**JOB DESCRIPTION**

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| **Faculty:** Curriculum & Digital  **Post Title:** Head of Adult and Online  **Salary:** £49,811  **Responsible to**: Deputy Principal (Curriculum and Digital)  **Responsible For:**  Adult and Community Learning Manager.  Adult and Online Team Leader.  Adult and Online Administrator. |
| **OUTCOMES**   1. To lead the development and successful implementation of the College’s adult learning strategy and achieve funding and outcome targets. 2. To engage and inspire the whole College to develop an innovative and unrivalled adult learning offer accessed through a range of delivery modes. 3. To operationally lead Eastleigh College Online so as to rapidly establish the College as a leading online education and training provider in England. 4. To lead the College’s Adult and Community Learning offer so as to grow the community learning network across the strategic region spanning the Solent and South Hampshire region |

KEY COMPETENCIES FOR THE POST

The selection criteria will be based only on those listed below.

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| * Management - inspirational leadership, which commands respect, inspires trust and motivates others to succeed. |
| * Adaptability & Flexibility - Demonstrable ability to think strategically and work toward a longer-term vision, including evidence of thinking commercially, creatively and innovatively. |
| * Communication - A clear and deep understanding of the needs and aspirations of stakeholders |
| * Planning & Organising - Demonstrable ability to confidently operate in a dynamic and changeable climate. |
| * Development Self and Others - Curiosity and the impulse to seek new information and experiences so as to explore new, unique and different possibilities. |
| * Tenacity - A passion and commitment to ensure a high quality of provision. |

MAIN DUTIES AND RESPONSIBILITIES

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| * To lead the Adult and Online Team and successfully implement College strategy ensuring that adults receive the highest standard of customer service, and to provide adults with education and training solutions that respond to their needs and requirements. * To provide an adult and online support service to curriculum staff so that new opportunities are identified and rapidly harnessed, that the learner experience is of the highest standard, and that financial and performance outcomes (however measured) are well above national comparators. * To lead the delivery of adult online learning and the delivery of the Eastleigh College Online business model and growth ambitions. * Lead on awarding body negotiations with regards to ensuring that the College’s adult offer has an accredited brand that meets the expectations of adult learners to support their career / personal growth ambitions. * Lead the tender, procurement and bid writing processes for all adult funding opportunities that arise that are aligned to the College’s strategy. * Lead on the exploration of international skills delivery by harnessing digital technology and leveraging College specialisms, proximity to Southampton / Heathrow airports, and readily accessible accommodation to deliver a business plan for SMT consideration. * To lead the delivery of adult community learning and the growth ambitions across the Solent and South Hampshire. * To be the cross College lead for all full cost provision ensuring that application and enrolment targets, and income and expenditure budgets are met, and that learner performance and experience is of the highest standard. * Be the adult Ofsted lead. Leading on self-assessment, QIP and inspection readiness. * To ensure that all adult and online programmes have strong and robust safeguarding and prevent provision included at all learner inductions. * To work with nominated staff to organise and operate procedures for external and internal moderation and verification, including arrangement for external visits and the requirements for external and internal validation systems. * To lead and manage the monitoring and evaluation of learner progress and ensure high quality learner support within the area in line with College policy. * Lead the implementation of the College learner voice strategy within the area and ensure that learner feedback is central to area and College improvement and informs decision making. * To evaluate external regulatory body reports and guidance documents i.e. ESFA and Ofsted to propose/make appropriate interventions to ensure full compliance of all teams. * Work with the Head of Brand, Engagement and Recruitment, and the Head of Apprenticeships, Traineeships and Subcontracting to achieve a single enquiry to enrolment ‘journey’ for all learners irrespective of funding type or delivery mode. * Continually develop and maintain awareness and knowledge of educational policy and funding, government priority growth sectors and industry drivers and changes in relation to skills and vocational education. * To liaise effectively with relevant parties including examples such as Local Enterprise Partnerships, Employer Groups such as Chambers of Commerce and Business South, Councils and other stakeholders to ensure local and national skills requirements are addressed. * Ensure that the college fully complies with all regulatory requirements (e.g. Safeguarding). * Devise interventions where performance falls below acceptable / minimum level of performance. * Provide cogent, timely and accurate reports and information as required by SMT and external organisations. * Ensure team meetings are held regularly chairing the meetings and ensuring that minutes are taken with actions arising noted and monitored. * Apply for and maintain accreditations. * Coordinated by the Head of Brand, Engagement and Recruitment apply for local, regional and national awards so as to showcase College excellence. * Lead all aspects of self-assessment, and quality improvement and business plans so as to drive a culture of continuous improvement across all areas. * Be accountable for own performance and meet agreed targets. * Grow as a coach and develop the coaching capacity across the College so as staff development is a daily priority where individual growth, recognition and thanks can be a consistent expectation of all staff. * Establish, model and set ambitious targets underpinned by an expectation of excellence. Recruit, induct, appraise, support and performance managing staff accordingly. * Manage income and expenditure budgets in accordance with College policy and procedure. * Participate in the College’s Appraisal Scheme. * Develop and maintain professional standards and expertise by undertaking relevant professional development. * Actively promote the equality of opportunity for all staff and learners at all times. * Actively promote the College’s values for all staff and learners at all times. * Ensure compliance with GDPR. * Comply with all of the College’s published policies and procedures. * To undertake any other such duties and responsibilities which may fall within the purview of such a post and grade. |

**Eastleigh College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**The College Competencies.**

Listed below are the college competencies required and expected of all staff – these are the abilities based on behaviour that the college expects all employees to possess to a high standard. They are descriptions of behaviours i.e. demonstrate how a person does their job. They are not used in isolation from skills or experience but as an aid to judge the potential of applicants to contribute positively to the college’s performance.

