

## Role Description

<b>Role Title:</b> Head of Department - ESOL and Trade Union Studies	<b>Pay Grade:</b> MS4 £50,048 - £56,337
<b>Normal Place of Work:</b> Ashley Down Centre, College Green, South Bristol Skills Academy and Community venues	<b>Line Manager:</b> Director Foundation Learning & Skills
<b>Normal Working Hours:</b> 37 hours per week	<b>Responsible For:</b> Delivery and support staff associated within the ESOL, Trade Union Studies department for classroom-based delivery

### ROLE PURPOSE

- To lead and manage the ESOL and Trade Union department, with oversight for securing and sustaining improvements in all aspects of curriculum and quality
- To work in partnership with employers to effectively align current and future curriculum and qualifications to employer expectations and labour market demands
- To lead the development of a high quality student experience, creating partnerships between employers, academic and professional service teams
- To work across the whole College as a member of the College Leadership Team promoting and actively demonstrating the College's values of *inclusivity, respect, ambition and honesty*, fostering a culture of high expectations for staff and students

### PRINCIPAL ACCOUNTABILITIES

1. To lead and manage the ESOL and Trade Union Studies department to secure and sustain a high-performance culture, evidenced through the achievement of targets covering (but not limited to): attendance, retention, overall and timely achievement, progression and destinations
2. To lead the development of teaching and assessing staff to develop and deploy the best possible practice in teaching, learning and assessment in the development of students' specialist and wider employability skills and knowledge, including literacy, numeracy and digital skills where appropriate
3. Develop curriculum qualifications aligned to economic demand, which meet the needs to local employers and the communities served by the College, ensuring that there is close alignment with key labour market intelligence and the College's overarching curriculum strategy
4. To oversee the development of a curriculum plan which maximises the use of human and physical resources and delivers agreed income targets
5. Work alongside the College's business partnership, finance and funding teams to ensure that income and expenditure results are in line with agreed plans and that accurate data is submitted through the individualised learner record, to ensure accurate funding statements
6. Work alongside the College's Quality and Standards Directorate to ensure that the College's quality cycle is fully implemented and complied with in all aspects of curriculum design and delivery
7. Oversee an effective system of internal quality assurance for provision at all levels, ensuring that minimum standards set by awarding bodies and university validating partners are met, and where possible, exceeded
8. Ensure that College systems are used to effectively plan, track and monitor students' progress across their programmes of study, including English and mathematics; using this information to develop improvement plans for programmes where necessary and to celebrate successes in other cases

9. Line manage teaching and assessing staff to ensure that the quality of their work is high and supports students and apprentices to make the best possible progress
10. Through team collaboration time lead proactive approaches to communications, continuous professional development of staff and effective tracking and monitoring of student and apprentice progress to secure high performance from staff and outcomes for students and apprentices across their programmes of study
11. Implement the College's strategies for self-assessment and quality improvement, promoting a culture of professional self-reflection and self-improvement; leading to improved outcomes for students and apprentices
12. Work alongside the student experience and learning support teams to ensure that there is effective harnessing of the student voice and students' individual needs are identified and met across all aspects of their programmes of study
13. Work alongside the Heads of Department for English and for Mathematics to promote high levels of engagement and success for students who are required to attain English and maths qualifications
14. Contribute to the leadership and management of the whole College as a member of the College Leadership Team, taking personal responsibility for promoting and securing high standards and meaningful demonstration of the College's values of *integrity, respect, ambition and pride*

### Key Relationships

All posts within the College require a high degree of team working. In particular, the post holder will need to develop and maintain key relationships, including:

Strategic Leadership Team	To maintain effective relationships with senior colleagues to ensure superb management of the provision To advise in a timely fashion of all threats to delivery, achievement and all quality indicators and to work with senior colleagues on appropriate corrective actions whilst ensuring continuous improvement in the long term going forward.
College Leadership Team	To work effectively with all members in a way that is consistent to the College values
External Customers and Partners, including employers and parents	To enhance the reputation of the college as a provider of choice and to utilise customer and partner feedback to inform the college's future curriculum strategy. To generate new business and growth and maintain and develop existing relationships. To play a dynamic role in the delivery of the College's Stakeholder Engagement Strategy.
Awarding bodies and validating partners	To secure the ability to develop and grow provision in line with the college's strategy and to provide assurance that our curriculum offer, design, delivery, assessment and award of qualifications is robust.
Schools and universities	To share information and engage potential students and progressing students in an impartial dialogue about future options and routes to employment through education and training.

