

Curriculum Team
Career progression framework
April 2025

Community Learning Team

Job Title	Range	Duties	
Art Model – Portrait	Range 2	Work closely with art tutors and learners, adopting and maintaining a pose for a period to help to create an artistic impression using various artistic mediums. This role will help learners to develop their artistic skills and confidence to express themselves.	<p>One level</p> <p>Requirements at this level:</p> <p>Qualifications</p> <ul style="list-style-type: none"> GCSE or Level 2 English and maths is desirable. <p>Knowledge</p> <ul style="list-style-type: none"> An understanding of safeguarding and a commitment to creating a safe learning environment for staff, customers, and stakeholders. Awareness of learners’ various cultural, social, and physical needs. An awareness of confidentiality, GDPR Legislation and Data Protection procedures. An awareness of equality, diversity and inclusion matters. Commitment to own learning and continuous professional development. <p>Experience</p> <ul style="list-style-type: none"> Experience as a model is desirable, although not essential, as guidance will be provided. <p>Skills</p> <ul style="list-style-type: none"> Ability to maintain a pose and expression for extended periods of time and revisit exact pose and expression following a break. Good communication skills, including digital skills, with the ability to follow instructions, be dependable, and punctual.
Art Model – Life Drawing	Range 2	Work closely with art tutors and learners, adopting and maintaining a pose for a period to help to create an artistic impression using various artistic mediums. This role will help learners to develop their artistic skills and confidence to express themselves.	<p>One Level</p> <p>Requirements at this level:</p> <p>Qualifications</p> <ul style="list-style-type: none"> GCSE or Level 2 English and maths is desirable. <p>Knowledge</p> <ul style="list-style-type: none"> An understanding of safeguarding and a commitment to creating a safe learning environment for staff, customers, and stakeholders. Awareness of learners’ various cultural, social, and physical needs. An awareness of confidentiality, GDPR Legislation and Data Protection procedures. An awareness of equality, diversity and inclusion matters. Commitment to own learning and continuous professional development <p>Experience</p> <ul style="list-style-type: none"> Previous modelling experience, although not essential, as guidance will be provided. <p>Skills</p> <ul style="list-style-type: none"> Ability to maintain a pose and expression for extended periods of time and revisit exact pose and expression following a break. Good communication skills, including digital skills, with the ability to follow instructions, be dependable and punctual. Ability to attend and contribute to meetings to help shape the service and creative offer.

Creative Studies Technician	Range 2	<p>Assist in the smooth running of adult education courses by supporting tutors and learners in accessing resources and maintaining a vibrant, welcoming learning environment. This includes managing and maintaining studio, workshop, gallery, and display facilities; preparing and recycling materials such as clay and glazes; operating and maintaining kilns; monitoring stock levels; and ensuring cleanliness and organisation across learning spaces.</p> <p>The role also involves advising learners on glazing and firing procedures and supporting the collection and rotation of their work, contributing to a high-quality, inclusive educational experience.</p>	<p><u>Requirements at this level:</u></p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> • Good general level of education to GCSE or equivalent which must include English and maths. • Creative arts qualification at Level 3 or above <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Knowledge of a variety of creative practical skills and techniques and their application within a teaching studio. • Knowledge of the safe use and maintenance of a variety of tools and equipment as used in the creative studios. • Knowledge of products, chemicals and glazes used in a pottery studio, their use and safe application. • Awareness of the requirements of a pottery studio and storage methods. • An awareness of equality, diversity, and inclusion matters. <p><u>Experience</u></p> <ul style="list-style-type: none"> • Demonstrable experience of working within a pottery studio. • Experience of working in a professional art / creative studio environment. • Familiarity with a wide range of arts and crafts. • Awareness of the requirements of art and craft / pottery studios, storage methods, and gallery/display techniques. • Demonstrable experience working within a creative study learning environment. 	<p><u>Requirements at this level in addition to level 2A:</u></p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> • Completion of First Aid at Work certificate • Completion health and safety training, including the Control of Substances Hazardous to Health (COSHH) and risk assessments. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Knowledge of the safe use of power tools and equipment • Understanding of how to conduct a risk assessment. • Knowledge of a variety of art resources and materials and their use. • Knowledge and understanding of health and safety regulations and policies. • Understand your support role and responsibilities within the context of the service, and local and national priorities. • To be fully aware of and understand the duties and responsibilities arising from the Education and Training (Welfare of Children) Act 2021 and Keeping Children Safe in Education (2021) in relation to child protection and safeguarding children and young people as this applies to your role within the Council. <p><u>Experience</u></p> <ul style="list-style-type: none"> • Experience of curating art exhibitions • Experience of conducting risk assessments. • Demonstrable experience of planning ahead • Demonstrable experience of organising, managing, and monitoring health and safety and COSHH practices and maintaining relevant documentation. • Experience of applying creative techniques and practices and share good practice with colleagues. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Demonstrable ability to explain complex tasks to others, where required. • Demonstrable skills in a range of practical and creative applications including woodworking and other creative crafts. 	<p><u>Requirements at this level in addition to level 2A and 2B:</u></p> <p><u>Qualifications</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Knowledge of effective teaching and learning techniques to support learners and staff in the delivery of and access to creative subjects. <p><u>Experience</u></p> <ul style="list-style-type: none"> • Extensive experience of organising, managing, and monitoring H&S and COSHH practices and relevant documentation to keep up with current and new legislation. • Experience of developing and implementing a programme of exhibitions and events in collaboration with partners to support creatives into employment within the creative sector. • Experience of being solution focussed and innovative in the delivery of a high-quality learning environment.
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health and safety compliance.		<ul style="list-style-type: none"> Completion of Level 3 Food Hygiene qualification and allergy awareness training 	
Assist tutors and learners in accessing materials, manage stock levels, and oversee the safe use of kitchens and creative studios.	<p>Knowledge</p> <ul style="list-style-type: none"> Knowledge of a variety of creative practical skills and crafts Knowledge of the use and maintenance of a variety of tools and equipment as used in the creative studios. Knowledge and understanding of health and safety regulations and policies. Awareness of the requirements of art and craft studios, storage methods, and gallery/display techniques. An awareness of equality, diversity and inclusion. 	<p>Knowledge</p> <ul style="list-style-type: none"> Knowledge of the safe use of power tools and equipment Understanding of how to conduct a risk assessment. Knowledge of a variety of art resources and materials and their use. Understand your support role and responsibilities within the context of the service, and local and national priorities. Fully aware of and understand the duties and responsibilities arising from the Education and Training (Welfare of Children) Act 2021 and Keeping Children Safe in Education (2021) in relation to child protection and safeguarding children and young people as this applies to your role within the Council. 	<p>Knowledge</p> <ul style="list-style-type: none"> Knowledge of effective teaching and learning techniques to support learners and staff in the delivery of and access to creative subjects.
Contribute to the setup and maintenance of gallery displays and exhibitions, while ensuring adherence to COSHH regulations to promote a safe, vibrant, and inclusive learning space.	<p>Experience</p> <ul style="list-style-type: none"> Experienced in compiling straightforward reports, correspondence, calculations, conduct assessments. Experience of working in a professional art / creative studio Familiarity with undertaking/ completing a wide range of arts and crafts Demonstrable experience working within a creative study learning environment. 	<p>Experience</p> <ul style="list-style-type: none"> Experience of curating art exhibitions Experience of completing risk assessments Demonstrable experience of planning ahead and having the ability to respond positively to change. Demonstrable experience of monitoring H&S and COSHH practices and maintaining relevant documentation. Maintain and develop understanding and experience of applying creative techniques and practices and share good practice with colleagues. 	<p>Experience</p> <ul style="list-style-type: none"> Extensive Demonstrable experience of organising, managing, and monitoring H&S and COSHH practices and relevant documentation to keep up with current and new legislation. Experience of developing and implementing a programme of exhibitions and events to support creatives in employment within the creative sector. Experience of being solution focussed and innovative in the delivery of a high-quality learning environment.
	<p>Skills</p> <ul style="list-style-type: none"> Demonstrable ability to conduct a range of tasks and understand the procedures associated with them. Demonstrable ability to use own judgement and creativity to assess situations, solve straightforward problems and adapts to new ways of working. Demonstrable ability to use written and oral communication skills to present varied information in an understandable way to a range of audiences. 	<p>Skills</p> <ul style="list-style-type: none"> Demonstrable ability to explain complex tasks to others, where required. Demonstrable skills in a range of practical and creative applications including woodworking and cooking. Demonstrable ability to plan and deliver exhibitions and events to a range of target audiences to showcase creative work. Consistently demonstrate emotional maturity and resilience in undertaking responsibilities. 	<p>Skills</p> <ul style="list-style-type: none"> Demonstrable practical skills in a variety of workshop/studio and craft tools and equipment and their maintenance. Demonstrable ability to plan and deliver exhibitions and events to a range of target audiences to display creative work to a high standard and contribute to the networking and marketing of the service to local and regional creatives. Ability to maintain and develop your knowledge and skills in the creative sector by engaging with networks and training.

