

**JOB DESCRIPTION/PERSON  
SPECIFICATION**

<b>Job Title:</b>	Programme Leader
<b>Responsible to:</b>	Head of Faculty Automotive, Construction & Engineering ( STEC and ERC SMW)
<b>Responsible for:</b>	

<b>1.</b>	<b>Job Purpose:</b>
1.1	To co-ordinate coherent learning programme(s) and/or provision through effective team work and take responsibility for ensuring and high quality information, advice and guidance; recruitment, retention, achievement, success and progression of individual learners within a framework of continual quality improvement.
1.2	To provide an excellent experience to learners through exemplary teaching and learning support standards of assessment
1.3	Lead the course team(s) and/or provision and drive a high quality learner experience through all stages of the learning journey; and take responsibility for collating reviewing and disseminating, all aspects of learner progress.
1.4	Take responsibility for following up issues or concerns and leading on the required action/s or interventions to address these in conjunction with other internal staff or external agencies where necessary.

<b>2.</b>	<b>Key Responsibilities:</b>
2.1	Contribute towards a high quality pre-entry and initial assessment process to ensure that learners' needs are met.
2.2	Recruitment of learners onto appropriate programmes and levels of study.
2.3	Inducting, teaching, facilitating and tracking of learner progress.
2.4	Assessment of learner progress against targeted achievement.
2.5	Ensuring the provision of high quality pastoral and supportive care of learners as part of the

	whole learner journey.
2.6	Ensure the provision of highly effective guidance to learners to assist them through their programme and in their progression onto a positive destination for example higher learning or employment.
2.7	Maintain effective management of learners' programmes, working with other teams as required ensuring a high quality, individualised offer

<b>3.</b>	<b>Specific Duties:</b>
3.1	To embrace and positively promote the Institute Group's approach to supporting the Learner Journey.
3.2	Work effectively within teams responsible for devising, reviewing and maintaining effective management of study programmes; and contribute towards sharing of good practice.
3.3	Take an active role in ongoing development of new programmes of study that meet the changing needs of learners.
3.4	Ensure course and other curriculum quality files are maintained and prepare sessions with learners using agreed Institute Group processes and procedures for schemes of work and lesson plans.
3.5	Contribute towards a high quality learner induction programme and ensure that the Right Learner is on the Right Course as early on in the programme as possible gate-keeping fair, equitable and robust entry criteria.
3.6	Manage timings and processes of team to ensure the programme runs to schedule.
3.7	Teach, facilitate and assess learning according to a formal timetable and other Institute Group requirements on a range of premises including those of employers.
3.8	Teach learners to high standards using appropriate and varied learner-centred methodologies.
3.9	Embrace and promote teaching and learning technologies implement them to enhance the learner experience.
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3.11	Plan for and assess learners according to awarding body/ quality standards and Institute Group requirements and provide high quality and timely feedback to learners on all assessments.
3.12	Ensure effective and appropriate support is in place to assist learners in reaching their full potential, including where appropriate, management of consistent, high quality work experience.
3.13	Positively promote and engage in enrichment activities with learners both as part of the curriculum and in centrally organised activities.

3.14	Ensure a safe and secure environment for learners in accordance with the Institute Group Safeguarding and Health and Safety Policies and complete appropriate risk assessments in line with the Institute Group Risk Assessment Policy.
3.15	Complete in a timely manner all administrative tasks relating to the teaching, assessment and support of learners including Individual Learning Plans, registers, marking and feedback, record keeping, learner progress reports, withdrawals, transfers and achievement claims.
3.16	Provide cover as and when required for absent colleagues.
3.17	Contribute towards Institute Group Quality Assurance processes including Internal Verification/Moderation, Course/Module Review, Self-Evaluation/Assessment and Quality Improvement Planning.
3.18	Take an active role in Institute Group marketing activities including advice and guidance of learners and attendance at promotional events.
3.19	Undertake learner interviews and provide informed advice and guidance to potential learners in order that appropriate and informed programme choices are made at appropriate learning levels.
3.20	Engage in continuing professional development through Institute Group CPD structures and individualized planning as part of appraisal.
3.21	Engage in industry and professional updating and/or scholarly activity in order to maintain high levels of technical knowledge and expertise in appropriate subject areas.
3.22	Contribute to the continuing development of curriculum programmes and to new programmes in order that relevance is maintained to learners and key stakeholders and appropriate external reference points.
3.23	Engage with Institute Group Learning Coaches/Teaching, Learning and Scholarship Fellows to continually develop highly effective practice.
3.24	Attend and proactively contribute to team, School and Institute Group level meetings.
3.25	Maintain effective lines of communication with learners, immediate colleagues, Institute Group Managers, cross functional teams and other stakeholders.
3.26	Liaise with the Workforce Development team, as appropriate, for the purposes of good communication with trainees, apprentices and employers.
3.27	In conjunction with Institute Group managers, set and monitor targets in relation to recruitment, retention, achievement, attendance and other teaching and learning outcomes.
3.28	Contribute towards the positive promotion and role modelling of the Institute Group Core Values and Acceptable Standards for Learners.

