

## **JOB DESCRIPTION**

<b>POST TITLE:</b>	Teaching and Learning Quality Lead Coordinator
<b>GRADE:</b>	Harmonised Salary Scale SP 38-39
<b>RESPONSIBLE TO:</b>	Head of Teaching, Learning, Quality and Digital Innovation
<b>RESPONSIBLE FOR:</b>	To support the College's vision to become and sustain outstanding
<b>DEPARTMENT:</b>	Quality Assurance and Improvement
<b>WORK ARRANGEMENTS:</b>	37 hours per week / 52 weeks per year

## **PURPOSE OF THE POST**

Support the Head of Teaching Learning Quality & Digital Innovation to ensure that the work of the Teaching & Learning Quality Leads (TLQLs) is effective by provide coaching, mentoring and support to the team of TLQLs, and to drive, monitor and evaluate the impact of the TLQL role.

TLQLs are instrumental in driving and raising standards of teaching, learning and assessment across all areas of the college, and enabling the college to achieve its aim of providing a consistently excellent experience for all students. They play an active role in the development of a learner focused, innovative college which meets the requirements of learners, employers and funding bodies.

TLQLs are passionate and enthusiastic about supporting their colleagues to realise their full potential, and become excellent practitioners. They are excellent role models, committed to improving college standards, and capable of leading, inspiring and enabling others to achieve the highest standards in their own practice.

## **DUTIES AND RESPONSIBILITIES**

1. Effectively coordinate the work of the Teaching, Learning and Quality Leads, enabling them to secure swift and sustainable improvements in the quality of teaching, learning and assessment across all areas of the college.
2. Provide support to the Head of Teaching Learning Quality & Digital Innovation by organising, driving, monitoring and evaluating the impact of the TLQL role
3. Provide targeted, individualised coaching and mentoring and feedback to TLQLs so that they can continue to develop and improve the quality and impact of their work
4. Align the work of the TLQL team with college strategic and quality improvement plans

1. Provide reports/updates and information to the Head of Teaching Learning Quality & Digital Innovation regarding the quality of teaching, learning and assessment and the impact of workforce development.
2. Routinely reflect on the strengths and areas for development of the team, taking account of feedback from colleagues and managers, and identify and implement action to support improvements.
5. Liaise and work effectively with managers and teams through the business partner model, supporting the achievement of KPI's and targets for the area. This includes designing, leading and implementing bespoke, effective interventions that lead to significant improvements in the standards and quality of provision.
6. Work with teachers and managers so that they can achieve excellence throughout all aspects of the student journey, across all aspects of provision. This includes, for example, IAG, induction, teaching and learning, tutorial, target setting, assessment, feedback, achievement and future progression etc.
7. Work with teachers to ensure that all learners are able to maximise their potential, and develop the skills, knowledge, habits, behaviours and character needed to flourish and thrive in their future lives and careers.
8. Act as a change catalyst, and take responsibility for ensuring that planned initiatives and activities designed to drive up and improve the standard of teaching and learning are effectively communicated, implemented, monitored and evaluated
9. Collaborate effectively with managers to enable them evaluate, monitor and improve the quality of provision within their areas. This includes contributing to PMR preparation, action planning, and supporting the implementation and evaluation of the impact of quality improvement plans.
10. Lead on the development of bespoke workforce development activities related to individual, team and college priorities. Liaise with managers and staff to ensure that these activities are engaging, purposeful, and have a demonstrable and positive impact on practice.
11. Share and enable the effective transfer and application of good practice across the organisation and make good use of the college's quality and data systems to inform, support and drive improvements in line with internal and external objectives
12. Provide highly effective coaching and mentoring support to individual members of staff, enabling them to grow, develop, improve, become more confident and skilled in their practice, and able to take risks and experiment in the interests of their learners
13. Lead on the development, monitoring and evaluation of development plans that improve learner experience and progress, providing appropriate coaching and mentoring for staff who are experiencing challenges in their practice
14. Contribute effectively to review activities such as health checks and curriculum reviews, across all areas of the college, and, as required provide accurate, concise evaluation reports and recommendations for improvement
15. Lead on an identified cross college teaching and learning theme as identified through college priorities.

16. Provide inductions and sustained support for staff new to the college and those new to teaching/tutoring roles
17. Collaborate effectively as a member of the quality assurance and improvement team and explicitly support and promote the ethics, values, purpose and standards of the team
18. Promote and develop the effective use of mobile and digital technologies, including flipped learning and independent learning to support teaching and learning, and the TLQL role.
19. Ensure currency and effectiveness in the TLQL role and as a teaching practitioner by consistently demonstrating high quality teaching and learning, and making good use of evidence-based approaches and peer-to-peer collaboration through own teaching practice
20. Deliver teaching and learning in line with the college expectations within the job description for teaching and tutoring staff.

