

JOB DESCRIPTION

Title of post Trainer/Assessor

Post holder

Responsible to: Curriculum Coordinator

Purpose of the job and its primary objectives

The post holder is responsible for ensuring learners achieve their individual learning plans, are well-supported, and have a positive experience during their training programme. It is expected that high quality delivery will support high achievements and the continuous improvement of our provision.

This job description was formulated in _____ and may be subject to change and amendment during performance appraisal meetings and discussions.

1. Marketing & Public Relations

- 1.1 Develop and maintain excellent customer relationships with service users.
- 1.2 Promote ITS products and services.
- 1.3 Liaise with employers/supervisors when visiting work placements.
- 1.4 Pass business leads on promptly to the office.
- 1.5 Act as a 'buddy' to in-salon assessors based in the partner salons you visit.

2. Teaching and Learning

- 2.1 Induct learners so that they are clear about what is expected of them, the arrangements for visits, how to use My Study Zone and e-portfolio, and who to contact should there be a need to cancel an appointment.
- 2.2 Within operational constraints, visit each learner on a regular basis as determined by the needs of the apprentice/salon.
- 2.3 Plan, deliver and assess learning according to awarding organisation requirements, individual learner journey and the identified needs of learners and their employers.
- 2.4 Issue, explain and mark work, and provide constructive feedback that helps learners to develop and achieve.
- 2.5 Administer online tests according to the procedures prescribed by the awarding organisation.
- 2.6 Liaise with managers/supervisors/in-salon assessors of partner salons to promote integration between the target qualification and the partner salon's own training and development plans.

- 2.7 Assess/mark work against awarding organisation criteria and recording this as per requirements.
- 2.8 Agree SMART targets with learners to provide clear direction, increase learners' motivation and support achievement.
- 2.9 Submit learners' evidence as required for interim and summative internal quality assurance.
- 2.10 For learners who may be at risk of not completing on time, speak with the Curriculum Coordinator and put a Learner Intervention Plan (LIP) in place.
- 2.11 Support learners in taking responsibility for their own development and success.
- 2.12 Ensure learners complete their 'Learning Log' and use this as a tool to help evaluate progress and development needs.
- 2.13 Support learners to develop Functional Skills by embedding English and maths within the vocational curriculum.
- 2.14 Monitor and track each learner's progress against their Individual Learner Journey and take all necessary actions to ensure targets are met.
- 2.15 Complete Visit Logs for each contact with a learner and submit these to the office at the end of each day/week. (This could be in the form of a 'telephone visit' on occasions)
- 2.16 Keep each learner's Individual Learner Journey and other records up-to-date according to the requirements of funding bodies, awarding organisations and ITS.
- 2.17 Process and submit documents that are used to record changes to an Individual Learner Journey.
- 2.18 Carry out the first progress review with learners within the specified time frame of the training start date that is stated on their Individual Learner Journey.
- 2.19 Carry out all other progress reviews according to Individual Learner Journey requirements (at a minimum of every 12 weeks) and ITS procedures.
- 2.20 Step up the frequency of progress reviews, if appropriate, when learners have a LIP in place.
- 2.21 Monitor the health, safety and welfare of learners and the partner salons in which they work as part of the safeguarding of learners.
- 2.22 Talk with employers/managers/supervisors/in-salon assessors so that their assessment of the learner's performance is accurately recorded on the progress review.
- 2.23 Submit copies of Progress Reviews to the office at the end of each day/week.

3. General Duties

- 3.1 Undertake CPD activities, developing occupational expertise and maintaining a CPD Profile.
- 3.2 Contribute to the company's self assessment.
- 3.3 Participate in improvement planning activities.

- 3.4 Contribute to the preparations for external audits and inspections.
- 3.5 Contribute to the management of healthy, safe and secure work environments.
- 3.6 Promote equality of opportunity, diversity and British values.
- 3.7 Safeguard learners by taking positive action should there be reason to believe a learner's health, safety or welfare is under potential threat.
- 3.8 Attend meetings as required.
- 3.9 Participate in the company's performance appraisal process.
- 3.10 Keep abreast of changes and developments within the learning and skills sector.
- 3.11 Submit travel expenses to the office each week.

Please Note

The following are required for this post:

- An Enhanced DBS Disclosure – this will be arranged by ITS
- A broadband internet connection at home
- Use of own car, with business use insurance

Person Specification for Trainer/Assessor

Evidence Key

A =	Application	C =	Certificate
I =	Interview	M =	Micro teach
R =	References	P =	Presentation
T =	Test	Or a combination	

Qualifications

Essential

1. Hairdressing level 3 qualification (A, C)
2. Teaching qualification at level 3 (A, C)
3. Assessor qualification (A, C)
4. GCSE grade C or above in English and maths or equivalent (A, C)

Desirable

5. Internal quality assurance qualification (A, C)
6. Health and safety qualification (A, C)
7. Functional Skills qualification (A, C)

Experience

Essential

6. Competence-based delivery and assessment (A, I)
7. Creating rapport with employers and learners (A, I)
8. Promoting products and services (A, I)
9. Working to tight deadlines and achieving challenging targets (A, I, R)
10. Giving constructive written and verbal feedback
11. Using e-portfolio (A, I)
12. Accessing and using online resources (A, I)
13. Working knowledge of functional skills (A, I)

Desirable

14. Specialist skills such as Barbering, Long Hair, Specialist Colour etc. (A, I)

Skills & Attributes

Essential

18. Committed to equality and diversity and the safeguarding of learners (A, I, R)
19. Computer literate (A, I, T)
20. Personable and professional (I, R)
21. Efficient time management and journey planning (I)
22. Accurate and neat paperwork/records (A, T)
23. Good communicator (I)
24. Flexible and pro-active (I, R)

Desirable

25. n/a