Community Learning MK – Curriculum Manager

JE Code: JE0326

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| **Values – We are dedicated, respectful, collaborative, we are Milton Keynes Council** |
| **Service** | Education Sufficiency, Access and Attendance  |
| **Reports to:** | Adult Learning Manager |
| **Job Family** | Education  |
| **Grade:** | H |
| **Political restricted** | N |
| **Date:** | July 2022 |

**Key Deliverables**

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| **1.** | To manage learning programmes which contribute to the skills, employability, health, and wellbeing of the people of Milton Keynes, and which complies with funding body criteria and targets.  |
| **2.** | To ensure that funding and quality KPIs are met through good planning and effective management of tutors.  |
| **3.** | To ensure that the performance and quality of the provision are managed systematically.  |
| **4.** | To manage the budget to ensure the offer meets funding targets and income generation is maximised while the associated audit requirements of the funding bodies and MKC are complied with. |
| **5.** | To manage, support and develop the tutors who deliver the above provision to maximise resources (including funding) available. To line manage curriculum business support, and other staff depending on the curriculum area. |
| **6.** | Plan and deliver education to adults and young people (16+), teaching and learning in designated curriculum areas using approved planning tools e.g., scheme of work, session plan, individual learning plans, and practitioner reviews. Apply the full range of teaching/learning and assessment strategies in the delivery of courses to meet the needs of the community and the targets set by the organisation.  |
| **7.** | To line manage curriculum business support, and other staff depending on the curriculum area. |
| **8.** | Collaborate with the Adult Learning Manager and other professional colleagues to develop and implement all quality assurance arrangements and contribute to the Self- Assessment Report and Quality Improvement Plan. Maintain accurate and timely records to comply with funding rules and Ofsted quality requirements |
| **9.** | Act as an assessor and/or IQA where appropriate. Work with the advanced practitioner(s) and the team to develop and deliver on both existing and new qualifications within the QCA framework and those agreed in the service’s Education and Skills Funding Agency and other contracts. |
| **10.** | Commit to the Professional Standards for Teachers and Trainers in Education and Training including adhering to the principles and practice of Continuous Professional Development. Work to comply, promote and contribute to all practices and policies including Health & Safety, Safeguarding and Safer Recruitment, and Equality and Diversity. |
| **11.** | To identify, liaise and work in partnership with existing and new community organisations, internal Council services and within Adult Learning to ensure collaborative planning and delivery which is best value and an effective use of resources. |
| **12.** | To inform and support the delivery of the CLMK publicity strategy and the recruitment of learners and tutors to ensure that the funding, facilities, and resources are maximised. |

*Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both service and council wide needs*

**Essential Requirements (key skills & qualifications)**

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| **1.** | Qualified to degree level or equivalent significant FE/Adult teaching experience in own specialist subject which demonstrates the ability to work at this level. Possess a recognised teaching qualification at level 4 or above.  |
| **2.** | Knowledge and understanding of OFSTED requirements and reflects on own practice to improve delivery and outcomes for learners.  |
| **3.** | Able to work sensitively with adult learners and adhere to Safeguarding and PREVENT policy and procedures. |
| **4.** | Able to work independently and teach creatively on-line and in the classroom, adapting to the needs of a variety of learners and the service, and be willing to explore new teaching and learning strategies. |
| **5.** | Able to create and deliver a structured Scheme of Work and related session plans, as well as administer the Learning Plan and Record of Achievement for Learners (RARPA.) |
| **6.** | Possess an assessor qualification or equivalent. |
| **7.** | Knowledge of the range of qualifications and learning programmes including e-learning and Google Classroom. |
| **8.** | Knowledge of the requirements involved in planning adult learning provision including the Framework for Excellence, the Qualification and Curriculum Framework, The Learner’s Journey including learner assessment and progress monitoring and individual learning plans. Knowledge of tutor qualifications, resource requirements and the cost implications, as well as, all requirements involving Health and Safety, Equality and Diversity and Safeguarding. |
| **9.** | High level ability to plan and prioritise work with competing demands and deadlines, demonstrated by evidence of effective personal and managed working/team plans. |
| **10.** | Good IT skills including word, excel, access, power-point, email and the use of the internet.Possessing good presentation and communication skills, using power-point and Google. |
| **11.** | Able to analyse data and use constructively for efficient curriculum planning and delivery. |
| **12.** | Able to respond positively to challenges and identify innovative solutions. |
| **13.** | Able to identify risk and carry out contingency plans. |
| **14.** | Able to support and motivate tutors and provide and encourage clear and constructive communication. |
| **15.** | Demonstrates proven record of success in promoting continuous improvement, initiating, and managing and responding positively to change. |