- Able to work independently, follow procedures, and confident to make well-reasoned decisions.
- Demonstrable ability to conduct tasks and/or advise on internal procedures, which impact on the health and wellbeing of people.
- Demonstrable ability to explain straightforward tasks to others, where required.
- Resilient and able to work to deadlines.
- Good practical and visual skills – familiar with mounting displays and exhibitions.
- Able to conduct minor repairs and alterations to simple equipment.
- Confident and competent in the practical application of a range of ICT packages, including Microsoft Office suite.
- Full UK driving licence and access to transportation required but reasonable adjustments will be considered for those with a disability.

Programme Coordinator – Community Learning	Range 4	<p>Plan, deliver, assess, and evaluate classroom activities to maximise learner achievement and contribute to outstanding teaching and learning.</p> <p>Provide mentoring and support to tutors, conduct initial assessments, and offer information, advice, and guidance to learners.</p> <p>Motivate and coach staff to develop best practices and actively contribute to the quality cycle, fostering a culture of ambition, pride, and continuous improvement across the learning environment.</p>	<p>Required at this level</p> <p><u>Sector Specific framework:</u> Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector</p> <p><u>Qualifications</u></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 • Evidence of commitment to continuous professional development (CPD) <p><u>Knowledge</u></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. 	<p>In addition to level 4A</p> <p><u>Sector Specific framework:</u></p> <ul style="list-style-type: none"> • Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector <p><u>Qualifications</u></p> <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><u>Knowledge</u></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. 	<p>In addition to levels 4A and 4B</p> <p><u>Sector Specific framework:</u></p> <ul style="list-style-type: none"> • Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector <p><u>Qualifications</u></p> <ul style="list-style-type: none"> • Working towards Level 3 management apprenticeship • Level 3 assessor or internal verifier qualification complete <p><u>Knowledge</u></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.
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- Knowledge of recognising and rewarding 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.

Experience

- 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 of assessing the impact of education programmes.
- 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.

Skills

- Able to teach creatively, adapting to the needs of a variety of students, and be willing to explore new teaching and learning strategies.
- Demonstrable ability to embed essential skills for work and life into teaching and learning including the development of learners' English, maths, digital skills and

- Knowledge of Department for Education requirements including discretionary learner support and additional learner support funding.
- Good understanding of financial and operational management principles.
- Understands what those being mentored are responsible for and knows how to support them effectively.

Experience

- 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 stakeholders to support the development of high achieving teams.
- 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.

Skills

- 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.

