

# Role Profile and Person Specification

## ROLE PROFILE

<b>Role Title:</b>	Higher Education and Standards Coordinator	<b>Leadership level:</b>	<i>To be determined at later phase</i>
<b>Post reference:</b>	WT012/20908	<b>Job family:</b>	<i>To be determined at later phase</i>
<b>Grade:</b>	F	<b>Location:</b>	Ponteland/Home Working
<b>Allowances:</b>	N/A	<b>Politically restricted post:</b>	No
<b>Area command / Department:</b>	WT Learning and Development Department	<b>Vetting level:</b>	RV
<b>Reporting to:</b>	Higher Education and Standards Adviser	<b>Date accepted as a role profile:</b>	TBC
<b>Posts responsible for:</b>	N/A		
<b>Part A – Job Description</b>			
<b>Overall purpose of the role:</b>			
Support and co-ordinate the development and delivery of force Policing and Education Qualifications Framework, providing advice and guidance, programme support and monitor progress and outcomes of PEQF, Higher Education and Apprenticeship development opportunities.			
<b>Key responsibilities of the role:</b>			
<b>1</b>	Provide advice and guidance to participants, line managers and key stakeholders in relation to higher education, accredited learning or apprenticeship opportunities to ensure a high quality learner experience and effective development.		
<b>2</b>	Support the implementation of PEQF products, coordinating actions, providing information to stakeholders and organising appropriate documentation and communication to assist in the effective implementation of programmes.		
<b>3</b>	Co-ordinate quality assurance, inspection and audit activities to ensure all programmes and learning provision meets required standards and inspection criteria.		
<b>4</b>	Consult with stakeholders to support the development of Higher Education and apprenticeship schemes that are aligned to skills gaps, capability improvement and people development priorities.		
<b>5</b>	Co-ordinate bursary funding for higher education and qualifications, facilitating communications, application processes, review panels and feedback for the CoP scheme and force bursary scheme to support access to continuous professional development.		
<b>6</b>	Facilitate the requisition of courses, maintaining all records in relation to applications, sponsorship agreements and university or training provider documentation, liaising with providers to support contract management.		
<b>7</b>	Support participants and their line managers providing advice on appropriate learning programmes, programme enrolment, provision of learning resources and acting as key touchpoint for guidance whilst and reviewing learners progress to support successful completion and progression		

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<b>8</b>	Maintain data within the appropriate systems to register participants onto the relevant schemes, maintain learner records and monitor awarding body registrations, ensuring compliance with programme requirements..
<b>9</b>	Maintain an awareness of Northumbria Police’s performance as an apprenticeship provider against national benchmarks and standards, escalating any concerns or improvements where appropriate.
<b>10</b>	Provide advice and guidance to internal and external partners regarding the compliance of higher education and apprenticeship programmes to support effective practices within their business areas.

## Part B – Scope of contacts

### Internal / External relationships:

#### Internal: Internal:

Stakeholders and candidates across the force

Finance and Procurement

Workforce seeking educational development advice and guidance

#### External:

Training and education providers

Ofsted and EFSA

College of Policing

## Part C – Competencies and Values

### Northumbria competencies and values framework (NCVF)

*Level – tbc*

We are emotionally aware – level 2

We take ownership – level 1

We are collaborative – level 1

We deliver, support and inspire – level 2

We analyse critically – level 2

We are innovative and open minded – level 1

## Part D – Continuous Professional Development (CPD) role 6 months *To be determined*

### First 6 months

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1	Complete all mandatory training and learning for role
2	Continually reflect upon existing practice and sharing learning with peers in order to inform and improve policy, processes and practice
3	
4	
<b>12 months and beyond</b>	
5	Develop and maintain a professional network for supportive relationships
6	Maintain competence in role, including knowledge and understanding of apprenticeships, inspection and quality assurance, legislation, College of Policing Guidance, and best practice.
7	
8	

## Part E - PERSON SPECIFICATION

Criteria	Essential	Desirable	How to be assessed
Qualifications, knowledge and experience	<p>5x GCSEs A-C including Maths and English, or equivalent qualifications.</p> <p>Experience of co-ordinating apprenticeships and development programmes.</p> <p>Experience of co-ordinating quality assurance, inspection or audit activities to ensure programmes meet required standards and inspection criteria.</p>	<p>Teaching experience and qualifications.</p> <p>Previous experience in a policing environment.</p>	Application/interview/ CPD
Planning and organising	<p>Experience of record keeping skills suitable for audit and inspection.</p> <p>Skilled in use of spreadsheets and recording and interpreting data.</p>	<p>Experience of Ofsted inspection.</p> <p>Able to identify and mitigate risk in relation to inspections or quality assurance.</p>	Application/interview/ CPD
Problem solving and initiative	<p>Able to plan ahead; prioritise effectively.</p> <p>Experience of using own initiative to highlight areas</p>	<p>Able to manage the introduction of new business processes or ways</p>	Application/interview/ CPD

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	for improvement with a range of solutions.	of working at team level.	
Management and teamwork	<p>Experience of providing advice and guidance to participants on programmes.</p> <p>The qualities of a team player; the ability to work flexibly and effectively as a member of the Higher Education and Standards team and to make a positive contribution.</p>		Application/interview/CPD
Communicating and influencing	<p>Effective communication skills providing advice and guidance to learners, line managers and stakeholders.</p> <p>Experience of designing communications to support the implementation of new programmes.</p>		Application/interview/CPD
Other skills and behaviours		<p>Skilled in the use of use standard IT packages, systems and/or databases to fulfil role requirements.</p> <p>Skilled in identifying skills gaps and planning programmes to meet identified outcomes.</p>	Application/interview/CPD