Defence Curriculum Technical Expert (Advanced Manufacturing / Digital / Robotics UAS) Role Description

About the Role

The Defence Curriculum Technical Expert (DCTE) provides the specialised, front-line technical expertise required to achieve the college's five core objectives and act as the curriculum lead for the Defence Technical Education Centre (DTEC) project.

Specialising in one of three priority areas—Advanced Manufacturing, Digital, or Robotics (UAS)—the post-holder will design and implement employer-responsive technical provision across 16–18 Education Programmes for Young People (EPYP), Adult Learning, Higher-Level Skills, Commercial Provision, and Apprenticeships.

Working alongside the Defence Account Manager, Group curriculum leads, and quality teams, the DCTE drives sector-leading standards in teaching, assessment, quality assurance (IQA/EQA), and compliance. A central focus of the role is upskilling delivery staff and partner institutions through specialist CPD, train-the-trainer programmes, performance development reviews (PDRs), and structured coaching. Under a hub-and-spoke model, the DCTE disseminates technical innovations across partner networks, engages industry stakeholders to secure investment and equipment, and establishes clear, industry-recognised progression pathways into Defence careers or higher education.

This position is ideally suited to an experienced, high-performing subject expert with a strong background in curriculum design, quality management, and delivering higher-level technical skills (Level 4 and above). Applicants may draw their experience from higher/further education or from an internal industry training and L&D department, bringing a proven commitment to raising standards through collaborative leadership, accountability, and coaching.

Role Objectives

- **Objective 1: Curriculum Strategy & Employer Responsiveness:** Drive curriculum intent and coherence across 16–18 (EPYP), Adult, Higher Level Skills, Commercial, and Apprenticeship provision. Ensure technical training continuously adapts to local, regional, and national Defence sector demands to facilitate learner progression into skilled employment or higher training.
- **Objective 2: Quality of Teaching & Staff Development:** Elevate professional teaching standards across the Group and partner skills providers. Lead train-the-trainer sessions, deliver specialist CPD, and provide structured mentoring/coaching.
- **Objectives 3, 4 & 5: Employer Engagement, Hub-and-Spoke Dissemination & Pathways:** Participate in sector working groups alongside Defence stakeholders and skills partners, forming crucial employer ecosystems. Disseminate technical innovations across spoke providers under the hub-and-spoke model, leverage industry confidence and investment, and establish clear, industry-recognised skills pipelines & curriculum pathways into Defence careers.

Main Duties

- Supply Chain Integration: Bridge technical capability gaps between the Ministry of Defence (MoD), prime contractors, Tier 1 and 2 suppliers, spoke providers, and regional SMEs to future-proof workforce capabilities.
- Employer Co-Design & Pilot Testing: Partner alongside the Defence Account Manager to establish strategic industry relationships, co-designing bespoke, employer-led training packages and overseeing their pilot testing, review, and refinement prior to full deployment.
- Technical Standards & Benchmarking: Establish, embed, and enforce a unified DTEC Technical Standard for all Defence-related skills delivery—spanning Advanced Manufacturing, Digital, and Robotics (UAS)—ensuring consistent, high-fidelity provision across the main College hub, regional spoke providers, and external training partners.
- Curriculum QA & SAR Leadership: Lead the dedicated Self-Assessment Review (SAR) processes for all DTEC priority curricula, capturing structured feedback from MoD stakeholders, Defence prime contractors, regional SMEs, and learners to construct targeted Quality Improvement Plans (QIPs) that maintain sector-leading standards across the project.
- Accreditation & DTEC Framework Compliance: Guarantee academic rigour, transparency, and regulatory compliance for all DTEC-developed courses, micro-credentials, and accredited pathways; oversee Internal Quality Assurance (IQA) and moderation frameworks, prepare formal accreditation submissions, and liaise with awarding bodies to secure and maintain official validation for the project's curricula.
- Coaching & Capability Building: Deliver tailored induction, technical mentoring, and structured coaching to teaching, assessing, and laboratory staff delivering DTEC specialisations (Advanced Manufacturing, Digital, and Robotics/UAS)—building institutional confidence and upskilling delivery teams to teach DTEC-developed content effectively.
- Network CPD & Train-the-Trainer Dissemination: Architect, design, and lead the delivery of specialist, industry-standard Continuing Professional Development (CPD) and train-the-trainer programmes across regional spoke providers and network delivery partners, ensuring widespread, high-quality adoption of DTEC project curricula.
- Technology Horizon Scanning: Conduct continuous horizon scanning across emerging industry technologies to pioneer, architect, and evaluate modern, forward-looking curriculum packages, schemes of work, and assessment strategies.
- Qualification Mapping: Map existing qualifications against sector needs to rapidly engineer agile, modular, and bespoke learning solutions tailored to specific employer requirements.
- Sustainable Curriculum Growth: Lead strategic curriculum initiatives to evolve and shape the college's offer, ensuring alignment with local, regional, and national Defence priorities.
- Workload & Strategic Alignment: Manage and prioritise personal workload efficiently to drive key organizational objectives and strategic milestones.
- Safeguarding & Regulatory Culture: Embed a proactive culture of safeguarding, Prevent Duty compliance, and student welfare across all technical learning environments in line with external regulatory standards.

