

JOB DESCRIPTION

Job title:	Apprenticeship Trainer in Carpentry and Joinery
Accountable to (line manager):	Apprenticeship Manager
Scale:	E18-E23
Workload:	FTE 37 hr

Core expectations

- Ensuring Tone of Voice is consistent;
- Few rules and clear boundaries – an organisation concerned with student-focused decision making;
- Transparency, empowerment and accountability – a delegated model of authority as opposed to ‘command and control’;
- Decision making as near to the frontline as possible – responsive, learner focused.

Components of the job

1.	To manage a caseload of learners, organise workplace assessment visits and meetings with employers within the Electrical sector.
2.	Act as main point of contact for employers and students, providing feedback on progress as required.
3.	To develop links with local employers and encourage the undertaking of work placements
4.	To monitor individual learning plans, learner progress and KPI's as to ensure timely achievement of students, managing caseload through SMART Assessor platform
5.	Provide high quality training to students both in college and in their place of work.
6.	To conduct assessments and reviews in line with Awarding Body and College requirements, ensuring learners are ready for End Point Assessment
7.	Safeguard the health, well-being, and safety of the students and staff some of whom maybe classed as vulnerable people or adults. In the event of a risk to students or staff becoming apparent or if concerns arise about a vulnerable person's welfare, to immediately report these concerns in line with the Safeguarding policy and procedure.
8.	To promote equality and diversity, ensuring equal opportunities for all students, staff and visitors.
9.	Adhere to the Prevent Duty, working to safeguard students from radicalisation and extremist influences by reporting concerns in line with the Safeguarding policy and procedure and promoting British values.

Method of working

Education Training Collective expects all staff to work effectively, both as individuals and as part of a team, delivering high quality education and support to students and staff. In doing so, the Group expects all staff to display all of the core competencies as defined in the performance and development appraisal arrangements and to conduct themselves in a manner which befits their professional status and responsibilities.

Public relations

Considerable importance is attached to the role the Group plays in its various communities and specifically the relationships it has with schools, employers and other stakeholders. It therefore follows that all staff are expected to work to maintain and develop these relationships at every opportunity by positively promoting the work of the Group and the role it can play in supporting the aims of its stakeholders.

This job description is a guide to the work the post holder will be required to undertake. In consultation with the post holder, it may be amended from time to time by the Corporation and/or Chief Executive and Group Principal to meet changing circumstances. Specific targets and objectives will be agreed with the post holder and will be reviewed regularly as part of the performance management arrangements.

I acknowledge receipt of the above job description, detailing the duties and responsibilities of this post and confirm my acceptance of them.

Signed:		Dated:	
Print name:			

Personal Specification

Personal attributes required	Essential (E) or Desirable (D)
Qualifications and Experience:	
NVQ Level 3 or equivalent in an occupational area	E
Assessor Awards D32/33 or A1/2	E
English and Maths qualifications at level 2 (minimum)	E
Teaching qualifications	D
Internal verification award or to be prepared to work towards	E
Knowledge, skills and abilities:	
Relevant occupational experience in the discipline	E
Understanding and experience of current working practices in the relevant discipline	E
Understanding of Apprenticeship Standards	E
Experience of undertaking formal employee assessment in the workplace	D
Experience of assessing against NVQ or similar competence-based framework	D
The ability to use IT to its maximum potential	E
Attitude & Behaviours	
Positive attitude to teaching and learning: Genuinely enthusiastic about education, with a passion for supporting learners in their personal and professional development.	E
Adaptability and Resilience: able to respond effectively to changes in curriculum, student needs, or institutional requirements with a constructive and flexible approach.	E
Professionalism: demonstrates a strong work ethic, punctuality, and a high standard of personal conduct both in and out of the classroom or workshop environment.	E
Team Player: works collaboratively with colleagues across the department and institution, supporting shared goals and contributing to a positive workplace culture.	E
Other:	
Ability to inspire and motivate others to achieve their highest personal and professional standards	E
Commitment to educational excellence	E
Ability to cope with the pressures inherent in the post, i.e. rapid pace of change and meeting demanding deadlines	E
Motivation to work with young people and vulnerable adults	E
Emotional resilience with challenging behaviours	E