

Learner Services Information Advice and Guidance Team					
Learning Support Assistant	Range 2	Champion a learner centred approach and understanding of barriers to learning to facilitate access to education for learners with diverse support needs. The additional learning support (ALS) can include one to one, small group work and other strategies including the capture of learners' progress and welfare to create an inclusive environment for learners to thrive.	One Level		
			Requirements at this level:		
			Qualifications <ul style="list-style-type: none"> Minimum of GCSE or Level 2 English and maths Level 2 certificate in Adult Learner Support or Supporting Teaching and Learning. First aid qualification or willingness to work towards Knowledge <ul style="list-style-type: none"> An understanding of safeguarding and a commitment to creating a safe learning environment. Awareness of learners' various cultural, social, and physical needs. An understanding of how people learn and ways to motivate others. A knowledge of SEND and methods to provide support for a diverse range of abilities, an awareness of access arrangements. An awareness of confidentiality, GDPR Legislation and Data Protection procedures. An awareness of equality, diversity, and inclusion matters. Experience <ul style="list-style-type: none"> Demonstrable evidence of working flexibly with some work-related pressure, for example from deadlines, interruptions, or conflicting demands Current or recent experience of providing learning support or mentoring to adult learners. Experience of providing training or support to facilitate access to services to individuals with SEND. Skills <ul style="list-style-type: none"> Excellent interpersonal skills Demonstrable ability to conduct a range of tasks and understand the procedures associated with them. Ability to use equipment provided and possess the written and numerical skills needed to compile straightforward reports, correspondence, calculations, conduct assessments. Demonstrable ability to use own judgement and creativity to assess situations, solve straightforward problems and adapts to new ways of working. Demonstrable ability to work within defined procedures and to work independently, using initiative to deal with straightforward situations, referring to supervisor/line manager for unusual or difficult problems. Demonstrable ability to conduct tasks which impact on the wellbeing of people, including assessing needs, implementing care/welfare, implementing regulations, providing guidance on internal procedures and interpreting policies and procedures to meet specific circumstances or problems. Demonstrable ability to explain straightforward tasks to others, where required. Possess good digital skills across a range of software and platforms, including Microsoft Office programmes. Commitment to own learning and continuous professional development. 		
Information, Advice and Guidance (IAG) Support Worker	Range 3	Meet learners to establish their needs and aspirations and identify appropriate learning outcomes to support them in their next steps.	Requirements at this level:	Requirements at this level in addition to level 3A:	Requirements at this level in addition to level 3A and 3B:
			Qualifications <ul style="list-style-type: none"> Teaching qualification at Level 3 or above 	Qualifications <ul style="list-style-type: none"> Completion of Level 3 Information Advice and Guidance qualification 	Qualifications

		<p>Provide up to date information on available courses and advise learners of the steps needed to progress into further education or employment.</p> <p>Conduct interviews and assessments and enrol learners onto appropriate programmes of study, identifying and assessing learning support needs where necessary.</p> <p>Provide information on the support services available to learners and signpost to partner agencies as appropriate to meet their individual needs.</p> <p>Support curriculum development by collaborating with Programme Managers and Coordinators to ensure IAG services meet the service and learners' needs.</p>	<ul style="list-style-type: none"> Information, Advice and Guidance qualification at Level 3, or demonstrable previous experience and a willingness to complete qualification. Level 3 or above qualification in a subject specialism and a qualification in supporting special educational needs or disabilities. Good general level of education with a minimum of 5 GCSEs at level 4-9 or equivalent which must include English and maths Evidence of recent continuous professional development <p>Knowledge</p> <ul style="list-style-type: none"> Demonstrable knowledge of the barriers people faces when accessing employment, education, or training. An understanding of Safeguarding and Prevent and a commitment to creating a safe learning environment. Familiarity with the indicators of dyslexia and knowledge and experience of supporting learners with dyslexia or other specific learning difficulties. Current and detailed knowledge of ESOL and/or Literacy and numeracy core curricula (including on-line interactive versions) and Access for All. An awareness of confidentiality, GDPR Legislation and Data Protection procedures. An awareness of equality, diversity and inclusion matters. <p>Experience</p> <ul style="list-style-type: none"> Demonstrable experience of working in a student services or similar role. Demonstrable experience of coping well under pressure and difficult situations. Experience of liaising with, and signposting to other services. <p>Skills</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Demonstrable understanding of barriers to learning faced by diverse groups of learners particularly in relation to low literacy, language, and numeracy skills, and strategies and services to facilitate access. Excellent knowledge of adult and community learning, associated legislation, funding, and