### **SKILLS KNOWLEDGE AND BEHAVIOURS THAT UNDERPIN THE ROLE:**

1. Ability to effectively lead, mentor and support a diverse team of TLQLs, enabling them to consistently achieve well in their work
2. Confidence to challenge actions and behaviours, and engage in difficult conversations to secure improvement when necessary
3. Ability to use a range of evidence and feedback to evaluate the effectiveness of the work of the team, and use this to inform, drive and secure improvements
4. The ability to consistently demonstrate high quality teaching, learning and assessment practice
5. Excellent evidence-based knowledge of what constitutes good quality teaching, learning and assessment, and understand how this relates to a range of contexts and settings
6. The ability to accurately evaluate the quality of teaching, learning and assessment and provide clear, constructive feedback that helps staff to improve
7. Strong coaching, mentoring and interpersonal skills that enable them to work effectively with staff across all areas of the college
8. The ability to inspire, influence and motivate others to achieve excellence
9. Self-awareness skills: -Self-confidence, emotional self-awareness and the ability to accurately self-assess and reflect constructively on own behaviour and impact
10. Self-management skills:- Emotional self-control, transparency, optimism, resilience, honesty, and the ability to adapt, problem solve, find solutions and take initiative
11. Social awareness skills:- Empathy, organisational awareness, and a focus on providing service to others
12. Relationship management skills: - Teamwork, collaboration, the ability to inspire, influence and develop others, listen well, challenge supportively, and manage conflict effectively
13. Ability to organise, plan and prioritise own workload, manage time effectively, function well under pressure, and meet challenging deadlines

14. Excellent report writing, written communication and presentation skills
15. The ability to inspire learners and colleagues with creativity, innovation and enthusiasm, and enable them to take ownership of developing their own practice
16. Good knowledge of internal quality processes, including data systems, and how these are used to analyse, review and improve provision
17. Good knowledge of external quality processes such as Ofsted, EQA, QAA etc.
18. Share excellence related to developing others including learning communities champion

## **GENERAL**

1. Take responsibility for one's own professional development and continually update as necessary, participating in appropriate staff development activities as required including the Professional Development Review.
2. Promote a positive image of the College and the work that is carried out across its various services.
3. Comply with all legislative and regulatory requirements.
4. Apply the College's own Safeguarding Policy and practices and attend training as requested.
5. Show a commitment to diversity, equal opportunities and anti-discriminatory practices. The post holder is expected to comply with and promote the College's Equal Opportunities Policy in all aspects of their duties and responsibilities.
6. Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job.
7. Take an active role in the health, safety and welfare of students and staff, attending training and carrying out health and safety related activities as appropriate to the role.

## Person Specification

<b>Post:</b>	Teaching and Learning Quality Lead Coordinator	<b>Department:</b>	Quality Assurance and Improvement
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### Key Requirements:

	Essential/ Desirable	Assessed
<b>Qualifications:</b>		
English and Mathematics at Level 2	<b>E</b>	<b>A</b>
Degree or equivalent qualification	<b>D</b>	<b>A</b>
TAQA or equivalent assessing and verification qualifications	<b>D</b>	<b>A</b>
Teaching qualification	<b>E</b>	<b>A</b>
<b>Experience:</b>		
In depth experience within the apprenticeship sector and an understanding of Apprenticeship Standards.	<b>D</b>	<b>A/I</b>
Minimum 3 years' experience of delivering learning in an education and/or training environment	<b>E</b>	<b>A</b>
Exemplary practitioner evidencing consistent good/outstanding teaching and learning	<b>E</b>	<b>A/I</b>
Excellent track record as an effective innovator of learning	<b>E</b>	<b>A/I</b>
Evidence of creativity and innovation in teaching and the learning process, including use of ICT and TEL	<b>E</b>	<b>A/I</b>
Providing support/mentoring to staff to raise standards	<b>D</b>	<b>A/I</b>
Evaluating the effectiveness of TLA, and providing feedback to staff.	<b>D</b>	<b>A/I</b>
Leading staff development events	<b>E</b>	<b>A/I</b>
Experience of carrying out quality assurance activities	<b>D</b>	<b>A/I</b>
<b>Skills/Knowledge/Behaviours:</b>		
The ability to consistently demonstrate high quality teaching, learning and assessment practice	<b>E</b>	<b>A/I</b>
Excellent evidence based knowledge of what constitutes good quality teaching, learning and assessment, and understanding of how this relates to a range of contexts and settings	<b>E</b>	<b>A/I</b>
The ability to accurately evaluate the quality of teaching, learning and assessment and provide clear, constructive feedback that helps staff to improve	<b>E</b>	<b>I</b>
Strong coaching, mentoring and interpersonal skills	<b>E</b>	<b>I</b>
The ability to inspire, influence and motivate others to achieve excellence	<b>E</b>	<b>I</b>
Self- awareness and self-management skills and the ability to accurately self-assess and reflect constructively on own behaviour and impact	<b>E</b>	<b>I</b>
Social awareness skills:- Empathy, organisational awareness, and a focus on providing service to others	<b>E</b>	<b>A/I</b>
Relationship management skills: - Teamwork, collaboration, the ability to inspire, influence and develop others	<b>E</b>	<b>A/I</b>
Ability to organise, plan and prioritise own workload, manage time effectively, function well under pressure, and meet challenging deadlines	<b>E</b>	<b>A/I</b>

Excellent report writing, written communication and presentation skills	<b>E</b>	<b>A/I</b>
The ability to inspire learners and colleagues with creativity, innovation and enthusiasm, and enable them to take ownership of developing their own practice	<b>E</b>	<b>A/I</b>
Good knowledge of internal quality processes, including data systems, and how these are used to analyse, review and improve provision	<b>E</b>	<b>A/I</b>
Good knowledge of external quality processes such as Ofsted, EQA, QAA etc.	<b>E</b>	<b>I/A</b>
<b>Other Requirements:</b>		
An understanding of Safeguarding of Children & Vulnerable Adults within the workplace	<b>E</b>	<b>A/I</b>
Full commitment to Equal Opportunities and anti-discriminatory working practices	<b>E</b>	<b>A/I</b>

**E = Essential**

**D = Desirable**

**A = Application**

**I = Interview**

**T = Test**

<b>Produced by:</b>	D Malone / C Acaster	<b>Date Produced:</b>	September 2022
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