Manchester City Council
Role Profile

Assessor/Trainer- Apprenticeships
Grade 7

Manchester Adult Education Service
Growth and Development

Reports to: Curriculum Manager

Key Role Descriptors

The role holder will lead on the planning and delivery of apprenticeship standards. These will run online and at centres across the city.

The role holder will develop and deliver high quality apprenticeship programmes that prepare apprentices for the End Point Assessment (EPA).

The role holder will assess apprentices' work in line with apprenticeship standards and ensure that apprentices are well prepared to develop and progress in the workplace and achieve End Point Assessment (EPA).

The role holder will provide appropriate support and work with other agencies/employers, when necessary, to encourage apprentices to achieve and progress.

Key Role Accountabilities

Lead on apprenticeship standards to plan and deliver programmes that meet the Ofsted standards for outstanding or good teaching, learning and assessment.

Mentor other assessor/trainers through implementation of quality assurance processes to support service improvement and maintain high standards of service delivery

Take responsibility for the team's completion of relevant administrative processes to a high standard, ensuring accuracy and confidentiality and support data collection to evidence the effectiveness and impact of the service

Plan and deliver apprenticeship programmes in adult learning centres, community venues, online and on employer premises that enable participants to gain industry standard skills for working in their chosen sector.

Ensure apprentices' needs are met through identification of needs analysis, partnership working and referrals to other agencies

Support, encourage and motivate apprentices on courses to develop broad employability and functional skills as well as achieving their primary learning goals

Contribute to the organisation and moderation/verification of apprenticeship standards and examinations (where necessary) within an agreed area of responsibility in preparation for End Point Assessment (EPA).

Personal commitment to continuous self-development and service improvement.

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

Where the role holder 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 with the Curriculum Manager to plan a curriculum offer which is attractive to prospective apprentices 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 apprenticeship 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 apprenticeship provision

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

They will teach on apprenticeship programmes ensuring that awarding organisation standards are met and exceeded in preparation for End Point assessment (EPA)

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 apprentices have a positive and meaningful experience in their workplace

They will contribute to the marketing and promotion of courses within their curriculum 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).

Key Competencies 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 Competencies

- **Communication**: Good literacy and numeracy skills to undertake calculations and produce letters and other documentation. Demonstrates an understanding of the views of others and communicates in a realistic and practical manner using appropriate language and medium, listens attentively to views and issues of others and responds to issues arising. Ability to communicate clearly and effectively taking account of individual need including consideration of accessibility issues.
- **Analytical Skills**: Able and confident to resolve moderately complicated queries in their area of knowledge using logical thinking to explain reasoning behind decisions or actions taken. Ability to present information using simple descriptive statistics, mathematical averages, percentages, appropriate tables and charts
- **Planning and Organising:** Demonstrate the ability to organise multiple tasks in the most effective way, and allocate time and energy according to task complexity and priority
- **Problem Solving and Decision Making:** Ability to make effective decisions on a day-to-day basis, taking ownership of decisions, demonstrating sound judgement in escalating issues where necessary. Be logical in thinking and explain reasoning behind decisions or actions taken.
- **Creative skills**: Ability to think creatively and provide innovative solutions to problems. Has ability to develop new approaches to finding solutions outside of existing parameters.
- **Strategic thinking**: Understands the importance of organisational strategy and how they contribute to it. Skills to identify good practice and areas for improvement in strategy and communicate these to colleagues and key stakeholders.
- **ICT Skills**: Skills to use ICT systems to obtain and analyse data and present it effectively through a variety of ICT channels.
- **Administrative skills:** Ability to use and accurately maintain effective administration systems in a rapidly changing environment.
- **People management**: Ability to organise their own and others' activities with an ability to carry out operational planning for a specific service area

Technical requirements (Role specific)

- Hold a teaching qualification (essential)
- Hold a degree and/or a level 3 vocationally related qualification in the subject area (essential)

People. Pride. Place.

- 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
- Recent experience of delivering Apprenticeship (essential)
- Recent experience of End Point assessment (EPA) and verification processes for apprenticeship standards (essential)
- 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)