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|  | | | | JOB DESCRIPTION | | | | Form JD1 |
| JOB TITLE: Quality Supervisor | | | | | **POST NUMBER:** | | | |
| **REPORTS TO** (Job Title): | | | | | Head of Service | | | |
| **DEPARTMENT:** Learning and Skills Service ( York Learning) | | | | | GRADE: 8 | | | |
| **JE REF:** | | | 162 | | PANEL DATE: | | 17/11/2021 | |
| **1.** | **MAIN PURPOSE OF JOB**  The Adult Community Learning Service (York Learning) has a key priority to delivery learning which meets the needs of communities and businesses with a focus on apprentices, 16-18 skills development/engagement, high needs learning for 16-25 yr olds who hold special education needs plans, and learners aged 19+ to develop their skills and wellbeing. As part of our Education Skills Funding Authority requirements we have a high variety of regulatory and auditory requirements placed on the service and this post is designed to assist all management teams with achieving good outcomes.   * This post will support and implement the quality assurance processes across all teaching and learning programmes and all funding programmes. This will be achieved through effective use of processes which will be regularly reviewed in line with the Quality Cycle. Working closely with all staff across the service to ensure that the quality of provision is in line with the Ofsted Education Inspection Framework. Whether that be IAG, support, induction or teaching, learning and assessment sessions through undertaking observations offering support, training and coaching that drives an assessment-led culture.   To take a lead role in :   * Observing and reporting on lessons and IAG across the service * Co-ordinating with management on actions plans and performance * Support and organise the process of Deep Dives * Assisting managers in implementing service quality assurance systems | | | | | | | |
| **2.** | **CORE RESPONSIBILITIES, TASKS & DUTIES:** | | | | | | | |
|  |  | Effectively co-ordinate and participate, alongside curriculum managers and Lead tutors, the observation processes and other observers to ensure Observation of Teaching Learning and Assessment and Learning Walks, which are focused based, are carried out through the year. Incorporate into observation visits the quality of sequencing of planning within lessons. From initial diagnostics, prior learning, learning plans, assessments, destinations etc. | | | | | | |
|  |  | Accurately identify the various aspects for effective learning; planning accommodation and resources, teaching and learning strategies, learner engagement and a broad range of recording of assessment practices that support high expectations and effective learning. | | | | | | |
|  |  | Constructively manage feeding back judgements and evidence in a manner that engages staff in professional dialogue to foster improvement and innovation to move the staff being observed forward in a positive manner. ..Feedback should identify development opportunities in the areas of; Initial Assessment, Session Plans; Google Classroom; Tutor Feedback; Careers guidance and wellbeing outcomes | | | | | | |
|  |  | Actively engage managers and other professionals working in the field in relation to improving teaching, learning and assessment, and to foster innovation and raise standards - Working with Curriculum Managers; Quality and Teaching & Learning teams; Peer Partners; | | | | | | |
|  |  | Accurately identify Interactive Learning and Training (ILT) opportunities, including e-learning/ mobile/ new technologies relevant to delivery and learning and disseminate training and guidance on how to incorporate ILT into sessions to maximise learning and progress. | | | | | | |
|  |  | Accurately identify Digital, English, maths and functional skills opportunities in relation to teaching, assessing and learning delivery and disseminate training and guidance on how to incorporate opportunities to promote these opportunities in sessions to maximise learning and progress and to support the development of the service’s essential skills offer.. | | | | | | |
|  |  | Contribute to the self-assessment process and quality improvement action plan, delivery and monitoring and where appropriate implement the services quality improvement processes. This is to include recognising and recording progress and achievement in non-accredited learning (RARPA processes) and observation of teaching and learning (OTL). | | | | | | |
|  |  | Manage by example the setting and agreeing of SMART action and/or development planning with those observed, that illustrates SMART action planning they in turn will be doing with their learners | | | | | | |
|  |  | Organise deep dive events, particularly focusing on 3 areas; Poor performance; an outstanding area to spotlight; largest learner numbers and one other for a specific agreed factor i.e. new qualification. Deep dives should include a collaboration of observations, learner voice, tutor voice & CPD, learner journey and destination in conjunction with senior managers and curriculum managers. Produce relevant reports focusing on strengths and areas for improvements identified to communicate to the Senior managers, relevant curriculum managers and the Quality team | | | | | | |
|  |  | Contribute to an engagement strategy for learners to support their direct contribution to development of our services. Collect, monitor and share learner voice with management/tutors and track subsequent impact and actions. Introduce learner forums or similar activities | | | | | | |
|  |  | Attend relevant staff & management meetings, participate/organise in appropriate moderation processes and undertake continuing professional development in order to keep practice up to date. Cascade relevant learning to tutors/managers. | | | | | | |
|  |  | Co-ordinate internal moderation processes service wide including:   * Arranging a schedule of deep dive review meetings * Leading and co-ordinating a team to provide final moderation or sampling on identified areas i.e. initial assessment; feedback; observations; deep dives * Giving feedback to tutors on areas for improvement of their work * Liaising with the appropriate organisations regarding external observation visits * Writing reports for internal and external recipients | | | | | | |
|  |  | Manage the process of tracking observations, (those required or completed) and continue tracking relating to post-observation action plans, ensuring they are followed up and reporting on resulting impacts. | | | | | | |
|  |  | Accurately identify health and safety and safeguarding issues in relation to teaching, assessing and learning strategies and disseminate training and guidance on how to identify and ensure opportunities to promote H&S and Safeguarding are maximised in sessions. Ensure robust safeguards are maintained in respect of security systems, data and information | | | | | | |
|  |  | Organise the regular yearly review, updates and management discussions to our policy and quality documentations. | | | | | | |
| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE**  No. reporting - | | | | | | | |
|  | Direct:   * **None** | | | | Indirect: If appropriate, management of teachers or teaching assistant and administrators | | | |