local, regional, and national priorities and areas of need. An understanding of GDPR legislation and best practice in relation to information sharing <p>Experience</p> <ul style="list-style-type: none"> Evidence of meeting and exceeding targets and understanding of how IAG practices contribute to wider service targets. Significant experience of managing a caseload of learners and of advocacy and for learners with diverse and challenging needs. Experience of contributing to quality improvement and Matrix assessments. Demonstrable experience of managing individual and group assessment processes and of supporting learners with personal action planning. Experience of evaluating one's own performance <p>Skills</p> <ul style="list-style-type: none"> Good interpersonal and networking skills, with the ability to create and sustain partnerships. Proficiency in data analysis and report writing. 	<p>Knowledge</p> <ul style="list-style-type: none"> Awareness of challenges associated with Ofsted inspections and Matrix accreditation and strategies to support a culture of continuous improvement. <p>Experience</p> <ul style="list-style-type: none"> Experience of managing and evaluating the effectiveness of IAG delivery for a caseload of learners and identifying opportunities to improve learner services. Experience of working in a solution/outcome focussed manner to achieve results. <p>Skills</p> <ul style="list-style-type: none"> An ability to work across boundaries and achieve performance and results through others.
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Admissions Officer	Range 3	<p>Work in partnership with colleagues to reduce barriers to learning by responding to learners' enquiries and provide general information and support to learners regarding eligibility advice for courses and access to support funds. Administer funding to learners following policies and procedures whilst maintaining accurate and transparent records of all transactions.</p> <p>Provide an outstanding customer focussed and informative service to potential and current learners. This includes telephone, email and in-person support in centres, at open days and at general recruitment and enrolment events in the community.</p> <p>Contribute to the learners' education journey and support the team in maintaining high expectations, good achievement rates and high levels of stakeholder satisfaction. This includes</p>	<p>Requirements at this level:</p> <p>Qualifications</p> <ul style="list-style-type: none"> • Minimum of GCSE or Level 2 English and maths • Level 2 certificate in Adult Learner Support or Supporting Teaching and Learning. • First aid qualification or willingness to work towards <p>Knowledge</p> <ul style="list-style-type: none"> • An understanding of safeguarding and a commitment to creating a safe learning environment. • Awareness of learners' various cultural, social, and physical needs. • An understanding of how people learn and ways to motivate others. • A knowledge of SEND and methods to provide support for a diverse range of abilities, an awareness of access arrangements. • An awareness of confidentiality, GDPR Legislation and Data Protection procedures. • An awareness of equality, diversity, and inclusion matters. <p>Experience</p> <ul style="list-style-type: none"> • Demonstrable evidence of working flexibly with some work-related pressure, for 	<p>Requirements at this level in addition to level 3A:</p> <p>Qualifications</p> <ul style="list-style-type: none"> • Completion of Level 3 Business and Administration • Completion of Level 2 certificate in Providing Information, Advice and Guidance. • Evidence of continuous professional development <p>Knowledge</p> <ul style="list-style-type: none"> • Demonstrable understanding of barriers to learning faced by diverse groups of learners particularly in relation to low literacy, language, and numeracy skills, and strategies and services to facilitate access. • Demonstrable understanding of process mapping and knowledge of change processes. • Detailed understanding of Discretionary Learner Support Fund and additional learner support funding and any relevant changes. • Knowledge of Matrix accreditation and other quality marks systems. • A working knowledge of financial systems and basic accounting. • An awareness of the financial regulations, guidelines, and procedures. <p>Experience</p> <ul style="list-style-type: none"> • Mentoring colleagues and apprentices to help them develop the skills, knowledge, and behaviour in their roles. 	<p>Requirements at this level in addition to level 3A and 3B:</p> <p>Qualifications</p> <ul style="list-style-type: none"> • Project management CPD <p>Knowledge</p> <ul style="list-style-type: none"> • Awareness of challenges associated with Ofsted inspections and Matrix accreditation and strategies to support a culture of continuous improvement. This includes contributing to quality improvement and service plans. • Good understanding of project management and ability to apply knowledge and skills to support positive project outcomes. • A good understanding of GDPR legislation and best practice in relation to information sharing. <p>Experience</p> <ul style="list-style-type: none"> • Experience of managing and evaluating the effectiveness of IAG delivery for a caseload of

