



City Skills



**Assessor Coach
Knowledge Skills
and Behaviours**

The AC apprenticeship requires the development of the following professional behaviours, knowledge and skills:

Professional Behaviours.

The Assessor-Coach will:

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| <p>a. Inspire, motivate and raise learners' aspirations through their passion for the sector</p> <p>b. Operate at all times to ethical and legal standards and within professional boundaries</p> <p style="padding-left: 20px;">Model and encourage mutual</p> <p>c. respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies</p> | <p>d. Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control</p> <p>e. Value the importance of maths, English and ICT skills in the learners' future economic and social well-being</p> <p>f. Evaluate and improve their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training Sector</p> |
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Professional Skills.

The Assessor-Coach will be able to:

Plan coaching and assessment

- S1 Facilitate access to relevant, current information advice and guidance (IAG)
- S2 Apply or reference relevant initial and diagnostic assessment
- S3 Agree on a programme of development and assessment, setting realistic but challenging goals that meet learners' and employers' needs
- S4 Liaise with employers, colleagues and others to support learners' development

Delivering Coaching Support

- S5 Anticipate and overcome barriers to progress and inspire achievement, ensuring that learning is inclusive and supports diversity
- S6 Highlight learners' mathematics and English needs, and signposts to appropriate support
- S7 Give timely feedback on progress towards mastery of relevant skills and knowledge
- S8 Provide access to pastoral support and guidance
- S9 Promote the safe and effective use of digital and mobile technologies to support learners and the Assessor-Coach role
- S10 Agree and record targets and progress, complying with quality, confidentiality and data protection requirements

Assess learners

- S11 Use effective listening, assertiveness and questioning to support learners' to engage with their learning plans and with assessment criteria and processes
- S12 Comply with awarding organisation requirements and local quality and safety guidelines

Support Quality Improvement

- S13 Support peer review and quality assurance procedures
- S14 Report concerns about quality and safeguarding through appropriate channels
- S15 Maintain the currency of their own knowledge and skills, with reference to workplace practice and feedback from others

Professional Knowledge.

The Assessor-Coach will understand

Plan coaching and assessment

- K1 Sources of and how to access up-to-date and valid IAG
- K2 Relevant forms of assessment to identify individual needs
- K3 How to agree individual programmes that inspire and challenge learners to achieve current work-related knowledge and skills
- K4 Additional support for learners available through workplace and provider- based colleagues

Effective coaching practice

- K5 Strategies for inspiring learners, increasing their resilience in overcoming barriers and obstacles, and in raising concerns
- K6 Maths and English underpinning vocational skills and how to access additional support
- K7 Effective practice in giving feedback to guide progress and achievement
- K8 Ways of supporting the learner's well-being
- K9 Current and emerging technologies that could safely and effectively support learner autonomy and the Assessor-Coach role
- K10 Administrative procedures for recording, storing and sharing information that is legally compliant

Effective vocational assessment

- K11 The effective use of active listening, assertiveness and questioning skills to support retention, progress and achievement
- K12 The quality and safety requirements of assessment and procedures for reporting concerns

Ways to support quality improvement

- K13 Internal and External quality procedures and the role of peer review
- K14 Organisational and legislative requirements for reporting concerns about quality and safeguarding
- K15 How to maintain occupational currency and ways to improve coaching and professional practice



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