MANCHESTER CITY COUNCIL

Manchester City Council
Role Profile

Trainer- Grade 7
Manchester Adult Education Service, Growth and Development
Reports to: Programme Lead
Job Family: Community Learning

Key Role Descriptors:

The roleholder will deliver effective management of the service in order to provide a range of initiatives that promote educational attainment and ensure positive outcomes for Manchester residents through the development of skills and increase of opportunities.

The roleholder will deliver a professional function within a community setting establishing excellent relationships with customers and stakeholders and ensuring quality customer focused services that are tailored to meet the needs of learners.

The role holder will provide professional consultation, support and guidance for team members and colleagues to assist in professional decision making and approve specific decisions.

Key Role Accountabilities:

Manage the design and delivery of educational programmes providing a comprehensive approach that takes into account learning styles to maximise successful outcomes for a diverse range of customers.

Ensure that all service enquiries are dealt with efficiently and effectively within designated timescales, in accordance with the city councils policies and procedures and all relevant legislation

When required assisting in the development of Service Level Agreements (SLA's) and ensure the team work within the agreed agreements, maintaining relationships with the business to ensure the highest standard of service delivery to all areas of the community

Roles at this level may be accountable for the management and monitoring of budgets in accordance with policies and service priorities, forecasting resource requirements if appropriate.

Maintain competence in subject matter specialism, undertaking research and information gathering to ensure Council adopts and maintains best practice in areas of specialism, providing ad hoc advice as required and ensuring compliance in any statutory obligations

Produce and provide appropriate documentation, reports and correspondence to support the needs of the service in line with agreed objectives ensuring clear and effective channels of communication

Roles at this level may be required to undertake management duties, either through direct line management of a team (including appraisals, performance management and other duties) or through matrix management of a virtual team of officers.

Personal commitment to continuous self-development and service improvement

Through personal example, open commitment and clear action, ensure diversity is positively valued, resulted in equal access and treatment in employment, service delivery and communications

Where the roleholder is disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Role Portfolio:

This role sits within Manchester Adult Education Service (MAES).

MAES vision:

Inspirational education which connects Manchester's adults to their potential, their community and their future.

MAES Strategic Objectives:

Connecting to potential -Enable individuals to build on their strengths ,developing the skills and mindset they need to succeed.

Connecting to community - Equip learners with the skills and confidence to engage with and contribute to their community along with opportunities to do so.

Connecting to futures - Empower learners to progress with confidence and clarity about their next steps.

Connecting to employers – Collaborate with Manchester employers to design and deliver learning for their current and future workforce.

Role Profile:

The role holder will work across several teams to plan a curriculum offer which is attractive to residents and employers which will enable them to develop the skills they need to access work or higher-level qualifications.

They will work closely with partners and employers to ensure that courses are industry relevant and enable apprentices to gain skills which are current.

They will work with other Manchester City Council teams including Organisational Development and Work and Skills in order to ensure the provision offered is in line with city priorities.

They will lead on the quality of provision within the provision, continually assessing performance and contributing to the curriculum areas improvement plan.

They will ensure that ambitious targets for recruitment, attendance, achievement, and progression are met for the provision

They will mentor a team of trainers, ensuring that they are effectively deployed and supported and that they are performing well.

They will teach on programmes ensuring that organisation standards are met and exceeded

They will complete relevant administrative processes to a high standard, ensuring accuracy and confidentiality and support data collection to evidence the effectiveness and impact of the service

They will ensure that residents have a positive and meaningful experience in their workplace

They will contribute to the marketing and promotion of courses within their area and ensure that publicised information is relevant and current, including on the MAES website.

They will ensure that their team fully engages with cross service priorities such as e-learning and Make it Happen (CEIAG approach).

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Key Behaviours, Skills and Technical Requirements

Our Manchester Behaviours

- We are proud and passionate about Manchester
- We take time to listen and understand
- We 'own it' and we're not afraid to try new things
- We work together and trust each other
- We show that we value our differences and treat people fairly

Generic Skills

- **Communication**: . Is able to effectively transfer key and complex information to all levels of staff, adapting the style of communication as necessary and ensuring that this information is understood. Writes convincingly and clearly, succinctly and correctly, avoids the unnecessary use of jargon or complicated language; writes in a well structured and logical way and structures information to meet the needs and understanding of the intended audience.
- **Analytical Skills**: Ability to absorb, understand and quickly assimilate complex information and concepts and compare information from a number of different sources. Ability to identify patterns and trends that may impact on decisions and propose realistic conclusions identifying the risks and any assumptions made.
- **Planning and Organising:** Excellent time management skills, creating own work schedules, prioritising, preparing in advance and setting realistic timescales for own self and others. Has the ability to visualise a sequence of actions needed to achieve a specific goal and how to estimate the resources required
- **Problem Solving and Decision Making:** Ability to formulate independently a range of options for new or unfamiliar situations and to select the appropriate course of action to produce a logical, practical and acceptable solution. An ability to make independent decisions of a relatively uniform nature. Continually performs at high levels of achievement, demonstrating tenacity, energy and commitment to achieve desired results.
- **Creative skills**: Ability to find creative solutions where there are no existing parameters or procedural framework
- **Strategic thinking**: Skills to develop measures and methods for monitoring and evaluating performance against the strategic plan. Ability to contribute to the development, implementation and evaluation of strategy to shape future plans.
- **People management**: Is able to inspire individuals to give their best to achieve a desired result and maintains effective relationships with individuals and the team as a whole, to ensure that they are equipped to achieve objectives set according to the overall business need.

Technical Requirements (Role Specific)

- Hold a teaching/training or equivalent qualification and or experience (essential)

- Hold a degree and/or a level 3 vocationally related qualification in the subject area (essential)
- Hold GCSE A* - C / 9 - 4 in English/math's or equivalent (essential)
- Hold Assessors/IQA qualifications (essential) or willingness to achieve within 6 months
- Knowledge and experience of the use and development of e-learning portfolios (essential)
- Knowledge and experience of the use and development of learning technologies, including familiarity with Virtual Learning Environment systems, preferably Google Classroom or willingness to learn (desirable)
- Willing to consent to and apply for an enhanced disclosure check (essential)