Experience

- Experienced in seeking our service improvement initiatives, implementing them and helping others to support and embed change.
- Experience of planning, developing, delivery and evaluating projects to good effect and applying reflective practice to inform future activities, engagement, and decisions.

Skills

- Can analyse and interpret complex information and situations. Develops solutions and plans for the medium term. Adopts an imaginative and innovative approach.
- Provide guidance on the performance and development needs of mentees and demonstrable ability to improve the quality of teaching practices.

- 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 and Outlook, virtual learning environments, blended and e-learning, and management information systems associated with adult education.
- 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.
- Able to work independently, follow procedures, and confident to make well-reasoned decisions.
- Can carry out 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.
- Can supervise, co-ordinate or train other employees where required and/or can provide information and advice on internal procedures related to employees.
- A strong commitment to sharing current pedagogical techniques and their application to reduce barriers, improve accessibility and maintain high achievement rates.

Programme Manager - Community Learning	Range 5	Lead the development and delivery of a curriculum area to ensure a high-quality learner experience aligned with Ofsted, Matrix, and funding requirements.	Requirements at this level: Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector	Requirements at this level in addition to level 5A: Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector	Requirements at this level in addition to level 5A and 5B: Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector
		Collaborate with stakeholders to promote adult education and attract new learners, while overseeing tutor recruitment, training, and support. Contribute to departmental quality assurance through reporting, learning walks,	Qualifications <ul style="list-style-type: none"> • Educated to degree level or equivalent in relevant subject • Level 5 teaching qualification • Level 4 subject specialism • Level 3 management qualification • Working towards Level 3 Designated Safeguarding Lead Certificate • Evidence of recent continuous professional development 	Qualifications <ul style="list-style-type: none"> • Level 3 Designated Safeguarding Lead Certificate • Working towards Level 5 management apprenticeship • Level 3 or similar qualification/training in project management • Working towards Level 4 internal verifier qualification 	Qualifications <ul style="list-style-type: none"> • Completion of Level 5 management apprenticeship or equivalent • Level 4 internal verifier qualification

and performance monitoring, and manage resources to meet income and funding targets.

Additionally, act as a Designated Safeguarding Officer and lead the development of the team's virtual learning environment.

Knowledge

- Knowledge of what constitutes good and effective delivery of tailored education programmes as well as what constitutes high quality Teaching, Learning and Assessment.
- 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.
- Good understanding of Ofsted Inspection Frameworks and implementation of strategies to achieve 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 and Medway Council's Equality, Diversity & Inclusion policy.
- A detailed understanding of GDPR legislation and best practice in relation to information sharing.

Experience

- Experience of effectively managing staff performance.
- Experience of teaching a subject taught within the department.
- Demonstrable experience of working in an education, training, and development environment with a record of successful outcomes, including retention, achievement, and progression rates.
- Experience in maintaining and nurturing local partnership contacts including experience of collaborating 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, marketing, and managing delivery, and evaluating education programmes, projects, and events across a range of

Knowledge

- 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.
- Possess knowledge of MAE's governance and management structure and systems and apply demonstrable commitment towards strategic effectiveness.

Experience

- 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.
- 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.

Knowledge

- 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.

Experience

- 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.

disciplines to good effect, whilst applying reflective practice to inform future strategies, solutions, and plans for the medium term.

- 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 planning, developing, delivery and evaluating projects to good effect and applying reflective practice to inform future practices, solutions, and plans for the medium term.

Skills

- Effective contract management, budget setting, financial management and control.
- High level of competence in the use of Microsoft Word, Excel, Teams, Outlook, 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 an understandable way, to a range of audiences.
- High level strategic and operational management skills.

Skills

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- 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.

Skills

- Good leadership skills with the ability to effectively motivate a team to achieve objectives in accordance with service priorities and consistently overachieve on agreed department targets.

- 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.

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

- 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

- 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

- 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

- 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

Range 3

Meet with learners to identify their needs, aspirations, and appropriate learning

Requirements at this level:

Requirements at this level in addition to level 3A:

Requirements at this level in addition to level 3A and 3B:

Guidance (IAG) Support Worker	<p>outcomes, providing up-to-date information, advice, and guidance on available courses and progression routes into further education or employment.</p> <p>Conduct interviews, assessments, and enrolments, identifying any learning support needs and signposting to relevant support services or partner agencies.</p> <p>Collaborate with Programme Managers and Coordinators to ensure IAG provision supports curriculum development and meets both service and learner needs.</p>	<p><u>Qualifications</u></p> <ul style="list-style-type: none"> • Teaching qualification at Level 3 or above • 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><u>Knowledge</u></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><u>Experience</u></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><u>Qualifications</u></p> <ul style="list-style-type: none"> • Completion of Level 3 Information Advice and Guidance qualification <p><u>Knowledge</u></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><u>Experience</u></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><u>Qualifications</u></p> <p><u>Knowledge</u></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><u>Experience</u></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.
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			Skills <ul style="list-style-type: none"> Proficient in the use of Microsoft Word, Excel and Outlook and management information systems. Full driving valid for use in the UK and access to own transport for work purposes Strong communication skills with the ability to illicit pertinent information and put people at ease. Empathy and non-judgemental attitude Excellent customer care skills, with experience of adapting services, where possible, to meet customer and service needs and can take the initiative to work with other agencies where necessary. Able to identify and act on own development needs. Good analytical and problem-solving skills. 	Skills <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. Ability to summarise and review interactions and share findings with colleagues to inform service decision making and curriculum planning 	Skills <ul style="list-style-type: none"> An ability to work across boundaries and achieve performance and results through others.
Admissions Officer	Range 3	<p>Deliver a high-quality, customer-focused service by supporting learners with enquiries, eligibility advice, and access to support funds, while maintaining accurate records and administering funding in line with policies.</p> <p>Provide information and assistance via phone, email, and in-person at centres and community events, contributing to learner recruitment and satisfaction.</p> <p>Support the team in maintaining high achievement and stakeholder satisfaction by contributing to continuous improvement activities, including Ofsted inspections, Matrix assessments, and the Quality Cycle.</p>	Requirements at this level: <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>	Requirements at this level in addition to level 3A: <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>	Requirements at this level in addition to level 3A and 3B: <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. <hr/> <p>Experience</p> <ul style="list-style-type: none"> Experience of managing and evaluating the effectiveness of IAG delivery for a caseload of

- 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.
- Mentoring colleagues and apprentices to help them develop the skills, knowledge, and behaviour in their roles.
- 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.
- learners and identifying opportunities to improve learner services.
- Experience of working in a solution/outcome focussed manner to achieve results, including customer handling techniques and dispute resolution.

