

Loughborough College Group

Job Description

1. Job Details

Job Title:	Curriculum Head - Construction Apprenticeships
Department:	Construction
Reporting To:	Assistant Principal
Competency Level:	Leadership 1
Hay Grade:	G6
Salary:	£50,602 Per Annum
Date of Job Evaluation:	January 2026
Date:	October 2026

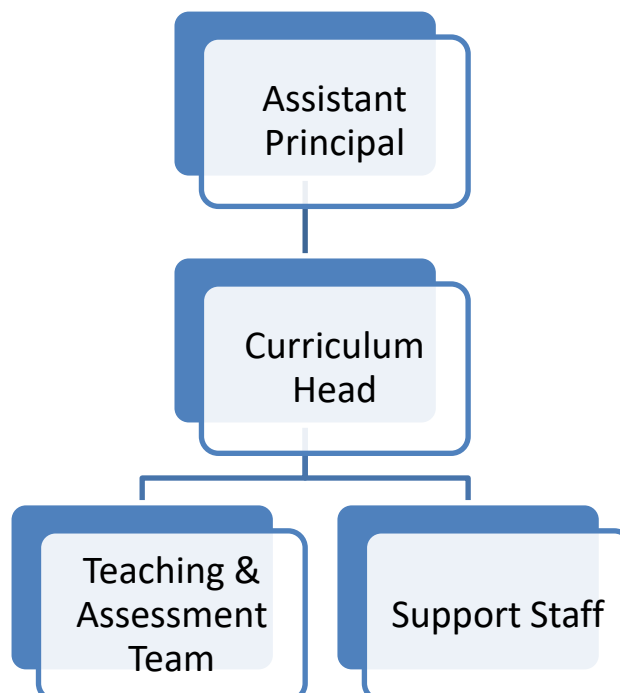
2. Job Purpose

To provide effective management of the curriculum area, ensuring excellence, innovation and sustainability in teaching, learning and assessment, ensuring excellent student success.

3. Dimensions

Not applicable.

4. Organisation chart



5. Diversity and Inclusion

Loughborough College Group is committed to operating with Fairness, Respect, Equality, Diversity, Inclusion and Engagement at the heart of our organisation.

We are all responsible for ensuring that all individuals receive the same opportunities to develop, grow and achieve their full potential, regardless of personal circumstances and individual differences.

Our FREDIE values are relevant to the whole College community and support the way in which we work and interact with each other.



6. Key Responsibilities

Role specific responsibilities

- To provide inspirational leadership for the Apprenticeship Construction curriculum area, driving excellence, innovation and continuous improvement in the delivery of construction apprenticeship standards, teaching, learning, assessment and workplace training.
- To optimise apprentice achievement, retention, progression and timely completion across all construction apprenticeship programmes, ensuring apprentices develop the knowledge, skills, behaviours and occupational competence required by employers and the construction industry.
- To ensure apprentices receive a high-quality, inclusive and engaging learning experience, with appropriate support, enrichment and development opportunities that promote personal growth, professional behaviours, sustained employment and progression within the construction sector.
- To support the Assistant Principal in implementing and monitoring improvement strategies relating to the quality of apprenticeship provision, teaching, learning and assessment, employer satisfaction, apprentice progress, achievement and overall departmental performance.

- To contribute to the development and delivery of a strategic curriculum and resourcing plan for Apprenticeship Construction, ensuring provision reflects local and national construction skills needs, employer demand, industry developments and relevant economic priorities.
- To develop and maintain effective partnerships with construction employers, industry bodies, awarding organisations, End-Point Assessment Organisations and other stakeholders, ensuring the curriculum remains relevant, responsive to industry requirements and aligned with current construction practices, technologies and occupational standards.
- To identify and develop opportunities to expand apprenticeship provision, secure new employer partnerships, increase apprentice recruitment, maximise income and diversify delivery models in response to construction industry demand and emerging skills priorities.
- To ensure the effective implementation, monitoring and review of apprenticeship standards and programmes, including the quality of initial assessment, induction, training plans, off-the-job training, progress reviews, English and mathematics where applicable, workplace learning and preparation for End-Point Assessment.
- To ensure robust arrangements are in place for monitoring apprentice progress and engagement, including effective collaboration between employers, tutors, assessors and skills coaches, with timely intervention and support for apprentices at risk of underachievement, withdrawal or delayed completion.
- To lead the timely and robust completion of departmental self-assessment and quality improvement planning in accordance with Group requirements and relevant Ofsted frameworks, ensuring that improvement actions are clearly defined, effectively monitored and demonstrably improve the quality of apprenticeship provision.
- To establish clear, stretching and measurable targets for recruitment, retention, achievement, timely completion, End-Point Assessment outcomes, employer satisfaction and financial performance, ensuring that performance is regularly reviewed and effectively managed within a culture of accountability and continuous improvement.
- To monitor and report Apprenticeship Construction performance to the Director of Campus using accurate management information, quality indicators, employer feedback and apprentice progress data, ensuring timely and appropriate action is taken to improve standards, address underperformance and secure positive outcomes.
- To effectively manage delegated budgets, staffing, workshop facilities, tools, equipment, materials and other resources, ensuring value for money, effective utilisation and compliance with Group financial, procurement and resource management policies.
- To ensure construction training facilities, workshops and practical learning environments are safe, well maintained, appropriately equipped and reflective of current industry standards, providing apprentices with opportunities to develop practical skills and occupational competence in realistic working environments.
- To ensure apprenticeship provision complies with relevant apprenticeship funding rules, contractual requirements, apprenticeship standards, awarding organisation requirements, assessment arrangements and Group policies and procedures, maintaining accurate records and appropriate evidence to support audit, inspection and quality assurance activities.
- To lead and manage change and curriculum development effectively, ensuring that new apprenticeship standards, changes to industry requirements, emerging construction technologies and developments in sustainable construction are incorporated into programme delivery where appropriate.

