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**JOB DESCRIPTION**

# BUSINESS DEVELOPMENT - NEWARK

## **POST:** Assessor/Trainer

## **REPORTING TO**: Team Leader

**GRADE:** SO1 (SP26 – 29) £28,583 - £31,237

**RESPONSIBLE FOR:** Not applicable

**LOCATION:** Remote

**PURPOSE OF ROLE:**

Within the context of the College’s commitment to providing quality education for all, to teach and contribute to the Employment and Skills Provision of the faculty and department, the post-holder will be responsible for:

1. Teaching and tutoring duties.
2. Curriculum development.
3. Programme administration.

**MAIN DUTIES AND RESPONSIBILITIES**

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| **Teaching and Curriculum**   1. To assess in any of the following sectors Health and Social care, Business Administration, Management 2. To contribute to the planning and preparation of the learning programmes in the subject(s) and associated subjects (as detailed in section ‘Specific Responsibilities’ ) to College and Department standards, by:  * planning for effective learning, by completing, structured, coherent and sufficiently detailed learner plans * preparing appropriate resources (e.g. giving prior notice to technicians and Learning Support Assistants of equipment / materials / software required for the class, preparing hand-outs etc.)  1. To deliver effective programmes of learning, through efficient management including:  * conducting initial assessments and contributing to the induction of learners * promoting learning in a stimulating context * ensuring all activities are conducted in a safe manner with appropriate use of safety equipment / clothing * implementation of strategies for managing student attendance and lateness  1. To act as a Course Team Leader/Tutor for one or more courses if required 2. To contribute to relevant curriculum review and development activities as required, such as:  * updating and adjusting the course offer, including income generating courses, in the light of local, regional and national needs, awarding body requirements, researching relevant training needs and appropriate performance indicators * developing new materials and delivery methods suited to purpose, including the development, if required, of materials for a variety of learning environments * contributing to the review of learning programmes through the Quality Assessment Framework and support the implementation of outcomes to ensure continuous improvement * contributing to the development of the Departments Self-Assessment Report.   **Administration**   1. To maintain records on student progression and performance in order to   update course review and evaluate data in the course files.   1. To undertake administrative duties associated with allocated learning programmes or as may otherwise be required, for example, in relation to the recruitment, enrolment, tutoring, attendance, support and achievement of students.   This includes:   * maintaining accurate and up to date registers * ensuring that students are enrolled * maintaining accurate and up to date tracking records * making appropriate referrals to College services * identifying to the Course Team Leader regular non attendances * referring matters to the Course Team Leader for inclusion in the Course Log * registering students for external awards as required contributing to course reviews   **Liaison And Monitoring**   1. To liaise, from time to time as necessary, employers, to enable the learning requirements of students to be met effectively. 2. To undertake monitoring and assessment of students’ and clients’ progress and maintain up-to-date and accurate records in line with College internal verification procedures and examining body standards by:  * establishing action plans, setting assignments and / or homework as appropriate and required by Course Team. * following the College Charter commitment that all work is marked and appropriate feedback given within *15 working days.*  1. To provide a high standard of academic, pastoral and personal support for students and clients, including the provision of induction for students, acting as course/personal tutor if required, to ensure the best possible satisfaction, attendance and achievement levels, following up absences and poor behavior /class work to identify any causes, referring to specialist support as necessary. 2. Generate individual learning plans (ILPs) for the students you teach, based on a rigorous initial assessment. 3. Monitor student’s learning and record individual achievements using the ILP format, as well as gather supporting evidence and to review, adapt or extend the ILPs as necessary.   **Employer Engagement**   1. To participate in employer engagement as required. 2. To liaise with staff across the Department to identify opportunities for income generation and employer engagement.   **Professional Updating**   1. To update commercial understanding and academic and educational practice by visiting relevant organisations, attending courses and conferences and other appropriate training. This includes participation in performance review and in-service training based on assessment of individual and service needs 2. To participate in the College Quality Assurance Processes including appraisals and lesson observations   **General Conditions / Health and Safety / Data Protection**   1. To undertake other duties as requested by the Director of Department 2. To ensure that due care and attention is given to the requirements of health and safety legislation, recommending remedial action when necessary. 3. To comply and adhere with all college data protection systems and Procedures. 4. To comply and adhere to the college safeguarding policy and Procedures. 5. To comply and adhere to the college equality and diversity policies and procedures.   NB. This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive list of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation. |

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| **Assessor / Trainer** | | | |
| Person Specification & Short listing criteria | | | |
| *Minimum requirements of the post, with an indication of how these are to be assessed.* | | | |
| **1** | **Education/Qualifications** | **Essential** | **Desirable** |
| 1.1 | Relevant vocational qualification at or above level 3 | ü |  |
| 1.2 | GCSE Grade C English and Maths or equivalent Level 2 | ü |  |
| 1.3 | Assessor award D32/33, A1, CAVA or TAQA | ü |  |
| 1.4 | V1/TAQA L4 |  | ü |
| **2** | **Experience/Knowledge** |  |  |
| 2.1 | Relevant up-to-date industrial/ subject knowledge | ü |  |
| 2.3 | Knowledge of industry and employment opportunities | ü |  |
| 2.4 | Knowledge of Ofsted |  | ü |
| 2.5 | Knowledge of FE funding |  | ü |
| 2.6 | Experience of training or assessing in the vocational area | ü |  |
| 2.7 | An ability to identify commercial opportunities to maximise income streams | ü |  |
| **3** | **Skills/Abilities** |  |  |
| 3.1 | Excellent communication skills, both verbal and written and ability to convey and explain concepts in straightforward language | ü |  |
| 3.2 | Excellent organisational and administrative skills and be able to manage and organise priorities | ü |  |
| 3.3 | Excellent IT skills, with proven ability to use Microsoft Office suite | ü |  |
| 3.4 | Ability to work effectively and efficiently as part of a team to ensure quality of provision and timely and overall successful outcomes. | ü |  |
| **4** | **Personal Qualities** |  |  |
| 4.1 | Commitment to and enthusiasm for delivering an excellent customer service demonstrating problem-solving attributes for learners, employers and other key stakeholders | ü |  |
| 4.2 | Excellent interpersonal skills | ü |  |
| 4.3 | Adaptable to change and able to work under pressure | ü |  |
| 4.4 | Purposeful and focused approach to tasks | ü |  |
| **5** | **Qualities/Genuine Occupational Requirements** |  |  |
| 5.1 | To have an understanding of, and commitment to Equal Opportunities in practice. | ü |  |
| 5.2 | In addition to candidate’s ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:   * Motivation to work in the further education sector; * Ability to form and maintain appropriate relationships and personal boundaries with students; * Emotional resilience in working with challenging behaviours; * Attitudes to use of authority and maintaining discipline | ü |  |