Skills

- 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.

Skills

- 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.

Skills

- 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	Plan, deliver, assess, and manage classroom activities to achieve outstanding teaching, learning, and support outcomes.	Requirements at this level: Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector	Requirements at this level in addition to level 4A: Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector	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
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Oversee the allocation and impact of Additional Learning Support (ALS), including PEEPs, reasonable adjustments, and support funding.	<p>Qualifications</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>Qualifications</p> <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>Qualifications</p> <ul style="list-style-type: none"> • Working towards Level 3 management apprenticeship or equivalent • Completed Level 3 assessor or internal verifier qualification.
Conduct initial assessments, provide information, advice, and guidance, and mentor staff to embed best practices.			
Contribute to the quality cycle and foster a culture of ambition, pride, and continuous improvement for both learners and staff.	<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 	<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. 	<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.

- inform curriculum intent and experience of assessing the impact of education programmes.
- 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.

Skills

- 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,

- Demonstrable experience of collaborating and networking with internal and external stakeholders to support the development of high achieving teams.
- 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.

Skills

- 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.

- Experience of planning, developing, delivery and evaluating projects to good effect and applying reflective practice to inform future practices

Skills

- 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>blended and e-learning, and 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>Lead and support the IAG Department team to drive continuous quality improvement and high performance by providing strategic direction, mentoring, and operational oversight.</p> <p>Manage Programme Coordinators and staff to deliver impactful information, advice, and guidance throughout the learner journey, identifying support needs and enabling progression.</p> <p>Ensure compliance with quality assurance frameworks and performance indicators, and play a key role in celebrating learner achievements while shaping curriculum design through learner and stakeholder insight.</p>	<p>Requirements at this level in addition to level 5A:</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>Requirements at this level in addition to level 5A:</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"> • 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, 	<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>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.

- 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.

Experience

- 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

local, regional, and national priorities, and areas of need.

- Possess knowledge of MAE's governance and management structure and systems and apply demonstrable commitment towards strategic effectiveness.

Experience

- 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.

Experience

- 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.

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.

- 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.

Skills

- 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

Skills

- 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

Skills

- 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.

- an understandable way, to a range of audiences.
- 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.

Vocational Skills Team

Programme Coordinator – Vocational Skills	Range 4	<p>Plan, deliver, and evaluate high-quality teaching and learning activities to maximise learner achievement and success, including delivering an agreed programme of study.</p> <p>Provide information, advice, and guidance, conduct initial assessments, and contribute to curriculum development and departmental initiatives.</p> <p>Support the Programme Manager with planning, project management, and quality assurance processes, while mentoring and coaching staff to foster continuous improvement, share best practices, and maintain a high-quality learning environment.</p>	<p>Requirements at this level:</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"> • 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 • 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. 	<p>Requirements at this level in addition to level 4A:</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"> • 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 	<p>Requirements at this level in addition to level 4A and 4B:</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"> • Working towards Level 3 management apprenticeship • 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.
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- 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.

Experience

- 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 of assessing the impact of education programmes.
- 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 work independently, following procedures, and making well-reasoned decisions.

Skills

- Able to teach creatively, adapting to the needs of a variety of students, and be willing to explore new teaching and learning strategies.
- Demonstrable ability to embed essential skills for work and life into teaching and

- 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.

Experience

- 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 stakeholders to support the development of high achieving teams.
- 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 analysing challenges associated with Ofsted inspections and regulatory audits and the implementation of steps to resolve them.
- Experience of project planning and delivery.

Skills

- Demonstrable ability to develop tutors' awareness of information, advice, and guidance (IAG), tutors' role within the delivery of IAG through the learners' journey

Experience

- Experienced in continually seeking and implementing improvements and helping others to cope with change.
- Experience of planning, developing, delivery and evaluating projects to good effect and applying reflective practice to inform future activities, engagement, and decisions.

Skills

- Can analyse and interpret complex information and situations. Develops solutions and plans for the medium term. Adopts an imaginative and innovative approach.

			<p>learning including the development of learners' English, maths, digital skills and employability, awareness equality and diversity, British values, and safeguarding.</p> <ul style="list-style-type: none"> • 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 management information systems associated with adult education. • 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. 	<p>and contribute towards Matrix Accreditation for the service.</p> <ul style="list-style-type: none"> • 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. • A strong commitment to sharing current pedagogical techniques and their application to reduce barriers, improve accessibility and maintain high achievement rates. 	<ul style="list-style-type: none"> • Provide guidance on the performance and development needs of mentees and demonstrable ability to improve the quality of teaching practices.
Programme Manager – Vocational Learning	Range 5	<p>Oversee the strategic development and delivery of a curriculum area to ensure an excellent learner experience aligned with Ofsted, Matrix, and funding requirements.</p> <p>Lead and support a team of Programme Coordinators and tutors, manage the development of the VLE, and ensure high-quality information, advice, and</p>	<p>Requirements at this level:</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 degree level or equivalent. • Level 5 teaching qualification • Level 4 subject specialism • Level 3 management qualification • Working towards Level 3 Designated Safeguarding Lead Certificate 	<p>Requirements at this level in addition to level 5A:</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"> • Level 3 Safeguarding Lead Certificate • Level 3 assessor qualification (or working towards) • Level 5 management apprenticeship • Level 3 or similar qualification/training in project management 	<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>Qualifications</p> <ul style="list-style-type: none"> • Completion of Level 5 management apprenticeship • Level 4 internal verifier qualification