### Generic Responsibilities

- To represent and promote the College brand values internally and externally; acting as an ambassador for business development on behalf of the College
- Promote the College's student first ethos, ensuring that the student experience is uppermost in policy and decision making
- To actively promote and act, at all times, in accordance with College policies, including, but not limited to: Health and Safety, Equal Opportunities, Prevent and Safeguarding, the Staff Code of Conduct and the College's Financial Regulations
- To actively promote and adhere to agreed College values
- To engage in implementing changes, promoting innovation
- To participate in the College Annual Appraisal Process, contributing to a culture of self-reflection on practice and continuous professional development

- To facilitate the achievement of the College's quality objectives including those from external bodies
- To undertake other reasonable duties commensurate with the level of post

**Values**

To role model the College values of: inclusivity, respect, ambition and honesty.

**Behaviours**

To role model and consistently exhibit: student focus; high expectations and aspirations for all; focused on progression and employment; pride in what we do and our place in the city; collaborative and continually improving.

## Person Specification

	Essential	Desirable	How assessed*
<b>QUALIFICATIONS</b>			
Qualified to degree level or equivalent professional qualification	☐		AF/Cert
Qualification for teaching and/or assessing in further education	☐		AF/Cert
Post graduate qualification in education or leadership and management		☐	AF/Cert
<b>KNOWLEDGE AND EXPERIENCE (UP TO DATE/ CURRENT)</b>			
Up to date knowledge of curriculum reform and experience of designing and developing curriculum for at least two of: study programmes, apprenticeships, adults or higher education	☐		AF/IV
Experience of leading and managing provision up to level 5	☐		AF/IV
Experience of leading and managing provision from level 6 to post graduate level		☐	AF/IV
Experience of successfully working with awarding organisations and/or university validating partners	☐		AF/IV
Experience of developing education and training solutions aligned to employer and/or labour market requirements	☐		AF/IV
Successful experience of performance management dealing quickly with issues of underperformance and celebrating high levels of achievement	☐		AF/IV
Knowledge and experience of the requirements of the sectors regulators; which might include: Ofsted, QAA, OfS	☐		AF/IV
Effective team leader and experience of this in an educational / or training context	☐		AF/IV
Knowledgeable with and can show demonstrable success in delivery of : <ul style="list-style-type: none"> <li>• assessment and delivery practices;</li> <li>• professional development of teachers and/or assessors;</li> <li>• use of employer and customer voice and feedback</li> </ul>	☐		AF/IV
A strong awareness and knowledge of current and future learning and training products to ensure a highly relevant and future-proofed offer of area of responsibility	☐		AF/IV
Completer finisher who can initiate and deliver projects on time and of high quality	☐		AF/IV
Business and commercially aware with the ability to manage budgets and resources effectively	☐		AF/IV
Technologically aware and confident to enable new, effective, efficient and high quality solutions to be identified and implemented	☐		AF/IV
Full awareness of equality and diversity legislative requirements and the knowledge and ability to assure compliance and implement actions where needed	☐		AF/IV

Financially astute and able to utilise resources and investment to achieve value for money and the best experience for students	☐		AF/IV
Experience of successfully overseeing and managing key accounts, projects and initiatives	☐		AF/IV
Knowledge and understanding of educational policy and developments to ensure relevant and future-proofed delivery		☐	AF/IV
<b>SKILLS AND ABILITIES</b>			
Excellent influencing skills	☐		AF/IV
Target driven and goal focused	☐		AF/IV
High personal standards that reinforce and present exemplary professionalism	☐		AF/IV
Motivational and energised to ensure strong team performance	☐		AF/IV
Ethical and professional, representing and delivering the values of openness, trust and reliability to ensure positive reputation	☐		AF/IV
Influencing skills and a team player who can assure the best delivery and practice is in place both internally and externally	☐		AF/IV
Confident networker who can initiate and enable operational partnerships to effectively build reputation and position the College positively with employers and the community	☐		AF/IV
Ability to work flexibly, including evenings and weekends to meet the demands of the flexible delivery models and business needs as from time to time required	☐		AF/IV

**\*Assessment method:**

AF = Assessed via application form

AT = Assessed via test/work-related task

IV = Assessed via interview

Cert = Certificate checked at interview

