

Independent Training Services (ITS) - JOB DESCRIPTION

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| Post Title: | Learning Coach (Health and Social Care) |
| Department: | ITS |
| Reporting to: | Curriculum Lead – Care |
| Grade: | £27,500 – £30,000 |

Summary of the Post

To plan and deliver innovative, engaging and motivational learning sessions to our learners. Which will develop their skills, knowledge and behaviours and support them with their longer-term goals and career aspirations.

Main Duties

- Complete highly effective Initial assessments & deliver robust information and advice to support the individual learner plan and needs.
- Offer continuous advice and guidance supporting the learner with their short and long term progression and employment goals throughout their learner journey.
- Complete outstanding learner and employer inductions across all courses and components of learning throughout the learner and employer journey. This is across classroom based and work based settings.
- Plan outstanding teaching and learning sessions that develop each learner's skills, knowledge and behaviours. This includes developing schemes of work, session plans and learner resources. For apprenticeship provision each apprenticeship requires a scheme of work, individual 1:1 session plans and learning resources for each session.
- For apprenticeship provision, ensure that the 20% off job training is clearly planned and agreed with the employer and learner and progress towards achievement is monitored & clearly recorded.
- Plan for and deliver throughout the learner journey, E&D, Safeguarding, Prevent and British Values content relevant to each learner and employer whether in an individual or group session. This covers classroom based learner and work based learning.
- Develop each learners English and maths skills throughout the learner journey. This includes the delivery of functional skills as and when required or embedding these skills in each session for classroom and distance learning.
- Deliver innovative, engaging and motivating teaching and learning sessions to our learners with the objective to support them to progress through their learner journey and secure sustainable work.
- To complete innovative assessments across the learner journey using technology where appropriate.
- To ensure the marking of work and assessment are completed in a timely manner and that this is then given in both written and verbal developmental feedback to your learners.
- To proactively prepare learners for assessment which includes all End Point Assessment (EPA) requirements, portfolio assessments and online assessments as required by the qualifications and apprenticeship standards/frameworks you deliver across.

- Complete high quality learner progress reviews that cover all aspects of the programme and enhances future progress towards completion of all aims. Progress reviews for apprenticeships must include the learner and employer.
- To keep up to date with all key funding and qualification updates up dates required for all provision including apprenticeships, classroom based learning and End Pont Assessment changes.
- To keep all progress records up to date with work uploaded to all monitoring systems in a timely manner. monitoring systems include paper based records and e-portfolios.
- To deliver a range of core courses to support learners develop Employability and Personal Social Development skills to move them nearer to the local labour market.
- To develop and maintain more than one competencies in two vocational areas within the business curriculum portfolio.
- Complete surveys with learners across the learner and employer journey. These include induction, on programme, exit surveys and employer surveys.
- Collect case studies for learners and employers so that ITS can use for promotional reasons and to evidence the impact of the service provided.
- To keep your line manager regularly updated on course progression and supply information as required to them.
- Attend all required workforce development activities which may include standardisation, monthly CPD, monthly workforce development, English and maths, mandatory training, back to the floor cpd and staff development required to expand the curriculum portfolio at ITS.
- To keep timely and accurate records of the learner journey through the relevant systems, including attendance, engagement and outcomes.
- To ensure that learner evaluative feedback is collected and recorded after each session and reviewed to support continuous improvement.
- To keep abreast of developments within teaching and learning and ensure that you are updating your own CPD to promote a culture of continuous improvement.
- Attend meetings as and when required including 1:1 meetings with management.
- Complete all paperwork in an accurate and timely manner across all provision that you deliver across and be aware of changes to paperwork.
- Generate business leads per month across all funding streams including apprenticeships, classroom based, distance learning, loans and commercial training.
- Contribute to quality improvement plan (QIP) and business planning as and when required suggesting ideas and an ongoing commitment to deliver across the QIP and Business plan.
- Attend marketing events as and when required to promote the curriculum portfolio at ITS

Standard Duties in all ITS Job Descriptions

- Engage in the implementation of ITS quality systems.
- Show a commitment to diversity, equal opportunities and anti-discriminatory practices.
- Show a commitment to ensuring that children and young people learn in a safe environment.
- Participate in relevant and appropriate training and development as required.
- Ensure that all information is secured, used and maintained in line with internal and external standards including ensuring that confidential information is processed in line with the Data Protection Act and ITS policies

- These duties may be amended from time to time by the line manager in consultation with the post holder.