guidance is provided throughout the learner journey.	<ul style="list-style-type: none"> Evidence of recent continuous professional development 	<ul style="list-style-type: none"> Working towards Level 4 internal verifier qualification 	
Contribute to departmental quality assurance through reporting, learning walks, and performance monitoring, while managing resources to meet income targets.	<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. 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. Good understanding of Ofsted Inspection Frame and implementation of strategies to achieve outstanding outcomes. 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 and Medway Council's Equality, Diversity & Inclusion policy and how these impact the workplace. A detailed understanding of GDPR legislation and best practice in relation to information sharing. 	<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. Possess knowledge of MAE's governance and management structure and systems and apply demonstrable commitment towards strategic effectiveness. 	<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. Knowledge 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
Act as a Designated Safeguarding Officer, promoting a safe and inclusive learning environment.	<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 in maintaining and nurturing local partnership contacts including experience of collaborating with external stakeholders to inform purpose, curriculum design and assess impact. 	<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. 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.

This includes having contributed to internal and external engagement events to promote the service and obtain learner voice.

- 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
- 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 planning, developing, delivery and evaluating projects to good effect and applying reflective practice to inform future practices, solutions, and plans for the medium term.

Skills

- 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.

Skills

- 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

Skills

- Good leadership skills with the ability to effectively motivate a team to achieve objectives in accordance with service priorities and consistently overachieve on agreed department targets.

- 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 an understandable way, to a range of audiences.
- Strong strategic and operational management skills.
- 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.

English, Maths and Apprenticeships Team

Programme	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 assessment by providing mentoring and support to tutors and contributing to the creation of a high-quality education experience.	Requirements at this level:	Requirements at this level in addition to level 4A:	Requirements at this level in addition to level 4A and 4B:
Coordinator – English and Maths		Contribute to the provision of information, advice and guidance and conduct initial assessments on a regular basis.	<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"> • 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 • 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 	<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"> • 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 	<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"> • Working towards Level 3 management apprenticeship • 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

for learners and staff.	<p>its application in adult community education settings.</p> <ul style="list-style-type: none"> • 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 of assessing the impact of education programmes. • 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. • Works within defined procedures and can work independently, using initiative to deal with straightforward situations, referring to supervisor/line manager for unusual or difficult problems. 	<p>Inspection Framework and how this relates to good or better provision.</p> <ul style="list-style-type: none"> • 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 stakeholders to support the development of high achieving teams. • Experience of applying knowledge across a wide range of activities and producing reports, presentations, detailed assessments, and calculations. • Experience of being solution focussed and innovative in the delivery of a high-quality learning environment. • Demonstrable experience of analysing challenges associated with Ofsted inspections and regulatory audits and the implementation of steps to resolve them. • Experience of project planning and delivery. 	<p>demonstrable commitment towards strategic effectiveness.</p> <ul style="list-style-type: none"> • 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"> • Experienced in continually seeking and implementing improvements 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 activities, engagement, and decisions
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			Skills <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. • 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 management information systems associated with adult education. • 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. 	Skills <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. • Provide expert guidance on the performance and development needs of mentees and demonstrable ability to improve the quality of teaching practices. • Can supervise, co-ordinate or train other employees where required and/or can provide information and advice on internal procedures related to employees. • A strong commitment to sharing current pedagogical techniques and their application to reduce barriers, improve accessibility and maintain high achievement rates. 	Skills <ul style="list-style-type: none"> • Can analyse and interpret complex information and situations. Develops solutions and plans for the medium term. Adopts an imaginative and innovative approach. • Provide guidance on the performance and development needs of mentees and demonstrable ability to improve the quality of teaching practices.
Programme Coordinator - Apprenticeships	Range 4	To plan, deliver, assess, evaluate, and manage classroom activities to maximise learners' and apprentices' achievement and success and to achieve outstanding quality in teaching, learning, and	Requirements at this level: Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector	Requirements at this level in addition to level 4A: Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector	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

assessment by providing mentoring and support to tutors and contributing to the creation of a high-quality education experience.	<p>Qualifications</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 assessor qualification • Evidence of commitment to continuous professional development (CPD) 	<p>Qualifications</p> <ul style="list-style-type: none"> • Completed Level 2 qualification in information, advice, and guidance. • Completed training in coaching/mentoring. • Working towards Level 3 internal verification qualification 	<p>Qualifications</p> <ul style="list-style-type: none"> • Working towards Level 3 management apprenticeship • Completed Level 3 assessor or internal verifier qualification.
Contribute to the provision of information, advice and guidance and liaise with line managers and assessors 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>Knowledge</p> <ul style="list-style-type: none"> • Knowledge and experience of effective contemporary educational pedagogy and its application in vocational settings. • Firm understanding of what constitutes outstanding teaching learning and assessment and demonstrate such skills. • Relevant subject knowledge and evidence of maintaining professional competency. • 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 of assessing the impact of education programmes. • Demonstrable experience of building strong and positive working relationships with colleagues, learners, and employers. 	<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 apprentice funding rules and processes, 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 stakeholders to support the development of high achieving teams. • Experience of applying knowledge across a wide range of activities and producing reports, presentations, detailed assessments, and calculations. 	<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 continually seeking and implementing improvements 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.

- 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.
- Works within defined procedures and can work independently, using initiative to deal with straightforward situations, referring to supervisor/line manager for unusual or difficult problems.