- To act as an engaging and supportive manager, providing clear direction, setting high expectations and fostering a culture of collaboration, professional accountability, innovation and continuous improvement across the Apprenticeship Construction team.
- To ensure that curriculum colleagues, including tutors, assessors and skills coaches, receive appropriate professional development, maintain relevant occupational competence and industry knowledge, and undertake suitable industry engagement to ensure their practice reflects current construction methods, technologies, legislation and standards.
- To identify, nurture and develop talent within the Apprenticeship Construction team, supporting succession planning, effective workforce development and the achievement of departmental objectives in line with the College's wider staffing strategy.
- To lead by example and ensure that personal conduct and departmental practices consistently reflect the College's mission, values, professional standards and commitment to equality, diversity, inclusion and high-quality apprenticeship provision.
- To promote and maintain the highest standards of health, safety and welfare across all construction apprenticeship activities, ensuring compliance with the Group's Health and Safety Policy, relevant construction health and safety legislation, risk assessments, safe systems of work and appropriate personal protective equipment requirements.
- To ensure effective risk management across the Apprenticeship Construction curriculum area, including risks relating to workshop activities, work-based learning, employer placements, apprentice welfare, safeguarding, compliance, staffing and financial performance, escalating significant risks to the appropriate senior leader in accordance with Group policy.
- To ensure effective safeguarding, learner support and Prevent arrangements are embedded within apprenticeship delivery, working collaboratively with employers and relevant College teams to promote apprentice welfare, identify concerns and ensure appropriate action is taken.
- To promote a positive culture of security, discipline, professional conduct and personal responsibility across the Apprenticeship Construction Department, setting clear expectations for apprentices and colleagues and ensuring that behaviour reflects the standards required within the College and the construction industry.
- To act as Duty Head as required, contributing to the effective leadership, management and operation of the College.
- To undertake relevant training and act as a First Aider for the organisation as required.
- Undertake such other duties and responsibilities as appropriate and commensurate within the nature of the duties and responsibilities of the post as deemed necessary by Senior Managers within the context of the Loughborough College Group contract.

Core Responsibilities

- To promote the College's vision, mission and strategic objectives and to promote the values and behaviours which underpin them at all times.
- To act as an ambassador for the college in dealings with all external agencies (other colleges, funding bodies, suppliers, learners, parents and employers) and to maintain the highest standards of professional conduct.
- To promote Loughborough College Group and its subsidiaries as the first-choice destination for learners, employers and staff alike.
- To proactively promote equality of opportunity in all aspects of the work role and to assist in the leadership and management of compliance to the agreed Health & Safety policy and practice.
- To promote a positive approach to security and discipline within the College community.

7. Key Result Areas

Action	Result
Provide strategic and inspirational leadership.	Teaching, learning and assessment are consistently excellent, innovative and sustainable.
Drive learner achievement and progression.	Learners experience high-quality enrichment and achieve strong, sustained progression into employment or further/higher education.
Implement and monitor quality improvement strategies.	Standards rise, outcomes improve, and provision meets internal and external regulatory expectations.
Lead and develop staff.	Motivation, engagement, professional development and talent pipelines are strengthened, improving organisational performance.

8. Key Working Relationships and Communications

Internal: Head, Assistant Principals, Curriculum Heads, Programme Area Leaders, curriculum staff, administration staff, support services staff.

