



**STOKE  
ON TRENT  
COLLEGE**

# DIRECTOR OF QUALITY & HE

Responsible to:	Assistant Principal Quality	Responsible for:	Head of Teaching and Learning Quality Team	Salary	c.£50K Dependant on Experience	Terms & Conditions	Management Full time
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## Role Summary & Purpose:

To fully embrace and deliver the 2023-26 strategic plan “Skills Ready Future Ready” through authentic, inspirational and directional leadership and meaningful engagement of Team SOTC, demonstrating and staying true to the College values, and leading the College to a sustainable and strong future, consistent with the agreed education character.

To proactively lead, manage and coordinate the College's quality and performance improvement activities including:

Ensure the planning and implementation of programme delivery is of a high standard, builds in ongoing improvement and meets the requirements of the College and relevant external standards.

Use data, information and sharply focussed quality evaluation activities to quickly identify underperforming provision and put in place robust improvement plans that deliver high achievement and standards of skills development for students.

Support and challenge to build a culture of innovation and experimentation in teaching, learning and assessment to the benefit of their students, supportively and robustly addressing underperformance of individuals to improve their skills. Coordinate quality assurance and improvement activities with external bodies, including awarding bodies, and ensure our provision meets these standards.

Manage and oversee the delivery of HE and other adult provision as required, supporting the Vice Principal Curriculum and Quality and Head of Learning.

## The Person

In joining our team, the qualities, principles and ethics of an individual are equally important as the skills, knowledge and competencies of being a leader within a College. We foster a values-based culture focused on supporting the wider business in creating the right environment for people to be engaged and productive.

We welcome the value an attuned manager will add to our culture through role-modelling people-centred leadership and management. Respectful of our journey as a College and a City you will bring appetite to keep us active, moving forward and focused on the priorities.

You will have relevant up to date subject knowledge and recent delivery in the Further Education or school sector, with a proven track record of motivating colleagues to raise attainment across the curriculum through being committed to and role modelling the Colleges values.

# Job Description and Person Specification

Detailed within this document is a key summary of the expectations and responsibilities of the postholder demonstrated through success measures as these relate to the 5 strands of our new College's strategic plan, along with some additional role specific responsibilities. The person specification sets out the essential and desirable criteria for applicants for this important role.

This is not intended as an exhaustive list of duties or a restrictive definition of the post but rather, should be read as a guide to the main priorities and typical areas of activity of the postholder. These activities are subject to amendment over time as priorities and requirements evolve and as such it may be amended at any time by the Executive Board following discussion with the post holder. This Job Description and Person Specification is accurate as at January 2025. In consultation with the postholder, the College reserves the right to update, amend or vary its content, to reflect changes to, or modernisation of, the role.

5 Strands	Excellent education and training for life and work	Future-ready skills and sectors	Financial Strength	Empowering people	Irresistible partnerships with purpose
Strategic Objective	Ensure every learner experience excellent teaching and skills training, effective support, and progresses to a successful future	Be agile and responsive to meet local and regional skills priorities, to drive productivity, and to be the trusted provider of choice for employers and partners	Secure and sustain financial strength to invest, innovate and grow our delivery and industry-standard facilities, and to achieve net-zero by 2030	Attract, reward and invest in our people valuing their contribution as part of a professional, skilled, and adaptable team to drive our ambition for excellence	Enhance pride and trust in our college and create and invest in strategic alliances, partnerships and collaboration to ensure our vision and learner outcomes are delivered beyond expectation

## Role specific and management responsibilities

- To lead on all aspects of Quality for study programme, adult and apprenticeship provision, and to ensure close integration of processes for higher education, including:
- Design and implement (in collaboration with College managers) systems, strategies, policies and procedures to evaluate and improve all aspects of the quality of education across the College.
- Lead on the effective use of data to identify areas for improvement and high performance across the College.
- Direct the activities of the Head of TLA and liaise with HR to plan and deliver impactful training and development to ensure our highly skilled workforce continues to develop their skills to deliver high quality education and training (including for partner-delivered provision).
- Direct the activities of the Head of TLA to ensure every teacher/member of staff continually improves their teaching practice (including target setting, learner records and actions to secure best progress) towards delivering consistently excellent learning.
- Coordinate the complaints, complements and comments process and manage complaints related to academic standards or awarding body procedures to meet their requirements and secure long-term improvements.
- Ensure effective communication with awarding bodies, coordinate all external quality assurance activities and ensure actions and advice are fully implemented across the College.
- To coordinate and track progress in implementing the whole College quality cycle and calendar.
- To coordinate, in collaboration with the Exec Director of Student Services, activities to obtain and respond to learner, employer and other stakeholder feedback and ensure this contributes to quality improvement plans and activities.
- To ensure through the College's academic quality assurance and improvement processes that we consistently meet the requirements of all relevant external regulators.

