

# JOB DESCRIPTION (CURRICULUM)

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| **JOB TITLE:** Programme Manager | **JOB NO:** |
| **GRADE:** 4 | **DIVISION:** Education and Skills |
| **NO OF POSTS:** 1 | **SECTION:** Birmingham Adult Education Service |

* 1. **JOB PURPOSE**
  2. Lead a team of specialist teachers and manage their performance in delivering a high quality adult learning service in agreed Faculty.
  3. To implement and oversee learning programmes as required by the Head of Faculty, to include cross faculty working where necessary.
  4. To bring about quality improvement in teaching, learning and assessment by carrying out Audits of Learning and Progress, following up teacher action plans, supporting staff development and ensuring consistent application of BAES procedures and policies.
  5. To monitor Key Performance Indicators for learners, including learner punctuality, attendance, retention, achievement, progression and destination and intervene as necessary to ensure that learners are appropriately supported and achieve.

# 2.0 DUTIES AND RESPONSIBILITIES

* 1. To recruit, induct and support teachers to deliver learning programmes within frameworks established by Head of Faculty, including providing support in other faculties according to Service needs.
  2. To line manage teachers, undertaking annual my appraisal, managing sickness, absence and performance, and setting up effective meeting and communication systems.
  3. To manage the performance of the teacher team through induction, probation, mentoring, training and development opportunities, Audit of Learning and Progress, Learning Walks, Teacher Action Plans and reviews, and BCC Supporting Performance and Improvement procedure and Disciplinary Procedures.
  4. Ensure teachers work co-operatively to plan schemes of work, undertake Internal Quality Assurance (IQA) work, develop materials, and contribute to sharing good practice
  5. Lead on/organise IQA arrangements for designated qualifications and RARPA for non-accredited courses
  6. To ensure that teachers are effectively deployed to courses and projects so that curriculum targets, and BAES strategic and operational targets are achieved according to Service, BCC and WMCA priorities
  7. To ensure that all members of the teacher team follow BCC and BAES policies and quality procedures.
  8. To lead on and undertake Audits of Learning Progress (ALP), Learning Walks and Supportive Observations as directed by the Head of Faculty.
  9. To monitor performance and impact of teaching, using data from a variety of sources, including attendance, retention, achievement, progression and destinations, and implement quality improvement actions as led by the data.
  10. To ensure that effective Initial Assessment and Diagnostic Assessment processes are in place, in order to secure good punctuality, attendance, retention, pass, achievement, progression, and destinations within the Faculty.
  11. To contribute to the preparation for Ofsted Inspections and other external quality assessments as appropriate.
  12. To ensure the teachers contribute to the Faculty Self-Assessment by completing Self-Assessment reviews of their practice.
  13. To plan and develop curriculum as directed by Head of Faculty to meet learners’, employers’, and stakeholders’ needs, including accreditation where appropriate.
  14. To work with Centre staff to ensure adequate and sufficient provision is made for the different wards and Birmingham’s diverse communities within the specified Faculty.
  15. To work with Learner Services staff to ensure learner entitlement to additional support needs are met in a timely manner.
  16. To ensure that teachers provide on-course and end-of-course CEIAG to learners, including setting long-term goals, promoting group and 1:1 CEIAG, and CEIAG events, and moving on conversations.
  17. Work in partnership both within and outside BAES to deliver on targets, ensure positive progression for learners and secure work placements where relevant.
  18. To lead learner forums to gather feedback from learners.
  19. To prepare written reports when required including evaluation and performance reports.
  20. To work with Head of Faculty and colleagues to ensure best practice is shared and followed across the Service.
  21. To work within BAES policies and procedures and Quality Improvement arrangements at all times and contribute to the SAR, QIP and other quality initiatives.
  22. To undertake 85 hours of teaching to learners per annum to meet the demands of the Faculty
  23. To comply with and promote the City Council’s framework of policies and procedures at all times. Key policies include Equality and Diversity, BCC Code of Conduct, Safeguarding, Health and Safety, Probation, Managing Performance and Disciplinary.
  24. To work effectively with colleagues, key partners and learners to support BAES’s whole curriculum approach to safeguarding including Prevent, e-safety and the whole organisation’s approach to Equality, Diversity and Inclusion.
  25. To undertake additional tasks and responsibilities, appropriate to the grade, possibly at short notice, that are necessary for BAES to meet its obligations to learners, the WMCA or BCC, which may be reasonably required.
  26. To actively promote Equality, Diversity and Inclusion in all aspects of own work and that of others

# SUPERVISION RECEIVED

* 1. Supervising Officer Job Title: Head of Faculty
  2. Level of Supervision
     + Regularly supervised with work checked by supervisor.
     + Left to work within established guidelines subject to scrutiny by supervisor.
     + Plan own work to ensure the meeting of defined objectives.