External: Third party organisations, agencies, awarding organisations.

9. Scope for Impact

Not Applicable

10. Competency Profile

The following profile is a description of the required competencies of the role:

Working with Excellent People Inspires people to reach great heights of performance and success through leadership considering the FREDIE values. Builds and leads effective teams; leverages strengths; promotes and enables effective cross departmental working. Communicates with impact and sophistication; adapts style and uses varied media to meet different audience needs.	Responsiveness Supports change and supports colleagues in adapting to change. Motivates a team to come up with ideas for improvement and supports implementation. Keeps informed of College priorities and direction and works in this direction. Creates an effective structure for problem solving in team; develops problem solving capability in team. Makes well-judged decisions where there is difficulty or ambiguity; develops decision making capability in team. Manages people and projects effectively and consistently delivers high quality, on time and to budget.
Ensuring Financial Sustainability Justifies expenditure; gets best value for money; contributes to budgeting process. Demonstrates commercial awareness in own work; uses basic business metrics to ensure this.	Self-Awareness Maintains a healthy and safe environment for College people and visitors. Swiftly implements changes to keep up with legislation and best practice. Promotes and ensures diversity, equality and inclusion in own team; team works within relevant laws. Understands self and others; communicates with sensitivity; handles difficult people and events effectively.
Delivering Excellent Quality Team or department delivers creative and personalised customer service which shows continuous improvement. Credibly represents the College by demonstrating a superior knowledge of subject area - current and related topics. Supports and encourages continuous learning and development of team. Coaches and mentors. Knows how to handle, store, disseminate and share digital information and data in a responsible and ethical way.	

11. Knowledge, Skills and Experience (Person Specification)

QUALIFICATIONS		ESSENTIAL	DESIRABLE	HOW ASSESSED
1.	Possess a degree in a relevant sector or equivalent or willingness to work towards (Level 6)		•	Certificates
2.	Possess a Level 3 qualification in a relevant apprenticeship sector		•	Certificates
3.	Possess a Level 5 Leadership and Management Qualification or be willing to work towards this	•		Application/ Certificates
4.	Possess qualifications in Maths and English Levels 4-9 (GCSE Grades A-C) or equivalent	•		Application/ Certificates
EXPERIENCE				
5.	Proven experience of line managing staff in an educational setting	•		Application
6.	Recent experience in the relevant sector	•		Application/ Interview
7.	Experience of using KPI monitoring systems to help drive improvements	•		Interview
8.	Proven record of improving TLA within a curriculum area		•	Interview
9.	Have experience of working within a challenging environment to lead a team in delivering excellent customer service	•		Interview
10.	Experience of providing operational and curriculum planning across FE (this could include study programme, apprenticeships or adult/distance learning) and the HE sector to meet targets	•		Application/ Interview
11.	Understanding of High Needs, ALS and inclusion provision, alongside local authority responsibilities	•		Interview
SKILLS & KNOWLEDGE				
12.	Have excellent organisation skills and be able to demonstrate an ability to prioritise workloads and meet tight deadlines	•		Interview
13.	Ability to communicate effectively with internal and external stakeholders	•		Interview
14.	Up to date knowledge of the sector	•		Interview
15.	Possess good IT skills	•		Interview
16.	Demonstrate your understanding of diversity and inclusion	•		Application/ Interview
BEHAVIOURS				
17.	Good interpersonal skills, networking, advocacy, oral, written presentation and communication skills that are persuasive, influential and adaptable to the situation	•		Interview
18.	Commitment to quality and excellence through evidence of continuing professional development	•		Interview
19.	Ability to work collaboratively with a range and level of people	•		Interview

20.	Ability to work unsupervised and handle emergencies in a quiet, competent manner	•		Interview
21.	Strong organisational skills with the ability to motivate and inspire high performance of self and others	•		Interview
22.	Demonstrate organisational and planning skills which have led to consistent successful outcomes	•		Interview
23.	Promote the College's equal opportunities policy and practices	•		Interview
24.	Ensure the safeguarding of students	•		Interview

Notes

1. A satisfactory Enhanced Disclosure & Barring Service check is required for this post. Loughborough College Group is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
2. As part of this role, you are expected to undertake reasonable additional duties such as Exam Invigilation, Welcoming Students and Staff onto campus, supporting with open days and promoting a safe environment across the college. This is expected of you in the post mentioned above and all other posts with the college group.
3. This job description and person specification was prepared in October 2026 and may be amended in light of changing circumstances following discussion with the post holder.

12. Job Description Agreement

Job Holder Signature		Date	
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