

Job Description



| | |
|--|--|
| Job Title | Team Leader Construction Apprenticeships (Plumbing & Domestic Heating, Gas & Renewables) |
| Department | Construction Apprenticeships |
| Reporting to: | Learning Area Manager |
| Post reference: | 4164 |
| Main Purpose of the role | |
| <p>The Team Leader Construction is responsible for the quality and outcomes for all students studying towards Construction qualifications and apprenticeship programmes in Plumbing and Domestic Heating, Gas and Renewables. Their focus will be attendance, retention, achievement and progression. They will ensure that learning needs are identified and met appropriately, that students are provided with the necessary training, support and assessment, and that their progress is monitored in order to achieve success within identified timescales.</p> | |
| Key Tasks / responsibilities: | |
| <p>All tasks to be carried out in a total quality manner, consistent with the Corporations culture.</p> <ul style="list-style-type: none"> • Establish and maintain a College culture and curriculum which demands high standards and in which staff feel empowered and recognised as part of College strategy • To undertake an annual teaching or assessing workload in line with the apprenticeship delivery not exceeding 828 hours per year (pro rata for part-time) as detailed in the college work load agreement • To conduct curriculum development work including identification of consumer requirements, planning, development and evaluation of courses and course materials • Ensure learner monitoring, reviews, registers and other programme elements including End Point Assessment documentation is maintained effectively • Manage learner recruitment and effective IAG and progression routes for the relevant programmes • Collate all information for accreditation and audit requirements, adhering to the awarding body policies and procedures • Ensure that quality tracking systems in all departments are deployed effectively, meet managers and teams regularly to ensure compliance with quality procedures and processes • Undertake Joint Lesson Observations • To manage the team's use of the college's administrative systems, including ProMonitor/Solution and Smart Assessor such that those deadlines and workload requirements set by the college are met. To develop the use of these systems to raise academic standards and success rates. • Remission of 180 contact hours per academic year (equivalent of 5 hours per week for 1.0 FTE Lecturer/Assessor, or pro-rata for part-time) as per the Management Guidelines. • Organisation and management of staff during staff absence/cover to ensure that delivery to learners is not adversely affected • To assist with the coordination of the IQA and standardisation processes for the Learning Area | |

- Implement the Campus Operating Plan for the specific Campus in liaison with other college managers.
- Contribute to College meetings as appropriate.
- Develop and maintain a College ethos of scholarship, high expectations, mutual support and care for students.
- Take team meetings, create agendas and distribute minutes
- Assist in the preparation for inspection and inspection readiness
- Assist in the generation of the Learning Area's Self-Assessment Report, Team Ownership Document and Quality Improvement Plan in conjunction with team members and the Learning Area Manager
- Represent the College internally and externally. Develop and facilitate strong links with educational organisations and employers.
- Assist in the organisation and delivery of Open Events
- Prepare for Review Boards and with Learning Area Manager input, lead on Actions for Improvement and/or the sharing of good practice
- As with lecturer/assessor role – deal with student issues to the best of their ability and refer students to correct staff within College for further assistance if required
- To further support in-service training and staff development programmes based on those needs identified for the wider college body.
- Support with Duty Management and Key Holder responsibilities on a rota basis at Horizon 38 Campus.

Role Dimensions

- Target income for timely achievement as agreed
- Manage the provision of up to 200 learners on apprenticeship, funded and full cost programmes, both 16-18 and adult
- Assessment caseload to be in line with teaching requirements and workload agreement
- Direct Line Reports – to be decided in conjunction with Learning Area Manager

Key Interfaces

- Assistant Principal for Apprenticeships and Employer Engagement
- Learning Area Manager Construction
- Lecturers and Assessors
- Apprentices and Adult Learners
- Awarding bodies and all relevant QA's
- Internal departments – Quality, Exams, Functional Skills
- Employers

Supporting College Goals and Values – all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.

This means:

- Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments
- Promoting the image of the College as one that is committed to the highest standards of delivery and service
- Sharing the College's commitment to Safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work
- Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy
- Promoting and implementing best practice in Health and Safety

| | | | | | |
|--|--|----------------|--|--------------|--|
| | | | | | |
| Measurable Performance Standards for this role | | | | | |
| <ul style="list-style-type: none"> • Success both timely and overall. • Income targets | | | | | |
| Level of Disclosure and Barring (DBS) disclosure required | | | | | |
| Either: 1: Enhanced with barred list checks | | | | | |
| Author and Date | | | | | |
| Sarah Stephens-Lewis July 2024. Reviewed by Trudy Hillier, May 2026. | | | | | |
| Job Evaluation (for HR Completion) | | | | | |
| Score | | Profile | | Level | |

As the needs of the College change, so the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification
Team Leader Construction Apprenticeships
(Plumbing & Domestic Heating, Gas & Renewables)



<<List all relevant criteria and indicate whether 'essential' or 'desirable' together with method for assessment under 'Qualifications and attainments', 'Experience and knowledge' and 'Skills and Abilities'. Criteria listed under 'Essential college traits' are fixed for all roles>>

| Criteria | Essential | Desirable | Assessed by |
|--|-----------|-----------|----------------------------|
| Qualifications and attainments | | | |
| Relevant trade qualification or occupational competence to Level 3 or above (Example: L3 NVQ in Plumbing & Domestic Heating, Gas or Renewables) | ✓ | | Application form |
| Stage 3 full professional qualification (PGCE in post-16 education or equivalent). | ✓ | | Application form |
| Relevant level 4 or degree qualification | | ✓ | Application form |
| A1/TAQA assessor and V1/CAVA verifier qualifications | ✓ | | Application form |
| Experience and knowledge | | | |
| Minimum of 5 years industry experience (Plumbing & Heating plus Gas and/or Renewables) | ✓ | | Application form/interview |
| Minimum 5 years' experience of assessing | ✓ | | Application form/interview |
| Minimum 2 years' experience verifying | ✓ | | |
| 2 years' experience of teaching | | ✓ | Application form/interview |
| 3 years' experience of working in FE sector | | ✓ | Application form/interview |
| 2 years' experience of managing apprentice programmes | | ✓ | Application form/interview |

| Skills and abilities | | | |
|---|---|---|-----------------------------|
| IT Literate (especially proficient in the use of Excel and Word) | ✓ | | Application form/interview |
| Report writing | | ✓ | Application form/interview |
| Essential College attributes | | | |
| Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way. | ✓ | | Application form/ interview |
| Influencing skills: The ability to persuade others. | ✓ | | Application form/ interview |
| Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships. | ✓ | | Application form/ interview |
| Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner. | ✓ | | Application form/ interview |
| Circumstances of role (if applicable) | | | |
| Ability to meet particular conditions of the role e.g. unsocial hours, travelling between campuses or assessment visits | ✓ | | Application form/interview |