**4.0 SUPERVISION GIVEN** (excludes those who are **indirectly** supervised i.e. through others).

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| **Post Title** | **Grade** | **No. of Posts** | **Level of Supervision** |
| Teachers – Accredited Programmes (Substantive and Variable Hours) | 3 | Number will vary | Left to work within established guidelines subject to regular liaison with line manager. |
| Placements and CEIAG Officer – SEND (for Programme Manager in English,  Maths, SEND Faculty) | 3 | 1 | Left to work within established guidelines subject to regular liaison with line manager. |
| Employability and Work Placement Officer (for Programme Manager in Vocational, Employability and Digital Inclusion  Faculty) | 3 | 1 | Left to work within established guidelines subject to regular liaison with line manager. |

# SPECIAL CONDITIONS

* 1. Annual leave should not normally be taken during main enrolment periods or term time.
  2. Some duties must be undertaken on site whilst others, with the agreement of the line manager, can be undertaken elsewhere.
  3. Time, location of work and work base may change to respond to the needs of the Service.
  4. Evening and weekend work may be required.
  5. Travel between sites required for which a casual car user’s allowance will be paid. (Travel between home and work not included).
  6. Enhanced DBS check (Children with barred list) is required. For staff working directly with learners with SEND an Adults and Children enhanced DBS with barred list is required.
  7. This vacancy is exempt from the Rehabilitation of Offenders Act.
  8. This job description will be reviewed and updated at intervals when necessary.

**Right to work in the UK documentation will be fully checked for all applicants. All non UK and EU applicants are required to apply for a certificate of sponsorship from Birmingham City Council and must be approved by the UKBA before any employment offer can be confirmed.**

**OBSERVANCE OF THE CITY COUNCIL’S EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED**

**PERSON SPECIFICATION (CURRICULUM)**

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**KEY: MOA (Method of Assessment): AF = Application Form, I = Interview, T = Test, P = Presentation, G = Group Exercise**

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| **Experience, abilities, knowledge and qualifications / training**  In your application form please provide evidence of how you meet the below requirements for the role. Applications will be long listed against these requirements | | |
|  |  | **MOA** |
| 1. | **Experience**   * Substantial experience in effective course planning, individual learning planning, assessment and delivery, using effective resources including ILT. * Substantial experience of teaching a relevant subject or subjects. * Substantial experience of teaching adults. * Experience of managing staff. * Experience of producing highly effective documentation and communications for specific purposes and audiences. * Experience of giving constructive feedback in order to promote improvements. * Experience of actively and effectively promoting equality and diversity. * Experience of collating and analysing data. |  |
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| 2. | **Abilities**   * Ability to plan and direct own work within service guidelines, by identifying what is required, devising action plans to bring about improvements, communicating plans to others and involving them where needed, and implementing | I |