- Provide, as required, reports to the Executive Board and governors related to quality improvement.
  - In collaboration with the Assistant Principal and Deputy Principal, to design and implement the College's self-assessment and quality improvement planning process to ensure managers, leaders and governors throughout the organisation accurately evaluate their provision and put in place sharply focussed improvement activities to drive improvement.
  - In collaboration with the Vice Principal Curriculum and Quality, to put in place frequent performance improvement meetings with all curriculum teams throughout the academic year to closely monitor student progress and development and put in place improvement actions to drive rapid improvements where required and ensure this remains fully integrated into the College's self assessment process.
  - To manage and coordinate the work of the Quality Coordinators and Analysts and work closely with the Head of Teaching, Learning and Assessment, Learning Technologists and TLA Coach to drive improvement in standards and performance.
  - To oversee the monitoring of student progress towards their target grades through ProMonitor, Smart Assessor and (where applicable) other tracking resources and ensure gaps and underperformance are rapidly identified and addressed.
  - To report to leaders and managers on performance against Key Performance Indicators to identify good practice and potential achievement gaps and recommend actions where required.
  - To ensure that good practice is identified and shared.
  - To be an associate member of the Executive Board, attending meetings periodically to report on matters directly related to their job role and contribute to wider decision-making.
  - To be a full member of the Curriculum Leadership Team and Operational Management Group, reporting on matters directly related to their job role and contributing fully to discussions and decisions and ensuring highly effective operational management.
  - To challenge all staff to develop a culture of collaboration, high standards and creativity in delivering an inspiring curriculum offer and actively seeking
- **Equality, Diversity & Inclusion, Health and Safety and Strategy**
    - To demonstrate a strong commitment to the principles and practice of Equality, Diversity and Inclusion.
    - To take reasonable care of the Health and Safety of yourself and that of any other person who may be affected by your acts or omissions at work.
    - To ensure as far as is necessary, that Statutory Requirements, Codes of Practice, Policies and Procedures, and Health and Safety arrangements are complied with.
- **College Values**
    - To demonstrate and uphold the College's values.
    - To promote and embed these values in all elements of work and in interactions with colleagues, learners, visitors and others.
    - To participate in making the College an inclusive environment in which to learn and work.
- **Safeguarding of Children and Vulnerable Adults**
    - To comply with the College's Safeguarding policy and practices, and work in accordance with the Keeping Children Safe in Education Statutory Guidance for Schools and Colleges.
    - To attend relevant and associated training, as required.
- **General Data Protection Regulation and Data Protection Act 2018**
    - To understand, be aware of, and ensure full compliance with the General Data Protection Regulation, and Data Protection Act 2018, during and after employment with the College, and to comply with the College's Policy for such.

*This is not intended as an exhaustive list of duties or a restrictive definition of the post but rather, should be read as a guide to the main priorities and typical areas of activity of the post-holder. These activities are subject to amendment over time as priorities and requirements evolve and as such it may be amended at any time by the Executive Board following discussion with the post holder. This Job Description and Person Specification is accurate as at January 2025. In consultation with the postholder, the College reserves the right to update, amend or vary its content, to reflect changes to, or modernisation of, the role.*

## PERSON SPECIFICATION

1	<b>Qualifications &amp; Training</b>	<b>Essential/Desirable</b>	<b>How Measured</b>
1.1	Degree or equivalent qualification in a suitable learning area and speciality.	Essential	Application form/Interview/Certificate
1.2	Evidence of continuing professional development.	Essential	Application form/Interview
1.3	Minimum of 4 GCSEs at Grade C or above (or equivalent) including Maths and English.	Essential	Application form/Interview/Certificate
1.4	Teaching qualification.	Essential	Application form/Interview/Certificate
1.5	Postgraduate qualification in a relevant related subject.	Desirable	Application form/Interview/Certificate
2	<b>Experience</b>	<b>Essential/Desirable</b>	<b>How Measured</b>
2.1	Extensive experience of managing quality programmes and initiatives at senior level.	Essential	Application form/Interview/Presentation
2.2	Experience of policy development for quality standards in an organisation.	Essential	Application form/Interview
2.3	A demonstratable track record of innovation and achievement and the vision and ability to manage future development of the Quality function innovatively and successfully.	Essential	Application form/Interview
2.4	Experience of successfully developing and managing lesson observation processes.	Essential	Application form/Interview
2.5	Experience of working with Inspection/Awarding bodies.	Essential	Application form/Interview
2.6	Experience and successful track record of handling processing and analysing complex data using ILT solutions as appropriate.	Essential	Application form/Interview
2.7	Experience of successfully supporting innovative curriculum development.	Essential	Application form/Interview
2.8	Experience of developing and embedding procedure.	Essential	Application form/Interview
2.9	A proven track record of improving teaching, learning and assessment with technology, ideally in a FE/HE institution.	Essential	Application form/Interview
2.10	Experience of working across teams such as cross-college remit on strands of work.	Essential	Application form/Interview
2.11	Experience of coordinating evidence for audit.	Desirable	Application form/Interview
3	<b>Special knowledge/skills/Abilities</b>	<b>Essential/Desirable</b>	<b>How Measured</b>
3.1	Up-to-date knowledge of national curriculum and quality priorities and developments in both further and higher education.	Essential	Interview/References
3.2	Strong leader and effective coach and manager with ability to provide direction and leadership in a way that inspires confidence in and commitment from others to achieve desired outcomes and to realise their potential for business benefits.	Essential	Interview/References
3.3	Excellent communication skills with the ability to engage effectively at all levels and communicate complex issues in clear language to a range of audiences.	Essential	Interview/References
3.4	Detailed and in-depth knowledge of QAA and Ofsted frameworks.	Essential	Interview/References
3.5	Detailed understanding of College systems and associated processes.	Essential	Interview/References
3.6	A fast learner, with an approachable manner and well-developed interpersonal skills to manage difficult conversations to improve the quality of education.	Essential	Interview/References
3.7	Ability to adapt quickly to the college's operating environment and establish trust and respect at all levels internally and externally.	Essential	Interview/References