Skills

- Able to teach creatively, adapting to the needs of a variety of students, and be willing to explore new teaching and learning strategies.
- 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 management information systems associated with adult education.
- 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

- 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.

Skills

- Demonstrable ability to develop staff awareness of information, advice and guidance (IAG), tutors' and assessors' 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.
- A strong commitment to sharing current pedagogical techniques and their application to reduce barriers, improve accessibility and maintain high achievement rates.

Skills

- Can analyse and interpret complex information and situations. Develops solutions and plans for the medium term. Adopts an imaginative and innovative approach.
- Provide expert guidance on the performance and development needs of mentees and demonstrable ability to improve the quality of teaching practices

adjustments will be considered for those with a disability.

Programme Coordinator – Projects	Range 4	<p>To plan, deliver, assess, evaluate, and manage classroom activities to maximise learners’ achievement and success and to achieve outstanding quality in teaching, learning, and assessment by providing mentoring and support to tutors and contributing to the creation of a high-quality education experience.</p> <p>Contribute to the provision of information, advice and guidance and conduct initial assessments on a regular basis.</p> <p>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>	<p>Requirements at this level:</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"> • 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 project roles) • Working towards Level 2 qualification in information, advice, and guidance • 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 recognising and rewarding 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>Requirements at this level in addition to level 4A:</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"> • 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>Requirements at this level in addition to level 4A and 4B:</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"> • Working towards Level 3 management apprenticeship • 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.
Experience					

Experience

- 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 of assessing the impact of education programmes.
- 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.
- Experience of working within defined procedures, working independently, and using initiative.

Skills

- Able to teach creatively, adapting to the needs of a variety of students, and be willing to explore new teaching and learning strategies.
- 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

Experience

- 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 stakeholders to support the development of high achieving teams.
- Experience of applying knowledge across a wide range of activities and producing reports, presentations, detailed assessments, and calculations.
- Experience of being solution focussed and innovative in the delivery of a high-quality learning environment.
- Demonstrable experience of analysing challenges associated with Ofsted inspections and regulatory audits and the implementation of steps to resolve them.
- Experience of project planning and delivery.

Skills

- 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.
- Can 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.
- Can supervise, co-ordinate or train other employees where required and/or can provide information and advice on internal procedures related to employees.
- A strong commitment to sharing current pedagogical techniques and their application to reduce barriers, improve accessibility and maintain high achievement rates.

- Experience of continually seeking and implementing improvements 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 activities, engagement and decisions.

Skills

- Can analyse and interpret complex information and situations. Develops solutions and plans for the medium term. Adopts an imaginative and innovative approach.
- Provide guidance on the performance and development needs of mentees and demonstrable ability to improve the quality of teaching practices.

			<p>Outlook, virtual learning environments, blended and e-learning, and 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. 	
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Programme Manager -English, Maths and Apprenticeships	Range 5	<p>Oversee the development and delivery of a curriculum area to ensure an excellent learner experience aligned with Ofsted, Matrix, and funding requirements.</p> <p>Lead a team of tutors and support staff, manage the VLE, and contribute to curriculum design using learner and stakeholder insight.</p> <p>Ensure high-quality advice and guidance is delivered, monitor performance indicators, support resource allocation, and produce quality assurance reports.</p> <p>Act as a Designated Safeguarding Officer, promoting learner success and maintaining a safe, inclusive learning environment.</p>	<p>Requirements at this level:</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 degree level or equivalent. • Level 5 teaching qualification • Level 5 subject specialism in English and/or maths • Level 3 management qualification • Working towards Level 3 Designated Safeguarding Lead Certificate • 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. • 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. • Good understanding of Ofsted Inspection Frame and implementation of strategies to achieve outstanding outcomes. 	<p>Requirements at this level in addition to level 5A:</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"> • Level 3 Safeguarding Lead Certificate • Level 3 assessor qualification (or working towards) • Level 5 management apprenticeship • Level 3 or similar qualification/training in project management • Working towards Level 4 internal verifier qualification <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>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>Qualifications</p> <ul style="list-style-type: none"> • Completion of Level 5 management apprenticeship • Level 4 internal verifier qualification <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. • Knowledge 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.
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- 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 and Medway Council's Equality, Diversity & Inclusion policy and how these impact the workplace.
- A detailed understanding of GDPR legislation and best practice in relation to information sharing.
- Knowledge of MAE's governance and management structure and systems and demonstrable commitment towards strategic effectiveness.

Experience

- Experience of effectively managing staff performance.
- Experience of teaching vocational training and English/maths in the 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 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, 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
- 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

Experience

- 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.
- 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.

Experience

- 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.

positively to change in Service requirements, local area needs, Council, and education sector priorities.

Skills

- 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 an understandable way, to a range of audiences.
- 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.

Skills

- 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

Skills

- Good leadership skills with the ability to effectively motivate a team to achieve objectives in accordance with service priorities and consistently overachieve on agreed department targets

English Speakers of Other Languages Team

Programme Coordinator – ESOL	Range 4	<p>To plan, deliver, assess, evaluate, and manage classroom activities to maximise learners’ achievement and success and to achieve outstanding quality in teaching, learning, and assessment by providing mentoring and support to tutors and contributing to the creation of a high-quality education experience.</p> <p>Contribute to the provision of information, advice and guidance and conduct initial assessments on a regular basis.</p> <p>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>	<p>Requirements at this level:</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"> • Minimum Level 4 teaching qualification completed • Educated to at least Level 3 within chosen discipline (Level 5 subject specific qualification for ESOL roles) • Working towards Level 2 qualification in information, advice, and guidance • 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 recognising and rewarding 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>Requirements at this level in addition to level 4A:</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"> • 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>Requirements at this level in addition to level 4A and level 4B:</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"> • Working towards Level 3 management apprenticeship • 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.
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Experience

- 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 of assessing the impact of education programmes.
- 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.
- Experience of working independently, follow procedures, and making well-reasoned decisions.

