

### APPRENTICESHIP ASSESSOR JOB DESCRIPTION

<b>Position title</b>	Apprenticeship Assessor
<b>Reporting Relationships</b>	This position reports to the Lead Tutor
<b>Summary of broad purpose of position in relation to organisation's goals</b>	To undertake peripatetic assessment and reviews of candidates on Apprenticeship and vocational qualifications and support the Operations Department in the co-ordination, planning, monitoring and delivery of quality training and learner progress in line with external profiles/targets
<b>Key Responsibilities</b>	<ul style="list-style-type: none"> <li>• To carry out high quality assessment/learner reviews and Key Skills/Functional Skills delivery in line with external body requirements</li> <li>• Invigilate and supervise candidates under test conditions</li> <li>• Understand QCF qualifications and input into Standardisation Meetings</li> <li>• Have knowledge of Company SAR/QIP and impact on individual role</li> <li>• Deliver, in a professional manner, occasional training sessions and induction training as directed</li> <li>• Assist in the initial assessment and registration of learners with Awarding Bodies</li> <li>• Set up and maintain course/candidates file to a standard as directed by the Operations Department</li> <li>• Create statistical tools and reports using spreadsheets</li> <li>• Upload information on Onefile in timely manner as agreed</li> <li>• Understand principles of the Common Inspection Framework and the relationship of quality delivery to ensure a quality learner experience</li> <li>• Work and communicate with Recruitment Support Officers/Employment Support Officers the progress of individual Apprentices on their Framework</li> <li>• Manage, organise and update relevant data using database applications</li> <li>• Interpret instructions and issues arising and then implement actions according to operational policies</li> <li>• Accurately and comprehensively complete and update Individual Learning Plan for Apprentices in line with external audit and quality controls</li> <li>• Analyse and verify that documentation meets required standards for funding and auditing purposes</li> <li>• Monitor and ensure that learners are on target to complete Frameworks within a timely manner</li> <li>• Accurately and comprehensively complete Apprentice related paperwork</li> <li>• Undertake timely Apprentice reviews and ensure that there are SMART goals captured alongside information on programme progress</li> <li>• Understand and proactively promote with Apprentices our commitment to Safeguarding/Health and Safety/PREVENT/Equality and Diversity and include this within delivery of Apprentice Framework with Apprentice</li> <li>• Correctly file and store important documentation</li> <li>• Adhere to stated policies and procedures relating to health and safety and quality/administrative management</li> <li>• Understand audit requirements relating to submitted documentation</li> <li>• Adhere to procedures relating to the proper use and care of equipment and materials for which the role has responsibility</li> <li>• To carry out such duties as may be required commensurate with the grading of the post</li> <li>• Adhere to and understand Company Policies as identified within the Staff Handbook</li> <li>• Type, word-process, scan and copy various documents and electronic information</li> </ul>

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<b>Team Environment</b>	<ul style="list-style-type: none"><li>• The Apprentice Assessor is a member of the Operations Department</li><li>• The Apprentice Assessor is a key role in the quality delivery of assessment, reviews and learner experience of an Apprentice</li></ul>
<b>Key challenges</b>	<ul style="list-style-type: none"><li>• Attention to detail in verifying large volumes of paperwork</li><li>• Understanding of wide range of External Bodies' requirements, legislation relating to the delivery of training to young people</li><li>• Internal communication between Departments</li><li>• Time management and tracking of Apprentices on Frameworks</li><li>• Working with young people from a wide range of backgrounds</li><li>• Processing and accurate filing of important documentation</li><li>• Ensuring quality of delivery and high standards in line with Ofsted</li></ul>
<b>Environmental Factors</b>	<ul style="list-style-type: none"><li>• Mainly home and employer based, but sometimes called upon to support in the main centre</li></ul>

**Recommended by:**

**Present occupant:**

Name:

Date appointed:

I have read and understand the responsibilities, performance outcomes and performance indicators described above.

Occupant signature:

Date:

Organisation Chart attached? Yes/No

**Date reviewed:**

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### Person Profile

<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Adequate qualifications in Maths/English/ICT</li><li>• D32, D33, D34 or A1/A2</li><li>• Functional skills qualifications</li><li>• PTLLS</li></ul>
<b>Experience</b>	<b>Essential</b> <ul style="list-style-type: none"><li>• Experience with using Microsoft Office programmes</li><li>• Delivery and understanding of Apprenticeship Standards/Frameworks</li><li>• Occupational experience within the relevant sector</li></ul>
<b>Skills</b>	<b>Essential</b> <ul style="list-style-type: none"><li>• Experience of working as a member of an effective team</li><li>• Experience of successfully achieving deadlines and working without close supervision</li><li>• Experience in using Information and Communication Technologies</li><li>• A professional teaching/training qualification</li></ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"><li>• Enthusiastic and receptive</li><li>• Willingness to receive positive feedback and constructive criticism</li><li>• Ability to assess varied programmes/qualifications to employers on the company premises</li><li>• Ability to act as a role model</li><li>• Ability to provide leadership and motivation to young people</li><li>• Ability to monitor and implement quality systems</li><li>• Ability to deliver relevant aspects of an operational plan and achieve performance targets</li><li>• Ability to successfully consult, influence and undertake delegated tasks</li><li>• Ability to utilise ILT and understand its use as a curriculum tool</li><li>• Ability to demonstrate an understanding of Equal Opportunities and Customer Care and why it is important in employment and in the provision of Apprenticeships</li><li>• Travel to and work in, different sites, centres and employer and/or partner organisations premises</li><li>• Available to work outside normal office hours when required by clients</li></ul>