		contributing to the culture of continuous improvement and high expectations for learners by supporting the team with Ofsted inspections, Matrix assessments and the Quality Cycle.	<p>example from deadlines, interruptions, or conflicting demands</p> <ul style="list-style-type: none"> • Current or recent experience of providing learning support or mentoring to adult learners. • Experience of providing training or support to facilitate access to services to individuals with SEND. <p>Skills</p> <ul style="list-style-type: none"> • Excellent interpersonal skills • Demonstrable ability to conduct a range of tasks and understand the procedures associated with them. • Ability to use equipment provided • Possess the written and numerical skills needed to compile straightforward reports, correspondence, calculations, and conduct assessments. • Demonstrable ability to use own judgement and creativity to assess situations, solve straightforward problems and adapts to new ways of working. • Demonstrable ability to work within defined procedures and to work independently, using initiative to deal with straightforward situations, referring to supervisor/line manager for unusual or difficult problems. • Demonstrable ability to conduct tasks which impact on the wellbeing of people, including assessing needs, implementing care/welfare, implementing regulations, providing guidance on internal procedures and interpreting policies and procedures to meet specific circumstances or problems. • Demonstrable ability to explain straightforward tasks to others, where required. • Possess good digital skills across a range of software and platforms, including Microsoft Office programmes. 	<ul style="list-style-type: none"> • Demonstrable experience of carrying out tasks and/or advising on internal procedures, which impact on the health and well-being of people. • Experience of contributing to organisational change, quality improvement and Matrix assessments. • Evidence of meeting and exceeding targets and understanding of how IAG practices and processes contribute to wider service targets. <p>Skills</p> <ul style="list-style-type: none"> • Strong numerical skills for manually calculating DLSF award payments based on evidence, along with proven accuracy in handling and processing cash and financial documentation involving substantial amounts • Proficiency in data analysis and reporting. • Good interpersonal and networking skills, with the ability to create and sustain partnerships. • Ability to summarise and review interactions and share findings with colleagues to inform service decision making and curriculum planning. • Demonstrable ability to work independently and use knowledge to resolve complex issues following set administration procedures. 	<p>learners and identifying opportunities to improve learner services.</p> <ul style="list-style-type: none"> • Experience of working in a solution/outcome focussed manner to achieve results, including customer handling techniques and dispute resolution. <p>Skills</p> <ul style="list-style-type: none"> • Demonstrable problem-solving skills to work independently and resolve complex issues daily in an effective and timely manner. • An ability to work across boundaries and achieve performance and results through others. • Able to work independently, follow procedures, and confident to make well-reasoned decisions.
Programme Coordinator – Learner Services	Range 4	To plan, deliver, assess, evaluate, and manage classroom activities to maximise learners' achievement and success and to achieve outstanding quality in teaching, learning, and learning support. Manage the allocation and	Requirements at this level:	Requirements at this level in addition to level 4A:	Requirements at this level in addition to level 4A and 4B:
			Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector	Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector	Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector
			Qualifications	Qualifications	Qualifications

		<p>impact of additional learning support (ALS), including personal emergency evacuation plans (PEEP), reasonable adjustments, and support funding. Contribute to the provision of information, advice and guidance and conduct initial assessments on a regular basis. Motivate, coach and mentor staff to support the development of best practices and contribute to the quality cycle to create a culture of ambition and pride for learners and staff.</p>	<ul style="list-style-type: none"> • Minimum Level 4 teaching qualification completed. • Educated to at least Level 3 within chosen discipline (Level 5 subject specific qualification for English, maths and/or ESOL roles) • Working towards Level 2 qualification in information, advice, and guidance • Level 3 certificate in Special Educational Needs or equivalent • Evidence of commitment to continuous professional development (CPD) <p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge and experience of effective contemporary educational pedagogy and its application in adult community education settings. • Firm understanding of what constitutes outstanding teaching learning and assessment and demonstrate such skills. • Relevant subject knowledge and evidence of maintaining professional competency. • Knowledge of how to recognise and reward progress and achievement (RARPA) for learners including good practice and the application of RARPA within adult education. • Demonstrable knowledge of safeguarding and the Prevent Duty, and a commitment to creating a safe learning environment. • Knowledge of the barriers to learning and a commitment to the reduction of barriers to widen participation. • A good understanding of equality, diversity and inclusion matters and Medway Council's Equality, Diversity & Inclusion policy. • A good understanding of GDPR legislation and best practice in relation to information sharing <p>Experience</p> <ul style="list-style-type: none"> • Substantial experience of inspirational teaching in the relevant subject area at all levels, in a range of settings that has a positive impact on learners. • Experience of course development using internal and external information to inform curriculum intent and experience 	<ul style="list-style-type: none"> • Completed Level 2 qualification in information, advice, and guidance. • Completed training in coaching/mentoring. • Working towards Level 3 assessor or internal verification qualification <p>Knowledge</p> <ul style="list-style-type: none"> • An understanding of and commitment to quality improvement, the Education Inspection Framework and how this relates to good or better provision. • Knowledge of course specific data, how this can be presented in reports and used to effect improvements. • Knowledge of Department for Education requirements including discretionary learner support and additional learner support funding. • Knowledge of effective financial and management practices. • Understanding of the responsibilities of those mentored and how they can be best supported. • <p>Experience</p> <ul style="list-style-type: none"> • Experience of delivering programmes across a range of disciplines and implementing the funding and qualification requirements of stakeholders, including improvements where appropriate. • Demonstrable experience of collaborating and networking with internal and external 	<ul style="list-style-type: none"> • Working towards Level 3 management apprenticeship or equivalent • Completed Level 3 assessor or internal verifier qualification. <p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge of MAE's governance and management structure and systems, and demonstrable commitment towards strategic effectiveness. • Knowledge, engagement with and contribution towards current pedagogical research. • Extensive understanding of the Education Inspection Framework and how it relates to outstanding educational environments. <p>Experience</p> <ul style="list-style-type: none"> • Experience of nurturing a high performing culture that is committed to continuous improvement and of helping others to cope with change. • Experience of planning, developing, delivery and evaluating projects to good effect and applying reflective practice to inform future practices
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			<p>of assessing the impact of education programmes.</p> <ul style="list-style-type: none"> • Experience of working with learners with learning difficulties and disabilities and how to resolve or implement resolutions. • Demonstrable experience of building strong and positive working relationships with colleagues, learners, and employers. • Demonstrable experience of planning ahead and having the ability to respond positively to change in Service requirements, local area needs, Council, and education sector priorities. • Experienced in working independently, following procedures, and making well-reasoned decisions. <p>Skills</p> <ul style="list-style-type: none"> • Able to teach creatively, adapting to the needs of a variety of students, and be willing to explore new teaching and learning strategies. • Ability to plan rotas, allocate support and respond to needs of learners by matching with appropriate support and assessing its effectiveness. • Demonstrable ability to embed essential skills for work and life into teaching and learning including the development of learners' English, maths, digital skills and employability, awareness equality and diversity, British values, and safeguarding. • Able to provide ad-hoc teaching cover for courses delivered within the department. • Motivate and support mentees and learners to create a high-quality learning environment. • Ability to provide initial advice and guidance on courses on offer to learners/prospective learners, and signpost to external organisations where appropriate. • Ability to demonstrate an energetic, flexible but calm approach to work, with the ability to work in a busy and demanding environment whilst managing deadlines and maintaining an appropriate work-life balance. • Confident and proficient in the use of Microsoft Word, Excel, Teams and Outlook, virtual learning environments, blended and e-learning, and 	<p>stakeholders to support the development of high achieving teams.</p> <ul style="list-style-type: none"> • Experience of applying technical/specialist/policy and procedural knowledge across a wide range of activities including in the production of complex tasks such as report writing, presentations, detailed assessments, and calculations. • Experience of being solution focussed and innovative in the delivery of a high-quality learning environment. • Demonstrable experience of the ability to analyse challenges associated with Ofsted inspections and regulatory audits and the implementation of steps to resolve them. • Experience of project planning and delivery. <p>Skills</p> <ul style="list-style-type: none"> • Demonstrable ability to develop tutors' awareness of information, advice, and guidance (IAG), tutors' role within the delivery of IAG through the learners' journey and contribute towards Matrix Accreditation for the service. • Be a positive role model to colleagues in the management of a dynamic workload whilst maintaining an appropriate work-life balance. • Capable of performing tasks that directly enhance the health, safety, or well-being of individuals or groups. • Can supervise, co-ordinate or train other employees where required and/or can provide information and advice on internal procedures related to employees. 	<p>Skills</p> <ul style="list-style-type: none"> • Can analyse and interpret complex information and situations. • Provide expert guidance on the performance and development needs of mentees and demonstrable ability to improve the quality of teaching practices. • Develops solutions and plans for the medium term. • Adopts an imaginative and innovative approach. •
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			<p>management information systems associated with adult education.</p> <ul style="list-style-type: none"> • Can use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences. • Consistently demonstrate emotional maturity and resilience in undertaking responsibilities. • Full UK driving licence and access to transportation required but reasonable adjustments will be considered for those with a disability. 		