Skills

- Able to teach creatively, adapting to the needs of a variety of students, and be willing to explore new teaching and learning strategies.
- 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

Experience

- 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 stakeholders to support the development of high achieving teams.
- Experience of applying knowledge across a wide range of activities and producing reports, presentations, detailed assessments, and calculations.
- Experience of being solution focussed and innovative in the delivery of a high-quality learning environment.
- Demonstrable experience of analysing challenges associated with Ofsted inspections and regulatory audits and the implementation of steps to resolve them.
- Experience of project planning and delivery.

Skills

- 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.
- Can 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.
- Can supervise, co-ordinate or train other employees where required and/or can provide information and advice on internal procedures related to employees.
- A strong commitment to sharing current pedagogical techniques and their application to reduce barriers, improve accessibility and maintain high achievement rates.

Experience

- Experience of continually seeking and implementing improvements 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 activities, engagement and decisions

Skills

- Can analyse and interpret complex information and situations. Develops solutions and plans for the medium term and adopts an imaginative and innovative approach.
- Provide guidance on the performance and development needs of mentees and demonstrable ability to improve the quality of teaching practices.

			<p>Outlook, virtual learning environments, blended and e-learning, and 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 Coordinator – Projects	Range 4	<p>To plan, deliver, assess, evaluate, and manage classroom activities to maximise learners’ achievement and success and to achieve outstanding quality in teaching, learning, and assessment by providing mentoring and support to tutors and contributing to the creation of a high-quality education experience.</p> <p>Contribute to the provision of information, advice and guidance and conduct initial assessments on a regular basis.</p> <p>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>	<p>Requirements at this level:</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"> • 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 project roles) • Working towards Level 2 qualification in information, advice, and guidance • 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 recognising and rewarding 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 	<p>Requirements at this level in addition to level 4A:</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"> • 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>Requirements at this level in addition to level 4A and 4B:</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"> • Working towards Level 3 management apprenticeship • 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.

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.

Experience

- 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 of assessing the impact of education programmes.
- 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.
- Experience of working within defined procedures, working independently, and using initiative.

Skills

- Able to teach creatively, adapting to the needs of a variety of students, and be willing to explore new teaching and learning strategies.
- 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.

Experience

- 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 stakeholders to support the development of high achieving teams.
- Experience of applying knowledge across a wide range of activities and producing reports, presentations, detailed assessments, and calculations.
- Experience of being solution focussed and innovative in the delivery of a high-quality learning environment.
- Demonstrable experience of analysing challenges associated with Ofsted inspections and regulatory audits and the implementation of steps to resolve them.
- Experience of project planning and delivery.

Skills

- 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.
- Can 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.

Experience

- Experience of continually seeking and implementing improvements 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 activities, engagement and decisions.

Skills

- Can analyse and interpret complex information and situations. Develops solutions and plans for the medium term. Adopts an imaginative and innovative approach.
- Provide guidance on the performance and development needs of mentees and demonstrable ability to improve the quality of teaching practices.

- 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 management information systems associated with adult education.
- 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.
- Can supervise, co-ordinate or train other employees where required and/or can provide information and advice on internal procedures related to employees.
- A strong commitment to sharing current pedagogical techniques and their application to reduce barriers, improve accessibility and maintain high achievement rates.

Programme Manager – English Speakers of Other Languages (ESOL)	Range 5	<p>Oversee the strategic development and delivery of a curriculum area to ensure an excellent learner experience aligned with Ofsted, Matrix, and funding requirements.</p> <p>Lead and support staff, including Programme Coordinators, in delivering high-quality information, advice, and guidance, while managing the development of the team’s virtual learning environment (VLE).</p> <p>Contribute to departmental quality assurance through reporting, learning walks, and performance monitoring, and ensure effective resource allocation to meet income and funding targets.</p>	<p>Requirements at this level:</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 degree level or equivalent. • Level 5 teaching qualification • Level 5 subject specialism in ESOL • Level 3 management qualification • Working towards Level 3 Designated Safeguarding Lead Certificate • 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 	<p>Requirements at this level in addition to Level 5A:</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"> • Level 2 information advice and guidance qualification • Level 3 Safeguarding Lead Certificate • Level 3 assessor qualification (or working towards) • Working towards Level 5 management apprenticeship • Level 3 or similar qualification/training in project management • Working towards Level 4 internal verifier qualification <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) 	<p>Requirements at this level in addition to level 5A and level 5B:</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"> • Level 5 management apprenticeship • Level 4 internal verifier qualification <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.
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<p>Act as a Designated Safeguarding Officer, promoting learner success and wellbeing across the service.</p>	<p>high quality Teaching, Learning and Assessment.</p> <ul style="list-style-type: none"> • 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. • Good understanding of Ofsted Inspection Frame and implementation of strategies to achieve outstanding outcomes. • 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 and Medway Council's Equality, Diversity & Inclusion policy and how these impact the workplace. • A detailed understanding of GDPR legislation and best practice in relation to information sharing. 	<p>informing curriculum planning decisions (c) opportunities for development.</p> <ul style="list-style-type: none"> • 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. • Possess knowledge of MAE's governance and management structure and systems and apply demonstrable commitment towards strategic effectiveness. 	<ul style="list-style-type: none"> • 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. • Knowledge 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.
	<p><u>Experience</u></p> <ul style="list-style-type: none"> • Experience of effectively managing staff performance. • Experience of teaching ESOL in a range of 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 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 education programmes, projects and events across a range of disciplines to good effect and applying reflective 	<p><u>Experience</u></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 line managing and motivating colleagues to develop and maintain high standards and targets in an educational environment. • 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. • 	<p><u>Experience</u></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.

practice to inform future strategies, solutions and plans for the medium term.

