



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 Create** - 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

T Level Transition Offer Implementation Project Manager

Job Purpose: Project Manager for the T Level Transition programme, funded by the Department for Education.

T Levels, new technical courses equivalent to 3 A Levels are coming in September 2020. They will help to deliver high-quality technical education in

England to ensure that young people have the skills they need to move into the fulfilling careers they want.

We are working with the Department of Education to lead on the design and implementation of a transition programme for young people if they are not ready to start a T-level at age 16, but who can realistically achieve a T Level by age 19.

The Project Manager role will work with a caseload of post-16 education providers who intend to deliver the T Level transition programme in 2021. You will help the provider design their transition programme, test different approaches and support the implementation of their programme from September 2021.

Department / Directorate	Projects Professional Services
Reports To	Senior Project Manager T Level Transition Offer Implementation Programme
Contract Type	Permanent, full time
People Management	Direct Reports: 0 Indirect Reports: 0
Monetary Responsibility	Budget: None Risk Management: Ensuring the programme or AoC reputation is not at risk
External Key Contacts	Stakeholders and college Principals, Directors and Managers.
Internal Key Contacts	Transition Programme Team, Senior Leadership Team, Policy Team, Area Directors, Comms, and Finance Team

Key Accountabilities & Responsibilities

1. Provide support to a caseload of post-16 educational providers who intend to deliver the T Level transition programme. To help them design their transition programme, test different approaches and support the implementation of their programme from September 2021.
 - a. Provide proportional relationship management to providers using a caseload system. This may consist of face to face visits, 1:1 phone/video support, facilitation of peer networks, national and regional events and webinars.
 - b. Provide advice and guidance to providers on "packaging" and contextualising their transition programme during the preparation year.
 - c. Encourage and support providers to deliver different approaches to implementing certain elements of the transition programme and build up the evidence on the most effective approaches.
 - d. Develop a good understanding of provider approaches at a national level to enable you to share best practice with your caseload and help them test out new and innovative approaches.
 - e. Collate feedback on providers' progress in preparing for and delivering their programme and applying a range of different approaches.
 - f. Utilise a learning log to capture findings to support the development of the Transition programme guiding framework and practitioner resources for the 2021 T Level routes.

2. Contribute to the design and delivery of national events and regional peer learning networks by;
 - a. Developing content for workshops to be delivered at national learning events.
 - b. Facilitate learning, training, peer support and networking events with a particular focus on bringing groups with similar implementation approaches together.

- c. Facilitate thinking and learning to evaluate the effectiveness of approaches.
 - d. Coordinate and support a lead group of providers focusing on one core component of the transition programme.
 - e. Facilitate working group sessions to pull out innovative ideas and good practice to share nationally for a specific component of the transition programme.
 - f. Evaluate what approaches are effective in preparing students to progress to a T Level in a range of contexts and settings.
 - g. Collate learning and feedback from providers progress to share more widely.
3. Contribute to the development of practitioner materials including case studies, step by step guides and toolkits.
- a. Researching and developing case studies of different approaches. These will be used to promote good practice nationwide.
 - b. Fast-paced analysis of challenges and learning and sharing that data.
 - c. Writing guidance materials of lessons learned and best practice for providers.
4. Other
- a. A high degree of flexibility to react to requests for other activities and tasks.
 - b. Lead and contribute to regular team meetings and development days.
 - c. Respond to and contribute to requests from an external evaluation body who will assess all aspects of the programme.

PERSON SPECIFICATION

Description	Essential	Desirable
Education/ Qualifications/ Professional Bodies		
GCSE English GCSE grade C and above, or equivalent	✓	
Prince 2 or equivalent in structured project delivery technique		✓
Knowledge, skills, ability and experience		
Experience supporting providers or employers to prepare or implement policy change within the further education sector.	✓	
Experience working within the Further Education sector at an operational management level.	✓	
An understanding and experience of working within the changing technical education policy landscape.	✓	
Communication: Able to communicate articulately with providers through phone, email and video conferencing.	✓	
Proactive problem solver: the ability to find ways of solving or pre-empting problems.	✓	
Relationship builder: Able to build strong professional relationships at pace with new people including senior leaders and strategic stakeholders.	✓	
Decisive: Can think and act quickly and independently.	✓	
Team player: Able to build very good relationships with colleagues; easy to work with.	✓	
Well-organised: Able to manage multiple tasks and activities and help providers to meet deadlines.	✓	
Thorough: Able to keep accurate records of project details, records and data. Able to manage own caseload.	✓	
Supportive: Able to support providers preparing for and implementing their local transition offer	✓	
Facilitation: Can deliver workshop content and facilitate discussions.	✓	
Writing: Able to write to a high professional standard that can be easily understood.	✓	
Adaptable & Flexible: Able to react to new requests from our team, providers and our project partners.	✓	
Computer confident, good skills and knowledge of Microsoft Word, Outlook, Excel and PowerPoint, and the use of media monitoring services (or the ability to pick them up quickly)	✓	
Attributes		
Demonstrates respect for equality and diversity and works to actively promote an inclusive work environment and good working relationships among colleagues	✓	

Demonstrates an interest in further education	✓	
Demonstrates commitment to own learning and continuous improvement through learning and development.	✓	

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.