Programme Manager – Information, Advice and Guidance	Range 5	<p>Guide and motivate the IAG Department's team by providing necessary support and direction to staff to foster continuous quality improvements and high performance and contributing to the strategic design of the curriculum using learner and stakeholder insight. This role includes leading a team of Programme Coordinators and staff to provide information, advice, and guidance (IAG) at various points in the learners' journey to signpost or enrol learners, identify support needs, and maximise opportunities for learners to achieve their goals and progress. Contribute to a culture of high quality by ensuring impactful advice and guidance is delivered and assessed using key performance indicators and quality assurance frameworks and play a leading role in the Services response to celebrating learner's progress, achievements, and success.</p>	<p>Requirements at this level in addition to level 5A:</p>	<p>Requirements at this level in addition to level 5A:</p>	<p>Requirements at this level in addition to level 5A and 5B:</p>
			<p>Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector</p>	<p>Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector</p>	<p>Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector</p>
			<p>Qualifications</p> <ul style="list-style-type: none"> • Educated to at least Level 4 in chosen discipline. • Level 5 teaching qualification • Level 5 subject specialism in English, maths and/or ESOL • Level 4 or above information advice and guidance qualification • Working towards Level 5 management apprenticeship • Evidence of recent continuous professional development <p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge of what constitutes good and effective delivery of tailored education programmes as well as what constitutes high quality Teaching, Learning and Assessment. • Current and detailed knowledge of ESOL, literacy and numeracy core curricula. • Knowledge and understanding of issues and developments in community learning, skills, and other relevant programmes in the Lifelong Learning range. • Knowledge of the range of funding available to aid Lifelong Learning initiatives and knowledge of how to access external funding. 	<p>Qualifications</p> <ul style="list-style-type: none"> • Level 5 management qualification • Working towards Level 3 or similar qualification/training in project management • Working towards Dyslexia assessment qualification/training. • Working towards Level 5 qualification in Careers Guidance <p>Knowledge</p> <ul style="list-style-type: none"> • Excellent understanding of Management Information Systems regarding (a) providing information to a range of stakeholders (b) informing curriculum planning decisions (c) opportunities for development. • Working knowledge of safer recruitment processes, practices, and procedures to attract and retain talented staff. • Exceptional understanding of Ofsted Inspection Framework and implementation of strategies to achieve an outstanding Ofsted grade. • Up to date with developments, research, and pedagogical theory in adult education, including a strong understanding of funding, local, regional, and national priorities, and areas of need. 	<p>Qualifications</p> <ul style="list-style-type: none"> • Completion of a qualification/training in project management • Completion of Dyslexia assessment qualification/training • Completion of Level 5 or above qualification in Careers Guidance <p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge and application of business acumen to ensure the development of a high performing team that meets or exceeds national benchmarks and targets. • Knowledge of MAE's governance and management structure and systems, and demonstrable commitment towards strategic effectiveness, and translate this knowledge into an educationally sustainable operational plan. • Understanding of how to engage with/initiate relevant independent substantive research projects that benefit stakeholders. • Demonstrable knowledge of the impact of co-creation, cross pollination, and collaboration with internal and external stakeholders.