- 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.

Skills

- 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 an understandable way, to a range of audiences.
- High level strategic and operational management skills.
- Demonstrable ability to analyse and interpret complex information and situations.

Skills

- 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.

Skills

- Demonstrable experience of managing a significant budget to deliver education projects and to agreed targets using financial awareness to maximise use of resources.
- Good line management skills with the ability to effectively motivate a team to achieve objectives in accordance with service priorities and consistently overachieve on agreed department targets.

- 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 driving valid for use in the UK and access to own transport for work purposes.

Curriculum Team

Quality and Curriculum Manager	Range 6	<p>Develop and manage the delivery of high-quality learning activities in line with Medway Council's vision, mission, and values and the Education Inspection Framework. Lead and motivate a curriculum team to deliver an outstanding level of service with an aspirational and ambitious culture.</p> <p>Oversee the development of policies, practices, and procedures to protect learners and staff from risk and maintain a robust commitment safeguarding.</p> <p>Provide leadership for quality inspections and audits across MAE and implement the quality cycle to provide support and create a culture of continuous improvement.</p>	<p>Requirements at this level:</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"> • Qualified to degree or equivalent. • Teaching qualification at level 3 or above. • Management qualification level 5 or demonstrable relevant management experience. • Designated Safeguarding Lead Certificate or willingness to undertake such training. <p>Knowledge</p> <ul style="list-style-type: none"> • Robust knowledge of safeguarding, the Prevent Duty and Equalities legislation, policies and practices, and willingness to maintain and develop knowledge in line with trends, concerns and risks. • Good knowledge and understanding of Health Safety and its implications for an adult learning environment. • Good understanding of the current Post 16 funding environment and its impact on adult learning. • Be up to date with local and national policies to understand how it affects your area of work. • Strong understanding of what constitutes high quality teaching learning and assessment. 	<p>Requirements at this level in addition to level 6A:</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"> • Continuous Professional Development (CPD), keeping up-to date and meeting any annual requirement for CPD and scholarly activity as required. <p>Knowledge</p> <ul style="list-style-type: none"> • Robust understanding, knowledge, and experience of project management techniques with evidence of meeting success criteria. • Possess and maintain a strong understanding of effective educational pedagogical practices, policy and sector expectations and share good practice with colleagues. • Understanding of the One Medway Council Plan and service plan and how this role and the team contribute to delivering outcomes. • A sound understanding of the Local Education Authority in promoting and providing lifelong learning. • Knowledge of quality standards such as IAG Matrix, ISO, customer service excellence or IIP. 	<p>Requirements at this level in addition to level 6A and level 6B:</p> <p>Sector Specific framework: Education Training Foundation Professional Standards for Leadership in the Further Education and Training Sector</p> <p>Qualifications</p> <p>Knowledge</p> <ul style="list-style-type: none"> • A clear understanding of how to inspire and empower staff to reach their full potential, fostering a collaborative culture aligned with a shared vision. • Knows how to provide inspirational leadership and management that prioritises learners and drives a collective ambition to deliver an outstanding learner experience. • Strong wider organisational knowledge of all relevant process and procedures, and able to apply them to your area of work.
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- Be up to date with, and where appropriate influence, local and national policies to enable a proactive response to change.
- Awareness of the One Medway Council Plan
- Knowledge of legislation, policies, and procedures in relation to GDPR and data protection, equalities and safeguarding

Experience

- Experience of lesson observations and implementation of a continuous professional development programme to facilitate the delivery of outstanding teaching and learning activities.
- Demonstrable experience in training and development, sound knowledge of assessor, verifier, and internal and external moderation requirements for accredited learning provision
- Proven history of curriculum development, commissioning, delivery, and quality management within the field of adult learning across accredited and non-accredited curriculum.
- Experience of meeting the learning needs and employment needs of groups furthest removed from learning and the labour market.
- Demonstrable experience of effective working in the safeguarding arena and of managing complex safeguarding related cases.
- Experience of substantial team working in a complex educational environment.
- Experience of developing new initiatives and delivering through to completion.

Skills

- Able to develop and/or support clear strategies to enhance the performance and development opportunities of all staff within the organisation. (ETF).
- Confident and competent in the use of ICT (including web applications) and knowledgeable about e-learning, e-portfolio or VLE to support learning.
- Critically analyse organisational performance data. (ETF).

Experience

- Experience of managing subcontracted delivery through community organisations.
- Robust track record in implementing and embedding E-learning and pedagogical improvements across the curriculum.
- Experience as a Nominee in Ofsted Inspections.
- Experience of project management including leading staff, managing budgets and experience in monitoring, analysing, and reporting on quality.

Skills

- Demonstrable ability to analyse and interpret varied and complex information and develop strategies and solutions for the medium and long term.
- Able to work independently, follow procedures and confident to make well-reasoned decisions.
- Demonstrable ability to line manage

Experience

- Experience of working in partnership with public, private, and voluntary agencies, at a senior level and across agency boundaries.
- Experience of delivering successful outcomes against targets.
- Experience of multiple Ofsted Inspections
- Demonstrable experience of understanding financial requirements and budgetary issues and how to apply those to your area of work.

Skills

- Capable of performing tasks that directly enhance the health, safety, or well-being of individuals or groups.
- Demonstrated ability to manage budgets effectively, ensuring strict adherence to financial policies and practices. This includes developing and monitoring budget plans, conducting financial analyses, and implementing cost-saving measures.

- Effective written and verbal interpersonal skills to facilitate professional relationships with all stakeholders.
- Consistently demonstrate emotional maturity and resilience in undertaking the responsibilities of the role.
- Proficient in the use of Microsoft Word, Excel, Teams and Outlook and management information systems