3.8	Sound understanding of the requirements relating to the safeguarding of young people and vulnerable adults.	Essential	Interview/References
3.9	Ability to implement change management strategies and monitor their effectiveness and monitor impact.	Desirable	Interview/References
3.10	Innovative problem solver with a challenging approach to be relentless with quality improvement and the ability to deliver to challenging deadlines.	Essential	Interview/References
3.11	Ability to engage and empathise with a wide range of people from diverse backgrounds through a thorough understanding and commitment to equality and diversity.	Essential	Interview/References
3.12	Resilience and the ability to achieve key goals in a complex environment of interests through an adaptable and flexible approach.	Essential	Interview/References
3.13	Commitment to continuous improvement and development.	Essential	Interview/References
3.14	Excellent interpersonal, written and presentational skills - ability to communicate effectively with a wide range of audiences on both an informal and formal basis.	Essential	Interview/References
3.15	Strong emotional intelligence and personal skills.	Essential	Interview/References
3.16	Undisputed personal integrity and a personal style that demonstrates authority and commitment, and inspires trust and confidence.	Essential	Interview/References
3.17	Demonstrable understanding of the College's values, and ability to demonstrate practical implementation throughout work duties	Essential	Interview
3.18	Commitment towards Quality improvement and improving the quality of education through digital and continual improvement.	Essential	Interview
3.19	Able to work at a strategic level and to assimilate and analyse information quickly in order to debate complex issues at the highest level.	Desirable	Interview/References
3.20	Knowledge of virtual learning environments such as CANVA.	Desirable	Interview

## **MANAGEMENT TERMS & CONDITIONS**

### **Conditions of Appointment**

All appointments are offered subject to a probationary period of up to twelve months, during which time, performance will be assessed. In addition, all appointments are subject to:

- *verification of relevant qualifications*
- *receipt of references considered suitable by the College*
- *a satisfactory enhanced Disclosure check*
- *verification of eligibility to work in the UK*

### **Pension Arrangements**

All staff have the opportunity to participate in a relevant pension scheme provided by the College, i.e., TPS or LGPS.

### **Working Hours**

You will be expected to work such hours as are reasonably necessary for the proper performance of your duties and responsibilities. The normal working week will be 37 hours timetabled attendance.

### **Maternity, Paternity & Adoption**

The College operates a Maternity, Paternity and Adoption schemes which provides for the normal statutory benefits.

### **Sick Pay**

The College has a scheme of sickness benefits, which are over and above the statutory sickness entitlements.

### **Training and Development**

The college is committed to the professional and personal development of all our employees. Individual Training and Development plans are formulated via the staff performance review system.

### **Holidays**

Management staff are entitled to 39 days plus 8 bank holidays (47 days in total). There are a number of directed leave days each academic year and these are set out in the College Calendar. Typically these directed leave days will be during Christmas, Easter and in the summer period where the College will close its sites in the interests of efficiency.

### **Staff Parking**

Free and generous parking space is available on site subject to availability at peak times.

### **Salary Payments**

Salary is paid by direct credit transfer to your bank or building society account in 12 equal parts. Payment is made on the 27th day of each month or the next working day thereafter.

### **Notice Periods**

The amount of notice you are required to give and entitled to receive is 6 months.

### **Location of Work**

Your principal place of work will be at the site given in the job description of the post. However, you may be required to work on either temporary or indefinite basis, at any premises at which the College may from time to time provide services.

### **Equality of Opportunity**

We are committed to the principle of equal opportunity. We will ensure that no employee, applicant for employment or student receives less favourable treatment on any grounds, which cannot be seen to be justified in relation to employment, education and training.