

## Job Description

Job title:	Senior Quality & Compliance Trainer (Multiply Suffolk)		
Department:	Learning, Coaching & Advice		
Job Family:	Operational Management		
Location:	Countywide		
Reports to:	Coaching Service Manager		
Salary Point*:	SP4-6	Hay points*:	282
Evaluated date*:	August 2023		
Hours:	Up to 37 according to business need		
Status:			
Supervisory responsibilities	Yes		
Job Shares will be considered for this post	No		
This position requires travel around the county and the ability to work flexible hours.	Yes		

*\*To be completed by HR after evaluation has taken place*

### Overall Job Purpose:

*A brief statement about the main objectives of the post*

Realise Futures is a social enterprise that combines commercial trade of products and services alongside work placements, employment, and training opportunities. The principle purpose of the company is to improve the wellbeing, mental health and employability of disabled and disadvantaged people whilst contributing to the economy in our communities.

The role is part of the Multiply Suffolk Coaching, Employment and In Work Service, that sits within the Learning, Coaching and Advice (LCA) Department. The overall objective of Multiply is to increase the levels of functional numeracy in the adult population across the UK and raise awareness, understanding and confidence with Budgeting/Money Management, which is vital to support those most disadvantaged in addressing cost of living issues.

The Senior Quality & Compliance Trainer is responsible for teaching and/or training colleagues in the Multiply Suffolk team to provide best practice in all aspects of Coaching, Teaching, Learning & Assessment, as well as ensuring that all documentation complies with contractual requirements. The post holder will also undertake a series of structured quality assurance processes covering the learning journey, providing supportive and professional expertise that addresses underperformance and celebrates success. The role is responsible for the line management of tutor(s) and Compliance Administrators as well as supporting the Coaching Service Manager in planning a cohesive learning offer that accurately reflects and meets the needs of all stakeholders.

Realise Futures CIC

Registered Office: Realise Futures, Lovetofts Drive, Ipswich, IP1 5NZ

01473 242500

info@realisefutures.org

www.realisefutures.org

Registered No 7828443 England and Wales

## **Main Duties and Responsibilities:**

*A brief description of the most important tasks of the post*

Maintain and role model best practice teaching, learning and assessment through the delivery of teaching and/or training sessions for team members.

Plan, monitor, review, evaluate and improve the quality of assessment processes and practice ensuring compliance to company and commissioner standards that include

- undertaking tutor and coach observations and quality audits
- reviewing reports and providing management information for self-assessment
- identification of (and sharing) best practice
- quality checking content of course and learner documentation
- ensure standardisation and verification of the quality of learning provision

Manage a case load of tutors, as directed by Learning Manager(s) that will include

- supporting the recruitment, induction and mentoring of new tutors
- providing supervision and performance management of existing tutors
- recording and providing data on development of tutors

Provide line management, professional support and coaching to specified team members by identifying individual and subject progression needs that include leading on the delivery of innovative staff training

Provide specialist subject information and support the design and ongoing development of innovative learning and assessment resources.

Follow agreed Data Protection procedures for the recording, storing and reporting of confidential information.

Liaise with the Commissioners Quality Manager - Multiply Suffolk, ensuring all aspects of the Quality Manual are adhered to which includes supporting the Coaching Service Manager in coordinating external 'Deep Dive' Quality visits.

Contribute to the annual review and self-assessment report, including the improvement plan

In conjunction with the Coaching Service Manager and named quality contact, liaise with Awarding Organisations (where relevant), and the partner organisation (MENTA) to ensure the quality of provision is moderated and standardised.

Work with colleagues to support the recruitment of learners and co-ordination of courses

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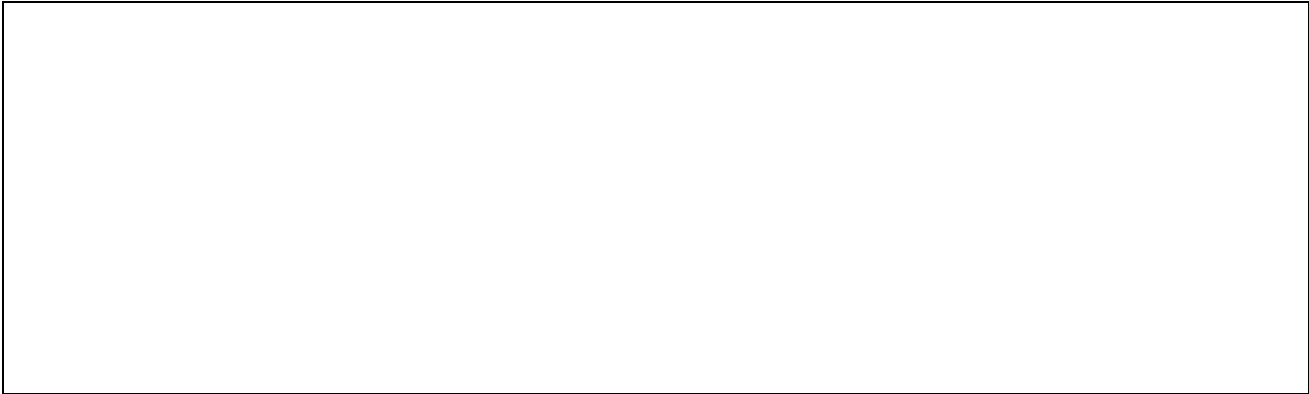
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### 1. Know-How:

*Know-how is defined as the sum of every kind of knowledge, skill, and experience required for standard acceptable performance in a role. Forward planning is concerned with the complexity of the planning required in the role, the time span that planning has to take place over i.e. how far does the job holder have to plan ahead and the scope of the planning, i.e. one department, a division or across the whole company. Communication is concerned with whether or not the job holder has to merely communicate with or influence others and the levels to which the role requires them to do so.*

The skills, expertise, and training required for the job are:-

- Identified as a best-practice tutor (evidenced through formal observation process)
- At least 2 years experience of teaching, preferably in the Further Education sector
- Recent creative, innovative and application of teaching, learning and assessment techniques (evidenced)
- IT literate especially in Microsoft applications (specifically, Word, Excel & Powerpoint)
- Knowledge and experience of coaching and mentoring in an educational setting
- Working knowledge of the Common Inspection framework and how this is applied in teaching, learning and assessment practice
- Working knowledge of public funding requirements in respect of post-16 learning
- Good general standard of education, minimum Level 2 English and Maths
- Experience of working with people with learning disabilities and/or autism
- Ability to informally but effectively assess numeracy skills of participants
- Effective and proactive performance management of systems and staff, including volunteers
- Proven application across a range of IT software

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- Proven application of effective Health, Safety and Welfare (Safeguarding & Prevent) practice

Specific qualifications or training essential to the job are:-

- A recognised teaching qualification at level 4 or above
- A subject specialist qualification at Level 3 or above
- Assessor award (D32, A1 or TAQA), or working toward
- Internal Verifiers award (D33/34, V1 or TAQA) or working towards
- Minimum of level 2 in English and Maths
- L3 in IAG/Coaching/Mentoring, or equivalent
- Demonstrable competence of a MS Office environment particularly Word & Excel
- Experience of monitoring, reviewing and evaluating service delivery, implementing change and improvements
- Ability to analyse data to inform decision making
- Good level of understanding of budgets

**The amount of forward planning required in the job is:-**  
Medium.

- Working with the Coaching Service Manager, the post holder will assist in the production of high level annual plans that are reviewed at least 12-weekly.
- Excellent organisational skills are essential as post holder will need to plan ahead for delivery of courses, as well as managing quality processes, that involve travelling to different locations across the county.

The type of communication and interaction needed in the job is

- Professional courtesy/respect with fellow professionals
- Ability to moderate language and style according to audience (will encounter varying levels of literacy and comprehension from pre-readers to skilled professionals)
- Able to constructively challenge and effect behaviour change

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	<ul style="list-style-type: none"> <li>• Successfully manage challenging behaviours and difficult situations</li> <li>• A balance of working autonomously when necessary and as part of a team when required</li> <li>• Good levels of influencing and negotiation skills, to ensure effective multi agency working</li> <li>• Ability to work effectively in a team environment at all levels</li> <li>• Excellent communication skills that relate to differing audiences and levels of ability; this will include multi-agency professionals, as well as people with communication difficulties</li> <li>• Critical and/or Reflective thinking</li> </ul>
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<p><b>2. Problem-Solving:</b></p> <p><i>Problem solving is concerned with the levels of autonomous thinking required in the role for analysing, creating, reasoning and arriving at conclusions. Consider the job holder's freedom to think and the amount of guidance available and the level to which constraints exist as to how problems may be resolved, i.e. levels of supervision / direction and processes or procedures that dictate the way in which a task is to be performed. Also consider the scope of the thinking required in the role, i.e. is there a clear right or wrong answer or is an element of judgement required.</i></p>	<p>The level of analysis, evaluation and problem solving required in the job are:-</p> <p>Medium/High</p> <ul style="list-style-type: none"> <li>• Able to interpret and analyse complex management data from diverse sources to inform curriculum and quality assurance improvement plans</li> <li>• Knowledge of how to apply initial, formative and summative assessment and/or training needs analysis models to inform individualised learning plans for learners and colleagues</li> </ul> <p>The level of creativity and/or original thought to resolve issues is:-</p> <p>High</p> <ul style="list-style-type: none"> <li>• An essential aspect of the role is to deliver and model innovative learning and assessment techniques that utilise creative resources which support successful learning outcomes (for learners and colleagues)</li> </ul>
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<p><b>3. Accountability:</b></p> <p><i>The freedom to take decisions is influenced by the presence or absence of constraints such as managers, processes and procedures and guidance. The nature of impact is concerned with the</i></p>	<p>The amount of freedom to take decisions in the job is:-</p> <p>Medium:</p> <ul style="list-style-type: none"> <li>• Independent professional judgements on implementing new/innovative practice will be encouraged by management.</li> </ul>
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<p><i>extent to which the role directly impacts on end results whilst the magnitude of impact considers how much of the organisation is affected by the job holder's accomplishment of the job's basic purpose.</i></p>	<p><b>Nature of impact:-</b> Through role modelling best practice Teaching, Learning and Assessment (TLA) that includes course delivery, mentoring and driving improvements within the team, the impact will be seen in improved quality of TLA and at least 85%+ success rates in learning aims..</p> <p><b>Magnitude of impact:-</b></p> <p>The Learning, Coaching and Advice Department represents a third of the company's revenue, of which the Multiply Suffolk contract contributes c£800,00 pa. This role, through established quality assurance processes, supports the Coaching Service Manager to deliver Good standards of TLA practice essential for the retention of the contract.</p>
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These duties and responsibilities are indicative and not exhaustive. We may make adjustments from time to time to reflect the changing needs of the organisation. We may require you to carry out reasonable alternatives within the character of your post. We expect you to adopt a flexible approach to your role but will consult you about significant changes.

**Evaluation**

D 1 3 (175), D 3 (50), D 1 C (57) Total points 282