Challenges

DTEC Brand & Technical Authority: Serve as an authoritative Subject Matter Expert and strategic ambassador for the DTEC project, projecting high technical credibility across Ministry of Defence (MoD), Prime Contractor, and Defence supply chain forums to elevate the sector standing of RNN Group and its partner network.

Inclusive Curriculum Leadership & Mentorship: Act as a resilient, constructive role model for delivery teams and learners, architecting inclusive, accessible DTEC learning pathways that accommodate diverse learner needs, support social mobility, and lower barriers to entry into high-tech Defence careers.

Agile Curriculum & Capability Adaptation: Proactively pivot and re-engineer DTEC training packages, micro-credentials, and learning frameworks in response to fast-evolving Awarding Body standards, MoD capability roadmaps, and urgent Defence supply chain skills shortages.

Your role in the Department

- Your line manager will be an assigned Curriculum Manager with separate reporting to the Group's DTEC Defence Lead. You will regularly report on your objectives on a range of KPI's including (but not limited to) student recruitment, retention, anticipated achievement, quality of curriculum, teaching and training, incremental progress, skills development, attendance and punctuality.
- You will liaise with all staff that teach and support in your area of technical expertise, monitoring performance indicators.
- You will provide day to day guidance and support to Lecturers, assessors & associated teaching and support staff in your teams through, regular team meetings and PDR process.
- You will be part of a Curriculum and Department team and will work with other teaching staff to develop and share good practice in the curriculum areas, which will include cross-campus.
- You may be required to participate in cross college teams or working groups on key projects.

Our Vision and Values

You will work with us to achieve our organisational vision of 'Leading innovation and skills in our communities'.

You will embed and live our values in all that you do:
We are inclusive

- We put students and staff at the heart of everything we do
- We work to overcome social injustice
- We treat everyone fairly and celebrate our differences
- We create an environment that is supportive and accessible for all

We have integrity

- We conduct ourselves professionally at all times
- We demand honesty and trust from all people that work with us
- We listen
- We respect and value all individuals

We are One Team

- We empower our staff
- We are one team committed to going the extra mile
- We are accountable for our actions
- We have fun and enjoy being at work

We deliver

- We are passionate about delivering excellent quality & service
- We are innovative and bold
- We deliver through working together
- We build resilience and overcome challenges

Commitment to Data Protection

The RNN Group takes data protection seriously and has a statutory and moral duty to ensure the security of the personal data collected by the Group, the post holder will be expected to have a knowledge of keeping personal data safe including:

- Ensuring compliance with the data protection policy
- Ensuring compliance with the subject access request policy
- Reporting any data breaches or data security concerns to the Data Protection team

Commitment to Safeguarding and Equality and Diversity

RNN Group places the safety and wellbeing of students and staff at the forefront of all its operations and is committed to creating and maintaining an environment that promotes effective safeguarding practice.

RNN Group has a statutory and moral duty to ensure that the business functions with a view to safeguarding and promoting the welfare of children, vulnerable adults and young people studying.

The post holder will therefore be required to commit to the Safeguarding for all policy and will have a shared responsibility to promote a safe environment for children, vulnerable adults and young people learning within any of the business sites.

All posts are subject to a Disclosure and Barring Service check.

We would expect the post holder to be responsible for the Safeguarding of learners within their area and across the organisation including:

- Ensuring compliance with procedures for the protection of children and vulnerable adults
- Making certain of compliance with any guidance on Safe working Practice
- Being alert to any indication or allegation of abuse and take appropriate action under the appropriate procedures

RNN Group is very proud to be viewed as being an Inclusive College. We have Investors in Diversity recognition for the work we have undertaken. We actively work to advance Equality, Diversity and Inclusion to eliminate any form of discrimination in line with our College Mission, Values, Culture, Policies and Procedures and in compliance with The Single Equality Act 2010. You will also be committed to a policy of equal opportunity of treatment to all students, staff, clients, and members of the public, regardless of any protected characteristics. We are proud to be part of the Disability Confidence Scheme.

Requirement for flexibility and updating of the role description

You will be required to carry out duties as maybe commensurate with the post which do not change the character or purpose of the post which are necessary to maintain high quality standards of business practice.

Your role may require weekend and evening duties and work, in addition the role at times may require off campus delivery.

Duties must be carried out in strict compliance with all policies including, but not limited to; equality and diversity, health and safety and quality assurance.