**The job description attached will specify those competencies that are key to the role for which you are applying. When you are completing the section on ‘further information’ it would be helpful if you give examples of when you have demonstrated one or more of these ‘key’ competencies.**

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| **The College Competencies** | |
| **High moral and ethical standards** | Being clear about right and wrong, and having sound moral judgement consistently over time during both pressured situations and periods of success. Committing to the written and unwritten principles and values that govern decisions and actions within the College. |
| **Communicating clear expectations** | Imparting or exchange of information, ideas, feelings using appropriate methods. Anticipating and making provision for the communication needs of others. Checks that communication is understood and that expectations are clear at all times. |
| **Adaptability and flexibility** | Adjust approach, actions and / or style in response to changes in your internal and external environments. Successfully manages change and changing circumstances, comfortable with the ‘uncomfortable’ or ambiguous. |
| **Customer/**  **learner care** | Identifying the needs of internal and external customers and works to exceed the customers’ expectations by delivering a high standard of service or solution. |
| **Developing (Self and/or others)** | The ability to maintain a high standard of professionalism and performance by identifying and creating development opportunities for oneself and/or for others |
| **Managing (Time, Resources, People)** | The ability to manage time, resources and/or people to create the right climate in which college and personal objectives are reached. |
| **Planning and Organising** | Establishing an appropriate course of action for self and/or others to accomplish a goal. Acquiring and using the necessary resources (e.g. materials, people, location, time) to reflect priority, number and complexity of activities undertaken |
| **Problem Solving** | Identifying a potential problem, propose solutions that best fit the college and customer/student needs |
| **Valuing Diversity and others** | Responds sensitively to cultural differences within the team and wider working environment, remains flexible and open minded to others opinions, views and experiences. |
| **Tenacity** | Resourcefulness and determination to succeed. Never give up either as an individual or team, relentlessness and consistency of effort to become relied upon to deliver over time. |

**PERSON SPECIFICATION**

**Post Title: Head of Adult & Online**

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| 1.  EDUCATION/  QUALIFICATIONS |  | **Weighting** | **Where will this be identified? *Tick boxes*** | |
| **App**  **Form** | **During**  **Selection** |
| Degree or equivalent qualification in a subject relevant digital learning | 4 | √ |  |
| Level 2 or equivalent in English and Maths | 4 | √ |  |
| 2.  SKILLS  KNOWLEDGE  EXPERIENCE | Knowledge of pedagogies and production methodologies for online and digital learning. | 4 |  | √ |
| An understanding of, or experience in, the design and delivery of commercial learning | 4 |  | √ |
| Experience of the design and production of digital guidance or support materials | 3 | √ | √ |
| Work effectively and collaborate with academic teams to develop learning materials | 3 |  |  |
| Experience of supporting/embedding institutional responses to national and local policy (quality, assessment, assignment submission etc) in digital platforms | 3 |  |  |
| 3. COMPETENCIES  *For all staff four key competencies are to be used as criteria. Only Managers are to be assessed on six competencies* | A proven ability to deploy inspirational leadership, which commands respect, inspires trust and motivates others to succeed. |  | √ | √ |
| Demonstrable ability to think strategically and work toward a longer-term vision, including evidence of thinking commercially, creatively and innovatively. |  | √ | √ |
| A clear and deep understanding of the needs and aspirations of stakeholders |  | √ | √ |
| Demonstrable ability to confidently operate in a dynamic and changeable climate. |  | √ | √ |
| Curiosity and the impulse to seek new information and experiences so as to explore new, unique and different possibilities. |  | √ | √ |
| A passion and commitment to ensure a high quality of provision. |  | √ | √ |
| 4. VALUES | Ambition: challenging self, innovating, thinking beyond conventions and striving to achieve excellence in everything we do. |  |  | √ |
| Professionalism: timely and punctual, take responsibility, well organised, reliable and trusted, consistent, humility and care of self and others. |  |  | √ |
| Resilience: withstand adversity, perseverance and ‘bounce back’ |  |  | √ |
| Respect: Treat people with courtesy, politeness, and kindness. Encourage others to share beliefs, opinions and ideas. Listen to, and treat others fairly and equally |  |  | √ |

**Weighting:** This form will be used to assess a candidate’s suitability for the post. The specifications listed in boxes 1 and 2 must be given a weighting in importance for the role as per the following guidelines:

1 = Desirable but not essential to the role

2 = Desirable but will only be relevant on occasions

3 = Essential – must have currently or has the potential to undertake development

4 = Critical - A significant requirement.

N.B. Ideally applicants should be able to meet all essential requirements of the job and it will be to their advantage if they are able to offer some of the lower weighted elements. The boxes on the right are to specify where the evidence may be identified. In some instances both boxes may be ticked. **Only use those ticked for application form for short listing purposes.**