



## About the Association of Colleges

At the heart of every community should be a strong and successful college, supporting students, delivering skills, transforming communities, promoting social justice, working with employers, and growing the economy.

Association of Colleges is the national voice for further education, sixth form, tertiary and specialist colleges in England. We are a not-for-profit membership organisation established by colleges, for colleges. Our members make up almost 95% of the sector - transforming 2.2 million lives each year.

Acting as the collective voice, we represent and promote the interests of colleges, and provide our members with high-quality professional support services, including training, events and recruitment.

The AoC group also includes: **AoC Services** - supporting all colleges to be great colleges by delivering high quality and cost-effective further education events, training and development, executive recruitment, interim management and strategic consultancy services; **AoC Jobs** - the first and only stop for anybody looking for a new job in further education; **AoC Sport** - leading the development of sport and physical activity in 16+ education; and **AoC Charitable Trust** - promoting the very best in FE with some of the biggest and most respected awards in education, including the AoC Beacon Awards, AoC Gold Awards, and Student of the Year.

## JOB DESCRIPTION

### **Job Title:** Project Delivery Lead – Green Construction Specialism

**Job Purpose:** Project Delivery Lead – Green Construction Specialism.

To lead on the relationship management and provide technical expertise to support the successful delivery of three pilot projects. Responsible for developing and maintaining effective relationship of all pilot colleges and their project partners including, London based FE colleges and/or college groups,

local employers including SMEs and local stakeholders including representatives from LEPs and local authorities.

The senior relationship manager will provide stretch and challenge, delivering a process of peer review and feedback to ensure each pilot's delivery supports the project aims, KPIs and the development of green skills pipelines.

The senior relationship manager will monitor report and assess each pilot's progress. Whilst also providing informed advice, support, and challenge to guide them through their plans to successful implementation. This will be done through face-to-face visits with the pilots to provide on the ground support. The senior relationship manager will also coordinate and lead the delivery of a number of networking opportunities. They will plan dissemination events to ensure the project findings could be replicated locally and nationally across the sector.

|                                 |  |
|---------------------------------|--|
| <b>Department / Directorate</b> | Projects<br>Professional Services  |
| <b>Reports To</b>               | Senior Project Manager   |
| <b>Contract Type</b>            | Fixed-term, part-time or full-time available until November 2025   |
| <b>People Management</b>        | <b>Direct Reports:</b> 0<br><b>Indirect Reports:</b> 0   |
| <b>Monetary Responsibility</b>  | <b>Budget:</b> None<br><b>Risk Management:</b> Ensuring the funder, the programme and AoC's reputation are not at risk         |
| <b>External Key Contacts</b>    | Funder, Stakeholders, employers (including SMEs), senior staff within providers, including Principals, Directors and Managers. |
| <b>Internal Key Contacts</b>    | Senior Leadership Team, Policy Team, Area Directors, Comms, and Finance Team   |

## Key Accountabilities & Responsibilities

1. Provide support to three London based pilot projects who are delivering construction Levels 1 and 2 which begins preparation from March 2023 with the delivery starting from September 2023.

- Provide oversight and mentorship to all three pilots. Including effective relationship management of all pilot partners including, London based FE colleges and/or college groups, local employers including SMEs and local stakeholders including representatives from LEPs and local authorities. Meet monthly with pilots to support providers to develop their delivery plans.
- Lead on the development of networking groups and the facilitation of event and networking within and across the pilots.
- Support providers to develop a skills matrix detailing opportunity to embed green skills within existing Level 2 Construction courses, mapped to Level 3 progression outcomes and green jobs.
- Work with providers to establish their approach to embedding green CIAG and technical skills within current construction courses.
- Provide advice and guidance to providers on exploring the skills needs in the homes and buildings sector to inform their project delivery.
- Encourage and support providers to understand local skills planning relevant to green skills to explore different approaches to implementing certain elements of their pilot programmes.
- Collate feedback on providers' progress to produce high-quality written reports for the funder, which identify key themes, challenges, and successes.

2. Influence the design, and lead on the facilitation and review of provider green skills training with a focus on bringing pilot partners together to deliver training and high-quality CIAG:

- Work with providers to establish their approach to embedding green CIAG and technical skills within current construction courses
- Support employers and college staff to design the green skills training.
- Support pilot projects to deliver a series of CIAG activities to cohorts of Level 1 and 2 construction students.
- Support providers to understand and link their delivery to supporting students into suitable progression pathways and understand green skills for green jobs.

