

Job description

Job title	Programme Manager				
Conditions of Service	LBR Adult Ed Teaching & Educational Management Staff				
Team	Curriculum	Size of Post	1.0	Grade	14-19
Reports to	Assistant Principal Curriculum				
Responsible for	Tutors, assessors and IQAs within curriculum area				

Purpose of job	
<ul style="list-style-type: none"> • To manage a range of adult education and skills provision effectively and efficiently, achieving outstanding levels of achievement and learner satisfaction and promoting progression on to further education and training and into employment. • To plan and deliver high-quality qualification and/or RARPA courses which meet local skills needs and national priorities, maximising funded value. • To manage tutor performance, inspiring excellence in teaching, learning and assessment and promoting innovation in approaches to curriculum delivery. 	
Major duties and responsibilities	
1.	To lead on curriculum development to improve planning and delivery of provision which meets local skills needs and national priorities.
2.	To ensure that enrolment targets are met and courses are promoted effectively, providing timely, high quality and accurate course information to the marketing team.
3.	To celebrate learner success and achievement through making sure tutors complete nominations for Learner of the Month and entries for national learner awards.
4.	To work collaboratively with other teams to arrange IAG, assessment and interviewing schedules and to ensure that learners are on the right courses at the right level.
5.	To ensure that high-quality schemes of work, session plans, class profiles and individual learning plans are embedded into teaching, learning and assessment practice.
6.	To ensure the health & safety, safeguarding and wellbeing needs of learners are being met and that embed British Values and EDI are embedded into curriculum delivery.
7.	To ensure teaching, learning and assessment is highly effective across curriculum areas, all tutors are observed annually and and that all teaching is good or better
8.	To line manage, mentor and develop tutors working within curriculum area using agreed performance management systems
9.	To promote use of digital and online learning, embedding the learner digital entitlement into curriculum delivery models
10.	To use performance data (including punctuality, attendance, retention, OTLA and learner voice activity) to ensure that achievement rates meet Institute targets and exceed national benchmarks.
11.	To schedule and implement an annual cycle of learning visits and focused curriculum reviews
12.	To identify any gaps in progress and achievement between different groups of learners and develop strategies for addressing these
13.	To model "outstanding" teaching, learning and assessment practices in their own teaching, delivering 30-90 hours (pro-rata if part time) of teaching, staff development or

other training per annum and/or take cross institute lead role for either Safeguarding or Lead Internal Quality Assurance (IQA)

14. To ensure compliance with legislation, external body requirements and Institute policy and procedures.

General

1. To participate in performance review and continuous professional development (CPD) developing required knowledge, understanding, and skills to deliver responsibilities effectively
2. To positively promote the Institute in all contact and communication with the public and learners
3. To follow all Institute policies and procedures
4. To undertake any other duties as may be reasonably requested commensurate to the level of experience and responsibility expected including supporting other teams at peak times
5. To act as a duty manager on some term time evenings and Saturday mornings in line with the duty manager rota

Person specification

Job title	Programme Manager				
Service Area					
Team	Curriculum	Size of Post	1.0	Grade	14-19
<i>Method of candidate assessment: A = Application Form I = Interview T = Test</i> <i>Weighting: 3 = most important, 2= least important</i>					

Approaches /Values	A - I - T	Weighting
1. The ability to adopt an Ambitious approach – using Innovation and creativity to realise the Institute’s vision	A, I	3
2. A demonstrable track record of accepting Accountability and taking responsibility for outcomes	A, I	3
3. A commitment to Inclusion – demonstrating an open, welcoming and supportive attitude to colleagues and learners	A, I	3
4. The ability to act with Integrity by displaying a fair, open and honest approach	A, I	3
5. Commitment to the safeguarding of all learners	A, I	3
6. Ability and determination to promote equality and diversity throughout all aspects of Institute’s life, including employment and service delivery	A, I	3
Education and Qualifications		
1. Degree or professional qualification in subject specialism at level 3 or above	A	3
2. A recognised teaching qualification (eg PGCE, DET)	A	3
3. Maths and English at Grade A*-C or equivalent	A	3
4. Evidence of recent and relevant professional development	A	3
Experience		
1. Management of a curriculum area including curriculum and course planning to meet the requirements of external funding bodies, awarding bodies and Ofsted inspection frameworks	A, I	3
2. Substantial experience of teaching or delivering training to adults	A, I	3
3. Managing tutors and curriculum teams	A, I	2
4. Using digital technologies to enhance the learner journey	A, I	3
5. Using data to analyse course-level performance to ensure curriculum planning and delivery is effective and exceeds national benchmarks	A, I	3
6. Managing under-performance and implementing interventions	A, I	3
7. Leadership and management training	A, I	2
8. Experience of mentoring and coaching staff	A, I	3
9. Experience of successfully managing change	A, I	2
10. Industrial or commercial experience, as applicable to curriculum area	A, I	2
Knowledge/Skills		

1.	In depth knowledge of the OFSTED Education Inspection Framework for FE and Skills.	A, I	3
2.	Developing, implementing and monitoring quality improvement processes to improve teaching, learning and assessment	A, I	3
3.	High-level digital skills and how to use technology to support learning	A, I	3
4.	Understanding of the Professional Standards for Teachers	A, I	3
5.	Understanding AEB funding methodologies	A, I	3
Personal Qualities			
1.	Highly effective communication skills both orally and written	A,I	3
2.	Positive and energetic with a proactive approach to getting things done, including finding creative and innovative solutions		
3.	Highly organised with the ability to prioritise effectively and manage own and team's workload		
4.	Ability to meet deadlines		
5.	Attention to detail		
6.	Reliable with a flexible approach to working hours		
7.	A reflective practitioner who is able able to continually strive for excellence in teaching, learning and assessment practices		
8.	Committed to developing others, supporting their wellbeing and helping to manage their workload.		