| **4.** | **CREATIVITY & INNOVATION**  Creativity and Innovation are at the heart of good teaching and learning.   * design and deliver presentations to managers, teams within the council to report on our quality assurance findings and recommendations for improvements and or training needs identified to support CPD and organisational efficiency. * create and sustain an environment that stimulates learner and tutor feedback in a variety of settings, including those not specifically adapted to adult teaching. * be creative in finding learner stories to promote good opportunities to show how learner enhances opportunities and life. * be skilled in developing teaching and learning techniques and making adjustments, to support tutors * provide a safe and secure environment for people to reflect on their learning and to learn from others in a group | | | | | | | |
| **5.** | **CONTACTS & RELATIONSHIPS**  Good relationships are at the core of improving your quality assurance systems and can make the difference between successful and unsuccessful outcomes. Group development are the key to this. This post needs to be skilled at:   * building and sustaining interpersonal relationships with a wide range of individuals, from those who are articulate and confident through to those who have low levels of self-esteem and self-confidence. * fostering relationships with managers/tutors/learners that encourage discussions around improvement strategies. * Recognising good student/student and employer/student relationships to inform on expectations required from learning.   In order to be successful in this role they will need to be skilled at developing positive relationships with the following:     * management teams within the council * teaching staff across a variety of curriculum areas * observation of teaching and learning team * service administrators * other partners and sub-contractors who contribute to our service * other professionals who enrich the programmes | | | | | | | |
| **6.** | **DECISIONS – discretion & consequences**   * Advising managers and tutors about quality of teaching and learning and highlighting when actions are required * Responsibility for determining what makes a good/outstanding teaching and learning experience and where it requires improvement which has an impact on our performance and overall funding and income of the service * Advising managers about quality improvements required to ensure there is a direct improvement on the impact on learner participation and achievement   **Consequences**   * If this post does not ensure front line providers of the service are not performing their role effectively it can have a negative experience for learners and on Ofsted performance ratings. * Ensuring effective teaching is recognised and shared so that it leads to success on courses and our offer which leads to positive impacts on learners well-being and life chances * Quality performance of delivery in classes can in some programmes/qualifications affect career enhancement or access to further qualifications * Tutor performance has a direct impact on key performance measures for the service, including learner retention, achievement and success rates, which also affect the funding of the service * Tutor performance has a direct impact on inspection outcomes for the service | | | | | | | |
| **7.** | **RESOURCES – financial & equipment**    Description  N/a | | | | | Value | | |
| **8.** | **WORK ENVIRONMENT – work demands, physical demands, working conditions & work context**  **Work demands**   * Work to tight deadlines, particularly when quality/inspection visits are happening * Prepare visits/meetings in advance, taking account of the needs of tutors and managers * Subject to occasional supervision, the jobholder has a range of complex tasks over a significant period of time * Ability to prioritise important tasks ensuring that they meet appropriate deadlines  **Physical demands**  * General office environment with few physical demands  **Working conditions**  * Some working in the evening and other unsocial hours on a occasional basis * Often working away from the office base to visit classes  **Work context**  * Able to work with a wide variety of people both within and outside the service * Ability to handle issues and situations with tact and diplomacy | | | | | | | |
| **9.** | **QUALIFICATIONS, KNOWLEDGE & SKILLS**  **Qualifications and Knowledge**   * Teaching qualification at level 4 or level 5 * Understand the government priorities in relation to adult learning * Excellent working knowledge of the requirements of internal quality assurance systems, policies and processes. * Good knowledge of the national Safeguarding agenda * Understand the aims and priorities of the Adult Community Learning in relation to current and potential developments * Excellent understanding of teaching, learning and assessment practices in relation to adults and the national common inspection framework. * Have a demonstrable comprehensive knowledge of quality assurance processes in relation to adult learning * Have a comprehensive understanding of the government and service guidelines and priorities. * knowledge and understanding of the further opportunities and progression routes good IAG can support * detailed knowledge of strategies which promote effective learning * Minimum Level 2 qualification in English and maths * Level 2 ICT qualification (or able to demonstrate competency at this level)   **Skills and Experience**   * Experience of working in a post 16 learning environment in areas relevant to the specific post * Experience of developing and delivering staff training in relation to staff development for Adult Education Teachers * Experience of developing colleagues and offering support * Able to work to quality standards such as the Education Inspection Framework and Matrix Standards * Experience of developing and monitoring and evaluating provision or processes * demonstrate good interpersonal and listening skills with a wide range of people. * demonstrate a good level of competence in ICT skills, (word processing and spreadsheets) to a range of resources including e-learning options, as well as cope with administration requirements of the service. * reflect on your own practice, evaluate own learning needs and actively seek continuing professional development opportunities * form positive relationships with other managers, tutors, learners and partner organisations to effectively support good quality improvement strategies.   **Ability to converse and provide advice and guidance to members of the public, in spoken English, to Common European Framework of Reference for Languages (CEFR) - level C1** - Effective operational proficiency or advanced - Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.  This post requires the post holder to undertake an enhanced – child workforce (with barred list check) criminal record check via the Disclosure and Barring Service. | | | | | | | |
| **10.** | **Position of Job in Organisation Structure**   |  | | --- | | Job Reports to:  Head of Service |  |  |  |  | | --- | --- | --- | | THIS JOB |  | Other jobs at this level:  Lead Learning & Skills Tutors |  |  | | --- | | Jobs reporting up to this one:  None | | | | | | | | |