Job Family

Education

Grade H

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| **Colleagues Expectations*** Be professional at all times
* Work together for the good of the team, council and local people
* Promote a supportive culture
* Challenge assumptions
* Take ownership
* Be willing to change and do things differently
* Always work in a safe manner
 | **Managers expectations*** Be a role model by displaying positive behaviours at all times
* Make well-considered decisions
* Support, coach and communicate with my team
* Be accountable for my team’s performance
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Education family job holders work directly with learner and adults in an academic or related setting.  They support the work of the wider team by engaging with those under the Council's duty of care, and under the supervision and/or direction of teaching professionals and service management teams.

**Role Characteristics**

At this level job holders use their management authority and/or professional knowledge and experience to make substantive decisions about not only individual learner, but about the in-service service they oversee, leading a team and working closely with teaching colleagues and service management.

**The knowledge and skills required**

At this level, the expertise that underpins job holders’ decisions and authoritative recommendations will almost always be evidenced by a combination of formal, certificated education and extended experience in a scholastic or other education setting.

Jobs at this level which do not require quite the in-depth theoretical knowledge described above will offset this with higher levels of financial responsibility and/or personal impact factors such as physical effort or more difficult working conditions. One to one interaction with learner will involve assisting them with physical activities that require some precision. This might include such activities as art, writing, tool or computer use.

Computer use is also a day to day feature of these roles.

**Thinking, Planning and Communication**

Job holders will be taking a forward-thinking approach to ensuring the welfare of their team, individuals and groups, taking responsibility for assessing their specific needs and devising and delivering appropriate activities and interventions for their benefit. They will make ongoing judgements and appraisals and contribute to learner - centred development programmes.

With many issues and problems being escalated to the job holders they will need developed advisory, guiding and persuasive skills to handle small scale, but difficult and potentially contentious situations. Encouraging individuals and groups of learner to engage appropriately in both formal and informal service settings will require the exercise of both the authority vested in the post and the necessary communication skills to persuade others to conform to behavioural expectations.

**Decision Making and Innovation**

Job holders will have considerable freedom to manage their own work and that of their team. They will of course adhere to service policies and procedures but will have responsibility for shaping their service’s response to the needs of varied groups of learner, as well as the individuals they work with on a one to one basis. Using their initiative to deal with problems and issues, they will solve most day to day problems independently, without recourse to managers for anything but particularly serious problems.

**Areas of Responsibility**

Job holders will be required to make formal judgements and assessments of learner’s well- being and academic and social development. Job holders will personally devise and implement activities and interventions to learner’s direct benefit, both individually and in groups.

Job holders will have direct responsibility for the management of a small team of other staff. This will include attendance, appraisal, training and other formal elements.

 There will be no significant financial responsibilities beyond the occasional handling of small amounts of cash.

Some jobs will have formal responsibility for the safe use and basic maintenance of vehicles, equipment or other physical resources, but all will share responsibility for record keeping relating to individual learner.

**Impacts and Demands**

Job holders will be required to walk/stand for a considerable proportion of their working time and will periodically need to exert considerable physical effort in discharging their duties.

Job holders will be responsible to ensuring the welfare of the learner in their care, in doing this they will need lengthy periods of sensory attention to observe the activities in the area they cover.

At this level, meaningful learning related interactions with learner are an essential component of the job. As personal working relationships are forged, it is inevitable that job holders will require enhanced emotional resilience to deal with learner and the ongoing significant emotional demands that this brings.

With the focus of the role firmly on the activities of learner, there will inevitably be occasional exposure to unpleasant conditions. This might include dealing with bodily fluids and/or working in inclement weather.