



Shaw  
Education  
Trust



# Careers

at Shaw Education Trust



<b>Job Title:</b>	<b>Head of Apprenticeships and Workforce Development</b>
<b>Grade:</b>	<b>10</b>
<b>SCP:</b>	<b>SCP 40– SCP 44</b>
<b>Conditions of Service:</b>	<b>Support Staff Contract</b>
<b>Responsible to:</b>	<b>Chief People Officer</b>

## Job Purpose

The Head of Apprenticeship & Workforce Development will lead the strategic design, delivery, and oversight of the Trust's employer-provider apprenticeship provision. The role ensures high-quality training, compliance with ESFA funding rules, and a strong employer engagement strategy to develop an outstanding workforce across the Trust and beyond.

## Key Responsibilities

### Strategic Leadership:

- Lead the development and implementation of the Trust's Apprenticeship Strategy, ensuring alignment with sector needs and government policy.
- Ensure all apprenticeship programs meet ESFA, Ofsted, and IfATE (Institute for Apprenticeships & Technical Education) requirements.
- Oversee the development of new apprenticeship pathways, working with curriculum leads and industry partners.
- Drive a data-led approach to track apprenticeship success, retention, and progression.

### Quality & Compliance:

- Maintain compliance with ESFA funding regulations, ensuring accurate ILR submissions and reporting.
- Lead on Ofsted preparation and oversee quality assurance processes.
- Develop policies and frameworks for continuous improvement across all apprenticeship delivery.
- Ensure apprentices receive high-quality training and end-point assessment (EPA) success rates remain high.

### Employer Engagement & Growth:

- Build strong relationships with employers, industry bodies, and education providers to expand apprenticeship opportunities.
- Lead a team to develop bespoke workforce development plans for schools and external partners.
- Drive apprentice recruitment and ensure employers are engaged and supported throughout the apprenticeship journey.

### Team Leadership & Development:

- Manage and develop a team including Apprenticeship Tutors, Skills Coaches, and Compliance Officers.
- Provide leadership to ensure all staff deliver high-impact training and support to apprentices.
- Oversee professional development programs for the apprenticeship team.

### Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

#### **Safeguarding**

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

***This job description is not prescriptive, nor necessarily a comprehensive definition of the position.***

***Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.***

## Qualifications and Experience

### Qualifications/Training

- Degree or professional qualification in **Education, Training, or Workforce Development**.
- Experience as an **Ofsted nominee** or leading an Ofsted inspection.
- Understanding of **digital learning platforms and blended learning strategies**.

### Experience / Knowledge / Skills

- Proven experience leading an apprenticeship or workforce development program.
- In-depth knowledge of ESFA funding rules, Ofsted requirements, and IfATE frameworks.
- Experience in curriculum design for apprenticeship standards.
- Strong employer engagement experience, with a proven track record in developing workforce training solutions.
- Excellent leadership and management experience within education or industry training.
- Experience managing funding, budgets, and performance metrics.

### Key Competencies:

- **Strategic Leadership:** Ability to design and implement an apprenticeship strategy that aligns with Trust priorities.
- **Compliance & Quality Assurance:** Deep understanding of ESFA funding and Ofsted expectations.
- **Employer Relationship Management:** Proven experience in engaging employers and industry partners.
- **Data-Driven Decision Making:** Ability to use data insights to improve retention and achievement rates.
- **Team Leadership:** Strong ability to manage and develop staff, ensuring a high-performance culture.

## Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build relationships between yourself and the team, and between team members.</li> <li>• Unify not divide the team, promote a culture of respect.</li> <li>• Manage conflict well and pro-actively.</li> <li>• Embrace and welcome accountability of self, and for team.</li> <li>• Care for the well-being of your team/colleagues.</li> <li>• Support the retention of good staff by creating a positive culture around workforce development and team communities.</li> <li>• Ensure good communication amongst your team and the wider organisation as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective workforce development and training for self and all, including coaching and mentoring.</li> <li>• Spot and nurture talent – in yourself and in others.</li> <li>• Positively engage in development opportunities and aptitude development.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure clear roles and accountabilities for the team are well understood.</li> <li>• Develop and promote mutual accountability between colleagues in the team.</li> <li>• Deploy staff and resources effectively across the team.</li> <li>• Manage the workload of self and team.</li> <li>• Know your team(s)/colleagues well.</li> </ul>
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build trust within your teams and across the Trust.</li> <li>• Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust.</li> <li>• Value compassion</li> <li>• Encourage a can-do approach personally and across your team.</li> <li>• Positively challenge poor behaviour and call it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional credibility to team, peers, and trustees.</li> </ul>

<ul style="list-style-type: none"> <li>• Be highly and consistently visible across the organisation and within your team.</li> <li>• Demonstrate a consistent approach and calmness.</li> </ul>		
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**Motivate and inspire**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Celebrate and acknowledge success of self and others.</li> <li>• Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition.</li> <li>• Demonstrate drive and ambition for self, team and Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation.</li> <li>• Understand and share your ‘why’ – and revisit it regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate a precise and clear vision.</li> <li>• Set the journey ahead which is understood by all.</li> <li>• Evidence sharp goal setting and achievement.</li> <li>• Ensure errors, oversights and mistakes are rare.</li> </ul>

**Reflection**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Demonstrate transparency and integrity within team and across the Trust.</li> <li>• Accept responsibility and be vulnerable, avoid a blame culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to know yourself and engage in self-reflection and learning.</li> <li>• Ask thoughtful questions and seek the truth.</li> <li>• Give and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.</li> </ul>

**Secure accountability by giving tools to succeed by...**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Giving generously with your time.</li> <li>• Ensuring 1:1 meetings are useful and effective in driving improvement.</li> <li>• Providing support and removing barriers to success.</li> <li>• Be true to your word, if you say you will do something, do it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of yourself and others, seek out best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring absolute clarity in terms of expectation and ‘the ask’.</li> <li>• Allocating resources effectively to support KPI delivery.</li> <li>• Be willing and able to have challenging conversations.</li> </ul>

**In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:**

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**SW 04.03.2025**

***Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.***