- Lead on collating findings and provider best practice and support learning in each phase of the project.
- Review and report on learning event successes against KPI's. Lead on the creation of provider networks across the pilots to promote good provider relationships and the sharing of pilot best practice.

3. Lead on the development of project dissemination and practitioner developed materials, including case studies, step-by-step guides, and toolkits:

- Gather and produce resources/templates and guides for further adoption of green CIAG Research and develop case studies of different approaches. These will be used to promote good practice nationwide.
- Lead on the develop of a blueprint which sets a framework for effective partnership working between providers and employers to deliver green skills for green jobs.
- Produce guidance resources to share best practice, including producing case studies for each pilot project.
- Carry out analysis of challenges and learning, sharing that data regularly with the funder.
- Write guidance materials based on lessons learned and best practices for providers.

5. Work with stakeholders to ensure the project is delivered on time, to a high standard:

- Report to the project advisory board as well as contributing to the running and facilitating of 6 monthly advisory board meetings.
- Lead on and contribute to the production of monthly and quarterly reports.
- Liaise with construction employers, sector bodies, local government organisations, AoC and JP Morgan and other relevant stakeholders to ensure support project is meeting the overall objectives in the green skills space.
- Contribute to quality assurance and qualitative and quantitative data collection and evaluation of the project, including working with an external evaluator.
- Support the sourcing of match funding within the construction sector as part of the project KPIs.

## 6.Other

- A high degree of flexibility to react to requests for other activities and tasks.
- Lead and contribute to regular wider project and AoC team meetings and development days as required
- Respond to and contribute to requests from external evaluation bodies or stakeholders that will assess all aspects of the programme.

## PERSON SPECIFICATION

The following details the essential criteria for the role and how these will be assessed/ measured during the recruitment process. *Key: A = Application; I = Interview; T = Test*

| <b>Education/ Qualifications/ Professional Bodies</b>  | <b>Assessment</b> |
|--|-------------------|
| GCSE English GCSE grade C and above, or equivalent   | A                 |
| <b>Knowledge, skills, ability and experience</b>   |                   |
| Experience supporting providers or employers with post-16 policy.  | A/I               |
| Experience in supporting providers to deliver and develop technical skills training.   | A/I               |
| An understanding of working in the changing education policy landscape.  | I                 |
| Understanding of local skills planning   | A/I               |
| Experience in teaching GCSE, A Level and/or Level 2 vocational programmes.   | A                 |
| Experience and knowledge of engaging and motivating learners and the barriers and challenges faced at level 1 and 2.   | I                 |
| Ability and willingness to travel to providers and pilot partners within Greater London to conduct face to face keep-in-touch meetings periodically over the year. | A/I               |
| Experience and knowledge around developing suitable progression pathways within construction and green jobs.   | A/I               |
| Comprehensive understanding of the need for green skills for green jobs and how this links to the FE sector.   | A                 |
| Proactive, adaptable and decisive problem solver: the ability to think and act quickly and independently, solve or pre-empt problems and respond to new requests.  | A/I               |
| Relationship builder: Able to build strong professional relationships at pace with new people, including senior leaders and strategic stakeholders.                | A/I               |
| Communication: Able to communicate effectively by phone, email and video conferencing and to write to a high standard that can be easily understood.               | I                 |
| Team player: Able to build very good relationships with colleagues; easy to work with.   | A/I               |

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|--|-----|
| Well-organised: Able to manage multiple tasks and activities and help others to meet deadlines. Able to deliver workshop content and facilitate discussions.                                   | A/I |
| Thorough: Able to keep accurate records of project details, records and data. Able to manage own caseload.   | A   |
| Supportive: Able to support providers preparing for and implementing their local pilot programme.  | A   |
| Computer confident, good skills, knowledge and experience of Microsoft Word, Outlook, Excel and PowerPoint, and the use of media monitoring services (or the ability to pick them up quickly). | A   |
| <b>Attributes</b>  |     |
| Understands and advocates for equality and diversity and works to actively promote an inclusive work environment and good working relationships among colleagues.                              | A/I |
| A strong interest in post-16 further education.  | A   |
| An interest in barriers and challenges that Level 2 students face in particular and a commitment to helping students to overcome these.  | A/I |
| A commitment to own learning and continuous improvement.   | A   |

### **Acknowledgement**

This job description has been designed to indicate the general nature and level of the work performance by employees within this post. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications / experience required by employees assigned to the role. These may be subject to future amendments following appropriate consultation.