			<ul style="list-style-type: none"> • Familiarity with the indicators of dyslexia and detailed knowledge and experience of supporting learners with dyslexia or other specific learning difficulties. • Good understanding of Ofsted Inspection Framework and implementation of strategies to achieve an outstanding outcome. • An understanding of safeguarding and a commitment to creating a safe learning environment. • Good understanding of health and safety legislation and how this applies within an adult learning environment. • A good understanding of equality, diversity and inclusion matters. • A detailed understanding of GDPR legislation and best practice in relation to information sharing. <p>Experience</p> <ul style="list-style-type: none"> • Experience of effectively managing staff performance. • Experience of teaching vocational training in classroom and vocational settings. • Demonstrable experience of working in an education, training, and development environment with a track record of successful outcomes, including retention, achievement, and progression rates. • Experience of planning, developing, marketing, and managing delivery, and evaluating education programmes, projects, and events across a range of disciplines to good effect whilst applying reflective practice to inform future strategies, solutions, and plans for the medium term. • Demonstrable experience of managing individual and group assessment processes and of supporting learners with personal action planning. • Experience in maintaining and nurturing local partnership contacts including experience of working with external stakeholders to inform purpose, curriculum design and assess impact. This includes having contributed to internal and external engagement events to promote the service and obtain learner voice. • Experience of planning, developing, managing delivery, and evaluating 	<ul style="list-style-type: none"> • Possess knowledge of MAE's governance and management structure and systems and apply demonstrable commitment towards strategic effectiveness. <p>Experience</p> <ul style="list-style-type: none"> • Extensive experience of collaborating with internal external stakeholders to inform purpose, curriculum design and assess impact. • Experience of managing innovative provision and projects funded by external sources. • Experience of leading teams through Matrix accreditation assessments and creating action plans to maintain and develop advice and guidance activities. • Demonstrable experience of monitoring and evaluating quality assurance, including a thorough knowledge of OFSTED's Education Inspection Framework and providing constructive and timely feedback to others. • Experience of line managing and motivating colleagues to develop and maintain high standards and targets in an educational environment. 	<p>Experience</p> <ul style="list-style-type: none"> • Demonstrable experience of developing and managing high quality programmes with robust outcomes and growing income from funding and other sources. • Recognised as a good role model to others at the same level. • Demonstrable experience of managing a significant budget to deliver education projects and to agreed targets using financial awareness to maximise use of resources.
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			<p>education programmes, projects, and events across a range of disciplines to good effect and applying reflective practice to inform future strategies, solutions, and plans for the medium term.</p> <ul style="list-style-type: none"> • Experience of monitoring safeguarding arrangements and taking any necessary action. • Experience of working as part of a team during at least one Ofsted inspection in a management position. • Experience of conducting lesson observations and compiling supportive observation reports that encourage staff to develop and enhance their skills. • Demonstrable experience of planning ahead and having the ability to respond positively to change in Service requirements, local area needs, Council, and education sector priorities. • Experience of participating in Matrix accreditation and understanding the requirements and assessment process. <p>Skills</p> <ul style="list-style-type: none"> • Effective contract management, budget setting, financial management and control. • High level of competence in the use of Microsoft Word, Excel, Outlook, Teams, Moodle, and management information systems associated with adult education. • Persuades, motivates, and influences people through effective teamwork to achieve service targets. • Able to make best use of resources, effectively managing budgets, information and contract letting considering safeguarding, health, and safety issues. • Ability to build sound and productive working relationships with colleagues, partners and staff groups and can engage others in a credible, persuasive way. • Demonstrable ability to take responsibility for line managing others, providing direction, monitoring progress, and empowering them to achieve objectives. • Demonstrable ability to use well developed communication skills to present complex/sensitive information in 	<p>Skills</p> <ul style="list-style-type: none"> • Demonstrable ability to analyse and interpret complex information and situations. • Ability to develop solutions and plans for the medium term. • Demonstrable ability to market, respond to market trends and able to position the curriculum offer to meet stakeholders' needs. • Good analytical and problem-solving skills 	<p>Skills</p> <ul style="list-style-type: none"> • Good leadership skills with the ability to manage and effectively motivate a team to achieve objectives in accordance with service priorities and consistently overachieve on agreed department targets.
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			<p>an understandable way, to a range of audiences.</p> <ul style="list-style-type: none">• High level strategic and operational management skills.• Demonstrable ability to analyse and interpret complex information and situations.• Ability to demonstrate an energetic, flexible but calm approach to work, with the ability to work in a busy and demanding environment whilst managing deadlines and maintaining an appropriate work-life balance.• Consistently demonstrate emotional maturity and resilience in undertaking responsibilities.• Full UK driving licence and access to transportation required but reasonable adjustments will be considered for those with a disability.		
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