Method of Working

ITS expects all staff to work effectively as part of a team or teams, delivering high quality education and support to staff and learners. As a minimum this requires dealing with people politely and tactfully, communicating with colleagues and students both formally and informally, offering guidance and information in accordance with ITS guidelines, policies and procedures when requested and contributing to the maintenance of the ITS environment. In order to do this staff are expected to make themselves aware of the relevant policies and procedures. All staff are required to maintain confidentiality as required.

Line Management

Where appropriate you may be asked to line manage members of staff who spend most of their time working on the course or courses that you lead. This will usually be either part time teachers, Instructors, Associate Teachers or support staff who are central to the course or courses you are leading. If you are asked to line manage staff, your manager will discuss this with you and ensure you are supported and receive appropriate training.

Public Relations

Considerable importance is attached to the public relations aspect of all work undertaken by ITS staff. It is a prime objective therefore that staff will at all times project to the public the image of ITS as keen to assist wherever possible, and positively promote the work that is carried out across its various services.

PERSON SPECIFICATION – Health and Social Care Learning Coach

| Specification | Essential | Desirable | Examples Measured by |
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| <p>Education and Training</p> <p>Formal qualifications and relevant training</p> | <p>Teaching qualification at level 4 and willingness to work towards level 4</p> <p>TAQA/Assessor qualification at level 3 or willingness to work towards</p> <p>English and Maths at level 2</p> <p>Level 4 or above vocational qualification in Health and Social Care or willing to work towards</p> <p>Evidence of Professional CPD updating</p> | <p>Level 5 teaching qualification</p> <p>IQA qualification</p> <p>Level 3 Vocational qualification in two areas</p> <p>Health and Safety qualification at level 2 or above</p> <p>End Point Assessment (EPA) Qualification</p> | <p>Application Form</p> <p>Documentary Evidence</p> <p>References</p> <p>Interview</p> <p>Performance of task / test at interview</p> |
| <p>Work Experience</p> <p>Ability to undertake duties of the post</p> | <p>3 yrs experience delivering high quality apprenticeship provision in Health and Social Care</p> <p>Experience of delivering level 4 and level 5 apprenticeships in Health and Social Care</p> <p>3 yrs experience delivering high quality classroom room based provision in Health and Social Care</p> <p>Experience of working with learners on a 1:1 basis</p> <p>Experience of working with employers</p> | <p>Experience of provided learner support or mentoring</p> <p>Experience of working across ESF funded projects</p> <p>Experience of Internal Quality Assurance (IQA) cross the learner journey</p> <p>Experience of completing and Point Assessments</p> | |

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| | <p>Developing new provision that meets the needs of learners and employers</p> <p>Experience of preparing learners for assessment e.g. End Point Assessment</p> <p>Experience of working with MIS systems and e-portfolio systems</p> | | |
| <p>Skills and Knowledge</p> <p>Includes abilities and intellect</p> | <p>Comprehensive knowledge of apprenticeship standards and government funding for apprenticeships</p> <p>Good knowledge of qualifications and delivery of qualifications across variety of delivery models</p> <p>Ability to support learners on a 1:1 basis</p> <p>Ability to support and advise employers</p> <p>Ability to identify business opportunities when working with learners and employers</p> <p>Knowledge of key subjects such as prevent, equality and diversity and health and safety.</p> | | |
| <p>Personal Qualities</p> <p>Includes any specific physical requirements of the post – (subject to the provisions of the Equality Act)</p> | <p>Proactive, adaptable, flexible and organised</p> <p>Excellent communication skills and team player</p> <p>Innovative and creative</p> <p>Good work ethic</p> | | |

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| | Committed and motivated to do a good job | | |
| <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> <p>DBS Check</p> |