)</li> <li>Current internal verifier award (D34 or V1)</li> <li>Postgraduate qualification</li> </ul>	A, R, I
<b>Experience</b>		
<ul style="list-style-type: none"> <li>Significant teaching and organisation of teaching programmes within a range of education settings for young people and adults</li> <li>Use of a wide range of teaching and learning strategies</li> <li>Management experience and involvement in applying relevant methods, tools and techniques</li> <li>Experience of dealing effectively with others</li> <li>Significant experience of supporting staff to improve</li> <li>Track record of performing against challenging performance targets and deadlines</li> <li>Experience of assessment and internal verification</li> <li>Experience of inspections and audits</li> <li>Experience of conducting staff appraisals</li> <li>Experience of setting targets and monitoring performance</li> </ul>	<ul style="list-style-type: none"> <li>Experience of collaborative working</li> <li>Experience of building partnerships</li> </ul>	A, R, I
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>Outstanding teaching practitioner</li> <li>Able to coach and mentor staff to improve</li> <li>Excellent interpersonal and communication skills</li> <li>High level of planning and organisational skills</li> <li>Ability to work to deadlines and exact standards with a strong focus on completing and finishing</li> <li>Ability to work unsupervised and lead a team on complex issues.</li> <li>Ability to work accurately and effectively under pressure</li> <li>Excellent problem solving skills with high level of numeracy to be able to understand and reason with complex business related statistics</li> <li>Ability to work on own initiative to overcome day to day operational problems</li> </ul>		A, R, I, P

<ul style="list-style-type: none"> <li>• Help create a positive work culture in which diverse, individual contributions and perspectives are valued</li> <li>• Proactive and achievement orientated</li> </ul>		
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>• Periodically dealing with customers or staff who may be angry or difficult to manage</li> <li>• Able to work under pressure</li> <li>• Able to move, erect and dismantle training equipment and resources</li> <li>• Ability to remain calm and logical in stressful and difficult situations</li> <li>• Ability to deliver challenging performance information and direct staff to improvement</li> </ul>		I
<b>Other</b>		
<ul style="list-style-type: none"> <li>• Committed to Equal opportunities</li> <li>• Committed to Health and Safety</li> <li>• Independently meet the travel requirements of the post.</li> </ul>		I

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