Terms and Conditions –Academic Staff

The terms and conditions for the role are as follows:

Salary: Spine Point 35 (£41,165)
Pension: Automatic enrolment to the Teachers Pensions Scheme.
Holidays: 35 days per annum plus bank holidays

Defence Curriculum Technical Expert
Role Specification

AF-Application Form I–Interview R–Reference CQ–Certificate of Qualification

Personal Skills Characteristics	Essential	Desirable	Method of assessment	Shortlisting Criteria
1. Experience				
• Experience of external stakeholder engagement and partnership working e.g. employer co-design in area of expertise.	✓		AF,I,R	✓
• Experience of delivering high-quality teaching, learning and assessment in Further Education, Adult, Apprenticeship or related provision.	✓		AF,I,R	✓
• Experience of consistently delivering strong learner outcomes (achievement, retention, progression).	✓		AI,R	✓
• Experience of leading or coordinating a course, pathway or curriculum area.	✓		AF,I	✓
• Experience of curriculum planning, schemes of work and assessment strategies, monitoring learner progress, attendance and performance data.	✓		AF,I	✓
• Working as part of a team leading to successful achievements	✓		AF,I	
• Experience of standardisation and moderation processes with Involvement in IQA activities and preparing for EQA or awarding body visits. Conducting work scrutiny, learning walks or peer reviews.	✓		I	✓
• Experience of developing and implementing quality improvement actions.	✓		I	
• Experience of leading or supervising staff and teams (formal or informal), conducting appraisals/PDRs or contributing to performance reviews, supporting underperformance and implementing improvement plans.		✓	AF,I	
• Experience of analysing attendance, retention and achievement data and using performance data to implement timely interventions.	✓		I	
• Driving improvements in FE and/or support provision successfully	✓		AF,I	✓
• Experience of operating n a cross organisational role		✓	AF,I	
2. Qualifications				
• Level 4 equivalent training (or a higher) in area of sector expertise.		✓	AF,CQ	✓
• Recognised teaching qualification (PGCE, Cert Ed, or equivalent)	✓		AF,CQ	✓
• Appropriate level professional qualification in relevant subject specialism	✓		AF,CQ	✓
• Level 2 Literacy and Numeracy (or equivalent)	✓		AF,CQ	✓
• An assessment qualification (A1 or TAQA or equivalent) or willingness to work towards		✓	AF,CQ	✓
• Hold or be willing to undertake a First Aid qualification		✓	AF,CQ	

Personal Skills Characteristics	Essential	Desirable	Method of assessment	Shortlisting Criteria
• Evidence of continued professional development relevant to the role	✓		AF,I	
3. Practical and Intellectual Skills / Knowledge / Abilities				
• Confident in external stakeholder engagement – ability to translate sector / curriculum expertise into an accessible manner for external partners	✓		AF,I	
• Be able to co-ordinate and lead on curriculum design and delivery	✓		AF,I	
• Excellent classroom management and teaching and training strategies	✓		I	
• Strong commitment to inclusivity, student well-being, and positive mental health approaches	✓		I	
• Understanding of FE Provision (TLA and Quality Assurance Frameworks)	✓		I	
• Understanding of the range of activities expected from teaching staff in FE Colleges	✓		AF,I,R	✓
• Able to deliver to students of all levels and abilities, and to use flexible and innovative methods of delivery as required	✓		AF,I	✓
• Be able to transfer practical experience into useful learning activities	✓		I	
• Able to develop effective links with industry/commerce and promote a positive image of the College.	✓		AF,I	
• Understanding of youth work, coaching, or mentoring approaches		✓	AF, I,R	
• Knowledge of local services offer		✓	I	
• Knowledge of Education Health and Care Plan processes		✓	I	
• Knowledge of a range of health, learning difficulty and disabilities	✓		AF,I	
• Knowledge of admissions and high-risk processes		✓	I	
4. Disposition / Attitude				
• Highly adaptive to external requirements.	✓		I	
• A proven track record in applying innovative approaches to curriculum design and delivery.	✓		I	
• To want to work in a challenging environment with students who have complex and additional support needs	✓		I	
• To be prepared to give all students a second chance and a fresh start each day	✓		I	
• Confident in embedding functional skills (maths, English, and digital literacy) into curriculum	✓		I	
• Pleasant and helpful approach at all times	✓		I,R	
• Work in a professional and confidential manner with a high degree of integrity and flexibility.	✓		I,R	
• A commitment to safeguarding and promoting the welfare of children and young people receiving education and training	✓		I,R	

Personal Skills Characteristics	Essential	Desirable	Method of assessment	Shortlisting Criteria
• Able to work with and respect, personal or sensitive information and treat this data in confidence and accordance with the RNN Group Data Protection policy	✓		I,R	
• Committed to a policy of equality which is relevant to all students, staff, clients and members of the public, regardless of race, creed, colour, ethnic origin, nationality, gender, sexual orientation, age and disability	✓		I,R	
5. Training				
• Willing to undertake any training connected with the post and update own CPD	✓		I	
6. Physical Make-up				
• Good sickness/attendance record in current/previous employment, college or school as appropriate, (not including absences resulting from disability)	✓		R	