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|  | plans effectively.   * Ability to plan time effectively, to prioritise and achieve timely completion of tasks. * Ability to support, challenge, motivate and develop teachers to improve teaching, learning and assessment. * Ability to meet the requirements of BAES and external Quality Assurance processes. * Ability to assess performance against external and internal standards. * Ability to set and monitor progress towards targets, regularly using data from a variety of sources. * Ability to plan and deliver effective teaching, learning and assessment. * Ability to communicate highly effectively and accurately in writing. * Ability to communicate very clearly and effectively verbally. * Highly effective interaction with people (individuals and groups) through highly developed interpersonal skills * Excellent people management skills. * Ability to use IT packages and systems, e.g. Word, PowerPoint and Virtual Learning Platform to devise resources and deliver learning. * Ability to use MIS systems, e.g. ProSolution, People Solutions, Pro-Achieve to monitor the quality of teaching and learning, and learner outcomes. * Ability to recognise and refer safeguarding concerns. | I |
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| 3. | **Knowledge**   * Thorough understanding of the features of good teaching, learning and assessment that meets the quality standards required by Ofsted, Education and Training Foundation, accrediting bodies and stakeholders. * Thorough, up-to-date knowledge of subjects within the Faculty. * Thorough understanding of the requirements of awarding bodies and of the organisation of internal and external accreditation. * Understanding of how to use ILT to raise teaching and learning standards. * Understanding of how to manage and improve the performance of teachers. * Understanding of the measures required to maximize punctuality, attendance, retention, achievement and success rates. | I/P |
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|  | * Understanding of Self-Assessment and Quality Improvement process. * Understanding of the key developments in adult learning nationally, including funding and the relevance to planning. * Understanding of equal opportunities and best practice in the classroom and in the recruitment of staff. * Understanding of Birmingham’s economically and culturally diverse communities. | I  I I I |
| 4. | **Qualifications**   * A teaching qualification at a minimum of Level 5, e.g. DTLLS, Cert Ed, PGCE, IRR. Candidates who do not hold this upon appointment will be required to gain it within two years as a condition of employment. * An appropriate Subject Specialist qualification at a minimum of Level 3 or equivalent commercial experience/expertise in areas of shortage. If this is not held, gaining it within two years of appointment may be specified as a condition of employment in the letter of appointment. * Candidates holding neither a teaching qualification nor a subject qualification/equivalent expertise will not be shortlisted. * A minimum of a Level 2 (GCSE 9 - 4 or equivalent) English qualification. Candidates who do not meet this criterion will not be employed. * A minimum of a Level 2 (GCSE 9 - 4 or equivalent) Maths. If this is not held, gaining it within two years of appointment will be a condition of employment. | AF |
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| 5. | **Training**   * A proven track record of active engagement with continuous professional development and application of learning to own practice. * Critical awareness of strengths and areas for development in own practice and positive attitude towards improving practice or performance. | AF  I / AF |
| 6. | **O*t*her**   * Willingness and ability to travel on a frequent basis to a variety of sites across Birmingham. | AF |

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| **Section 2 – Values and Behaviours**  If your application is successfully long listed, you will be invited to the next stage in the selection process. In addition to the above requirements you will be asked to demonstrate competencies in the below areas. Competencies can also be described as behaviours. They describe ‘how’  we expect people to behave doing their job. Competencies will vary between job roles and different levels but an overview of them, as required by Birmingham City Council, are described below. | | |
| **Values** | **Definition** | **MOA** |
| **We put citizens first** | People who demonstrate this value will:   * Make time to listen carefully to people to understand their needs * Treats all people with complete respect and understanding * Put themselves in the shoes of the residents to deal with their issues * Be patient and helpful * Always treat people with kindness – ‘the human touch’ | I |
| **We are true to our word** | People who demonstrate this value will:   * Make time to build trusting relationships * Make sure people who are affected, are involved and kept well informed * Give people ongoing feedback that helps them improve their performance * Show they believe in what they say * Promptly address any problems | I |
| **We act courageously** | People demonstrating this value will:   * Be unafraid to ask challenging questions * Have the courage to speak out on difficult issues * Use their initiative to do something different * Have difficult conversations when necessary * Embrace new ways of working to encourage change | I |
| **We achieve excellence** | People who demonstrate this value will:   * Give their very best, every day * Look for ways to keep doing their job better * Help other people achieve and celebrate their goals * Recognise mistakes and does something to put it right * Ask for feedback to improve his or her performance | I |

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| **Behaviours** | **Definition** | **MOA** |
| **Work as Partners** | People who demonstrate this behaviour will:   * Communicate and collaborate all the time * Share our information in the right way * Value each other’s strengths * Build meaningful and trusting relationships * Focus on shared goals & solve problems together | I |
| **Think Ahead** | People who demonstrate this behaviour will:   * Work proactively * Understand what we need for the future * Build our capacity to meet future demands * Focus on the big picture * Focus on what we can do better | I |
| **Trust and Empower Members and Staff** | People demonstrating this behaviour will:   * Take ownership over our development and performance * Encourage and value new ideas * Make clear our expectations of each other * Have open and honest conversations * Celebrate good performance | I |
| **Value our Information** | People who demonstrate this behaviour will:   * Use information in the right way for the right reasons * Respect confidentiality and manage risk * Understand the importance of using our data correctly * Use our information to make informed decisions * Define what we need before we collect information | I |
| **Put the Customer at the Centre of our Work** | People who demonstrate this behaviour will:   * Seek the customer’s point of view * What we say we will do and learn from our mistakes and fix them * Recognise the impact our decision will have on customers * Keep the customer informed and manage expectations honestly * Simplify processes to be quicker and easier | I |

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| **Treat People Equally and Respect Differences** | People who demonstrate this behaviour will:   * Value our colleagues * Create a welcoming and positive environment * Encourage inclusivity * Listen to feedback and act on it * Recognise the impact of our actions on others | I |