<b>4.</b>	<b>Budget Responsibility:</b>
4.1	The post has no specific budget responsibility other than the general requirement to ensure that any spending they are responsible for is undertaken in accordance with the Group's purchasing and financial regulations.

<b>5.</b>	<b>Continuing Professional Development:</b>
5.1	The post holder will proactively take part in the Group Appraisal process and will appraise any staff they are responsible for.
5.2	The post holder must undertake all training deemed mandatory by the Group (e.g. Safeguarding, Equality and Diversity and Health and Safety) and will be expected to attend all other relevant training and continuous professional development events. They are responsible for their own professional updating

<b>6.</b>	<b>Health and Safety:</b>
6.1	<p>The post holder will be required:</p> <ul style="list-style-type: none"> <li>• To take reasonable care to safeguard their own safety and that of others with whom they work;</li> <li>• To cooperate with designated officers named by the Governors and/or the Principal and any other designated Institute manager to enable the Institute to comply with its obligations under Health and Safety legislation.</li> <li>• Not to interfere with or to misuse anything provided in the interests of health and safety or welfare.</li> <li>• To report immediately any defects in plant, equipment or the environment</li> </ul>

<b>7.</b>	<b>Equality and Diversity:</b>
7.1	The Group is committed to the provision of equal opportunities and strives to ensure that unfair discrimination does not occur. All employees have a duty to ensure unfair discrimination does not occur and to support the implementation of the Institute Groups' Equality policy as appropriate.

<b>8.</b>	<b>Safeguarding Children and Vulnerable Adults:</b>
8.1	The Group recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Institute group activities and expects all staff to share this commitment. All safeguarding mandatory training and updating must be undertaken (see 5.2)

<b>9.</b>	<b>Group Policies and Procedures:</b>
9.1	All staff are required to be aware of and comply with all Group Policies and Procedures which are accessed via the Virtual Learning Environment.

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## Note

This job description is current as at the date of your appointment. In discussion with your line manager your post description may be varied at any time to reflect or anticipate changes in or to the post and you may be required to undertake other duties commensurate with the grade of your post.

*Please see following page for Person Specification*

Qualities	Specific Requirements	E	D
<b>Qualifications and Training</b>	Level 3 in an Engineering discipline Minimum Level 2 in Numeracy or equivalent Minimum Level 2 in Literacy or equivalent Teaching qualification Assessor qualifications or commitment to undertake within 3 months	E	D
<b>Specialist Knowledge</b>	Knowledge of awarding body guidelines, qualifications and assessment as they apply to the FE and or HE sector Knowledge of industry standard practice and able to integrate into teaching Demonstration of SMART Target setting through tutorial programmes Knowledge of initial assessment processes that plan for learning OR ability to meet above criteria within 3 months alongside study for teaching qualification	E	
<b>Experience</b>	Good track record of recent practical experience in the appropriate industry or profession Proven experience of working with learners from a range of starting points Experience of effective use of ILT and E Learning Teaching and or Training experience in the FE/HE sector Up to date CPD record Managing/co-coordinating Internal Verification Demonstrable evidence of good or better teaching and learning practice Evidence of course data monitoring and bringing about quality improvement Experience of managing/coordinating pre-entry/initial assessment processes.	E	D
<b>Skills and Attributes</b>	A positive attitude to change.	E	

	Ability to positively promote the Institute Group Values and Acceptable Standards to staff and learners Flexibility and adaptability Excellent communication and interpersonal skills Willingness to develop self and others Good organisational and administrative skills Customer orientated Ability to build relationships of trust and respect Integrity Ability to operate at level 2 equivalent in ICT	E E E E E E E E E E	
<b>Other</b>	DBS check carried out on appointment Fit for the duties of the post Smart Business Dress	E E E	

Qualities identified and determined by:

*E = Essential*

*D = Desirable*