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### Position Objectives:

Critical success factor	Major responsibilities	Performance outcomes	Performance indicators
Timely and quality delivery of Apprentice Framework components	<ul style="list-style-type: none"> <li>- Undertake assessments and learner reviews in timely manners</li> <li>- All assessments are in line with external Awarding Body requirements</li> <li>Ensuring all learner reviews are SMART</li> <li>- Understand quality systems and CIF requirements</li> <li>- Paperwork meets quality and auditable requirements</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of allocated Apprentices complete their Framework timely</li> <li>- Positive learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Grade 2/Clear or better External and Internal audits</li> <li>- MLP rates for Apprentices above 70%</li> <li>- Monthly volumes submitted of completions that meet IV requirements</li> <li>- Learner evaluations</li> <li>- Feedback from Quality manager</li> </ul>
Accurate and comprehensive completion of Individual Learning Plans	<ul style="list-style-type: none"> <li>- Accurately completing of ILP paperwork in line with quality and auditable processes for which Assessors are responsible</li> <li>- Understanding and interpreting accurately IAs/diagnostics and linkage to support material/ Endorsement of learners where applicable</li> <li>- Updating in a timely manner ILPs following interaction/visits with Apprentices</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate completion and timely updating of learner files</li> <li>- ILPs comprehensively completed in detail and <b>individual</b> to the learner</li> </ul>	<ul style="list-style-type: none"> <li>- Grade 2/Clear or better External and Internal audits</li> <li>- Accurate and individual learner action plans to support endorsement</li> <li>- KPIs recorded and scored by Curriculum Manager</li> </ul>
Understanding and the proactive promotion with learners of Safeguarding/Equality and Diversity/PREVENT/ Health and Safety and PC/knowledge required for QCF qualifications delivered	<ul style="list-style-type: none"> <li>- Understanding the principles of Safeguarding/Health and Safety/ Equality and Diversity in relation to the Apprentice</li> <li>- Actively promoting Safeguarding/Health and Safety/ Equality and Diversity with Apprentices</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence within learner reviews and files</li> </ul>	<ul style="list-style-type: none"> <li>- Observation of learning outcomes</li> <li>- External quality measures</li> </ul>

## **PERSON SPECIFICATION - Apprenticeship Assessor**

**Guidance Notes:** Please detail the Essential and Desirable criteria required for the specific post that is being advertised. This document will form part of the advertisement and recruitment pack to candidates. If an applicant does not meet all the criteria listed as 'Essential' they should not be interviewed.

<b>Specification</b>	<b>Essential</b>	<b>Desirable</b>	<b>Examples Measured by</b>
<p><b>Education and Training</b></p> <p>Formal qualifications and relevant training</p>	<ol style="list-style-type: none"> <li>1. NVQ Level 3 or equivalent</li> <li>2. NVQ Level 4 Teaching/Training qualification (including Assessor and Verifier qualifications)</li> <li>3. GCSE English and Maths (Grade C or above) or equivalent</li> </ol>	<ol style="list-style-type: none"> <li>1. Cert Ed/PGCE (or equivalent)</li> <li>2. Functional Skills qualification</li> <li>3. Basic Skills Teaching qualification</li> <li>4. Supervisory/Management qualification</li> </ol>	<p>Application Form Documentary Evidence References</p>
<p><b>Work Experience</b></p> <p>Ability to undertake duties of the post</p>	<ol style="list-style-type: none"> <li>1. A minimum of 3 years work experience in similar competence based frameworks</li> <li>2. At least 2 years experience of assessment and verification against NVQ/Apprenticeship or similar competence based frameworks/ Standards</li> </ol>	<ol style="list-style-type: none"> <li>1. Supervisory Experience</li> </ol>	<p>Application Form Interview Performance of task / test at interview</p>
<p><b>Skills and Knowledge</b></p> <p>Includes abilities and intellect</p>	<ol style="list-style-type: none"> <li>1. Understanding and experience of current working practices within the occupational area</li> <li>2. Understanding of both the funding allocations and assessment requirements within the apprenticeship framework/Standard</li> <li>3. Match learner skills, knowledge and</li> </ol>	<ol style="list-style-type: none"> <li>1. IT skills</li> <li>2. understanding and experience of current working practices in other occupational areas</li> <li>3. understanding of using E-portfolio</li> </ol>	<p>Application Form Interview Performance of task / test at interview</p>

	<p>aspirations with appropriate qualification</p> <p>4. Identification of organisational needs and the ability to match learners to companies</p>		
<p><b>Personal Qualities</b></p> <p>Includes any specific physical requirements of the post – (subject to the provisions of the DDA Act)</p>	<p>1. Self motivated</p> <p>2. Good interpersonal skills</p> <p>3. Flexible approach to work</p> <p>4. Access to transport</p>		<p>Application Form</p> <p>Interview</p> <p>Performance of task / test at interview</p>
<p>Suitability to work with children, young people and vulnerable adults</p> <p>Issues relating to safeguarding and promoting the welfare of children, young people and vulnerable adults</p>	<p>Motivation to work with children, young people and vulnerable adults</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults</p> <p>Emotional resilience with challenging behaviours</p>		<p>Interview</p> <p>References</p>