

## JOB DESCRIPTION

**Job Title:** Apprentice Skills Coach

**Grade:** SG7

**Department:** Faculty of Education, Health and Human Sciences

**Responsible to:** Head of PRSB accreditation and Quality (FEHHS)

**Responsible for:** N/A

**Key Contacts:** Neil Barnes, Head of PRSB accreditation and Quality (FEHHS)  
Kaite Collins, Faculty Operating Officer

**Standard Occupational Classification (SoC code):** N/A

**Non-Contractual Nature of Role Profile:** This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of the University and the requirements of the job.

### PURPOSE OF ROLE

The Apprenticeship Skills Coach role will act as the initial point of contact for apprentices, providing information, advice and guidance, monitoring progress against apprenticeship standards and maintaining strong relationships in this rapidly developing field. Typically, you will support a cohort of learners from induction through to graduation, developing strong relationships and motivating learners to succeed. You will conduct regular reviews with apprentices and their line managers and use a coaching approach to help learners develop and apply Knowledge, Skills and Behaviours in the workplace.

### KEY ACCOUNTABILITIES

#### Team Specific:

#### *Employer (and Apprentice) Engagement*

- To create, develop and maintain positive relationships with employers and encourage and facilitate further partnership with the University where appropriate.
- Become a key point of contact for both the line manager and the apprentice, managing the relationship with key stakeholders within the organisation.
- Work with line managers to plan appropriate work-based development activities for apprentices, and to support the integration of apprentices' academic knowledge within their workplace activity.
- Ensure line managers and apprentices have an accurate view of the programme and its delivery arrangements, and that apprentices are appropriately safeguarded.

- Monitor the apprentice's progress at work, identifying skills gaps and facilitating development opportunities.
- Conduct regular reviews with apprentices and their line managers both in person, in the workplace and on-line or by telephone, building productive relationships with both apprentice and employer and identifying any emerging issues at an early stage, providing support where required.

### **Teaching & Learning Support**

- Review baseline assessments and facilitate the creation of ILP (Individual Learning Plan) to inform target setting for the apprentice.
- Support and guide apprentices on collating work-based evidence of skills and behaviour in liaison with employers.
- Write, design and adapt learning resources/materials and deliver workshops and webinars to support the skills and behaviour development in the workplace and the apprentices' overall performance in the apprenticeship where appropriate.
- Liaise with the Academic staff and central apprenticeship team to ensure high levels of integration between delivery of the academic programme and development of skills and behaviours, attending workshops as required and appropriate.
- Support teaching team as required – this may include co-delivery of sessions around portfolio development and EPA.

### **Service responsibilities**

- Proactively manage a caseload of apprentices providing an effective response to queries from employers and students concerning the programme to ensure excellent levels of student and employer satisfaction, in line with strategic KPIs.
- Use data to benchmark progress and achievement of both apprentices and cohorts of apprentices and identify and act on trends as appropriate.
- Work with programme administration colleagues to ensure that enrolment is effective, programme records are complete and activities compliant with ESFA, EPAO and employer requirements.

### **Generic:**

- Foster and maintain good working relationships with external stakeholders and end-point-assessment organisations.
- Work constructively across teams to improve services and professional practice, based on the Quality Framework and other quality measures
- Share good practice across the team of Apprenticeship Skill Coaches.

### **Managing Self:**

- Maintain and develop own knowledge in order to improve practice and maintain contractual compliance; attend training and development sessions.

- Use judgement and effective communication to determine when to escalate issues to apprenticeship and teaching team.
- Responsible for the prioritising and carryout the workload, working to deadlines.
- To show initiative and judgement in dealing with external companies.
- Adapt and work accurately to the demands of a pressured role. • Ability to adapt to non-planned events and unforeseen circumstances.
- Willingness to work “outside” normal working hours, as required.
- Willingness to travel within the region.

**Core Requirements:**

- Adhere to and promote the University’s policies on Equality, Diversity and Inclusion and Information Security.
- Ensure compliance with Health & Safety and Data Protection Legislation.
- Support and promote the university’s Sustainability policies, including the Carbon Management Plan, and carry out duties in a resource efficient way, recognising the shared responsibility of minimising the university's negative environmental impacts wherever possible.
- Adhere to current legal requirements and best practice relating to digital content and accessibility, including Web Content Accessibility Guidelines when creating digital content.

**Additional requirements:**

- Undertake any other duties as requested by the line manager or appropriate senior manager, commensurate with the grade.
- This is a professional, demanding role within a complex organisation with an ambitious strategic plan and agenda for change. The role holder will be expected to show flexibility in working arrangements, including working hours, to ensure that Faculty delivers the required level of service.

**KEY PERFORMANCE INDICATORS:**

- Apprenticeship achievement rates at or above national rates.
- Increased numbers of quality employers engaging.
- Good Employer and Learner Satisfaction annual survey ratings.
- Green in all aspects of apprenticeship accountability framework.
- Good results in apprentice and employer feedback.

**KEY RELATIONSHIPS (Internal & External):**

- Apprentices.
- Employing Organisation.
- Faculty Staff.
- Professional Services.
- End-point assessment organisations.

## **PERSON SPECIFICATION**

### **EXPERIENCE:**

#### **Essential Criteria**

- Working knowledge of theoretical and applied concepts and principles of work-based learning.
- Up to date evidence of Safeguarding and prevent legislation and requirements.
- Evidence of supporting or assessing learners.
- Design and delivery of online and face to face group support sessions.
- Relevant experience working in a pastoral/coaching/mentoring capacity.
- Knowledge of health and social care programmes and regulatory requirements of relevant PSRB (NMC, HCPC etc).

#### **Desirable Criteria**

- Reporting systems in a skill, FE or HE context.
- E-Portfolio building.
- Understanding of Apprenticeship elements.
- Experience of using VLEs in a work-based learning context.
- Apprenticeship standards, Ofsted or quality improvement frameworks.
- ESFA or similar regulatory/compliance environment.
- Working in an FE skills or a HE educational environment.

### **SKILLS:**

#### **Essential Criteria**

- Evidence an understanding of on and off-the-job progression and how to support apprentices or students on work-based learning programmes to achieve on time.
- Communicate effectively in visual, oral and written format.
- Ensure line managers understand how to support their learners in the workplace.
- Deal with learners in a compassionate, pragmatic, and inspiring manner.
- Use a coaching approach to help learners develop and apply knowledge, skills and behaviours in the workplace.
- Extensive use of Microsoft Office (Excel, PowerPoint and Word as a minimum).

#### **Desirable Criteria**

- Demonstrate the tutoring and coaching skills required.
- Prior experience of working in an apprenticeship context.
- An understanding of what is required to ensure the apprentices builds the evidence required to achieve the End Point Assessment.

**QUALIFICATIONS:****Essential Criteria**

- Educated to degree level or equivalent work experience.
- Level 3 award/certificate in assessment (e.g. D33/A1/CAVA).

**Desirable Criteria**

- Qualification in coaching.
- Teaching qualification. • Qualification in Health Discipline.

**PERSONAL ATTRIBUTES:****Essential Criteria**

- We are looking for people who can help us deliver the [values](#) of the University of Greenwich: Inclusive, Collaborative and Impactful.

**Desirable Criteria**

- Commitment to CPD