The Lincoln College Group

LINCOLN COLLEGE GROUP

JOB DESCRIPTION

JOB TITLE & NUMBER

LC1428P: Learning and Teaching Advanced Practitioner for Apprenticeships

SALARY	GRADE	HOURS
£44,455 per annum	Lecturer Scale – 1-6	37

REPORTING TO

Curriculum Lead Health and Social Care Apprenticeships

DEPARTMENT

Apprenticeships

LOCATION

Lincoln

BE READY...

disability confident EMPLOYER | MINDFUL EMPLOYER | Happy to talk Flexible Working | EMPLOYER RECOGNITION SCHEME GOLD AWARD | GOLD AWARD WINNER 2025 | AoC Mental Health Charter | You Matter

Job Purpose:

The Learning and Teaching Advanced Practitioner (LTAP) for Apprenticeships will champion and embed excellence in apprenticeship learning, teaching and assessment across Lincoln College Group, ensuring that apprentices receive a high-quality, ambitious and occupationally relevant learning experience that enables them to develop the knowledge, skills and behaviours required to succeed in their chosen careers and progress within employment.

The role will operate through a hybrid 60:40 model, comprising 60% direct apprenticeship teaching, learning and assessment, primarily within the Level 5 Learning and Skills Teacher Apprenticeship, with flexibility to support new and evolving apprenticeship provision aligned to organisational and sector needs and 40% Advanced Practitioner activity. This approach will ensure that the postholder remains an active and credible practitioner, maintaining direct responsibility for apprentice learning, progress and outcomes while using their expertise and experience to improve practice across the wider apprenticeship provision, contributing to the Colleges quality improvement cycle.

The postholder will demonstrate strong digital capability and champion the effective use of Microsoft 365, Artificial Intelligence (AI) and other digital technologies to enhance apprenticeship teaching, assessment, learner engagement, progress tracking, reporting and continuous improvement.

PRINCIPAL DUTIES AND RESPONSIBILITIES:

1. Provide high-quality apprenticeship teaching, learning and assessment, promoting consistently high expectations and an ambitious culture that improves apprentice knowledge, skills, behavior's, progress and achievement.

2. Act as an Advanced Practitioner for apprenticeship pedagogy, modelling and promoting evidence informed approaches to teaching, training and assessment that recognise the distinctive nature of workplace learning providing real impact on improving apprentice engagement, progress and achievement.

3. Support apprenticeship lecturers and instructor/assessors to plan and deliver high-quality apprenticeship curricula, ensuring the sequencing and integration of off-the-job learning enables apprentices to progressively develop and apply occupational knowledge, skills and behavior's.

4. Lead the development of adaptive and inclusive apprenticeship teaching, supporting delivery teams to respond effectively to apprentices' starting points, prior learning, individual needs and additional barriers, including the effective use additional learning support and digital learning technologies.

5. Provide specialist advice, guidance and coaching to apprenticeship delivery staff, strengthening pedagogical practice, curriculum delivery, assessment, feedback and the effective integration of workplace learning.

6. Design, deliver and evaluate apprenticeship focused staff development, coaching and communities of practice, using evidence informed approaches to improve the confidence, capability and professional practice of lecturers and instructor/assessors.

7. Model exemplary apprenticeship practice through a 60% direct teaching, learning and assessment commitment, primarily delivering the Level 5 Learning and Skills Teacher Apprenticeship, using the role to demonstrate high-quality pedagogy and exemplary apprenticeship practice.

8. Model the sharing, development and implementation of innovative apprenticeship practice, working collaboratively with apprenticeship curriculum leads, curriculum teams, employers and support services to improve the quality and consistency of the apprentice experience.

9. Champion the effective use of digital technologies and Artificial Intelligence within apprenticeship delivery, including Microsoft 365 and appropriate digital platforms, to enhance learning, teaching and assessment, apprentice engagement, progress monitoring and staff productivity.

10. Contribute to apprenticeship quality improvement activity, including learning walks, observations, deep dives, thematic reviews, apprenticeship standard level reviews, self-assessment and quality improvement planning, translating findings into targeted support and measurable improvements in practice.

11. Undertake apprentice and curriculum focused reviews and case studies, using apprentice, employer and staff feedback alongside performance evidence to identify barriers to learning and opportunities to strengthen curriculum design, teaching and the overall apprenticeship experience.

12. Evaluate and demonstrate the impact of Advanced Practitioner activity, providing evidence-based reports and recommendations to senior leaders on improvements in teaching practice, staff capability, apprentice experience and outcomes.

13. Maintain high professional standards and ensure all teaching, assessment and Advanced Practitioner activity complies with College requirements, apprenticeship standards, quality assurance, safeguarding, equality, diversity and inclusion, and health and safety.

14. Maintain and continuously develop expertise in apprenticeship pedagogy and vocational teaching, learning and assessment through professional development, standardisation, Golden Hours, professional networks and relevant sector practice.

15. Champion inclusive, safe and supportive apprenticeship provision, ensuring apprentices are safeguarded and enabled to participate, progress and achieve.

16. Take accountability for the quality, consistency and continuous improvement of direct apprenticeship delivery and Advanced Practitioner activity, using professional practice and quality improvement activity to strengthen teaching, learning and assessment and improve apprentice outcomes.

N.B. This is not a complete statement of all duties and responsibilities of this post. The postholder may be required to carry out other lawful and reasonable duties as directed by a supervising manager.

A

PERSON SPECIFICATION

	Knowledge	AM
1	Level 5 or above Further Education recognised Teaching Qualification such as Certificate in Education.	A
2	Knowledge of contemporary pedagogical theories, evidence-informed teaching and learning strategies and their application in planning, delivering and assessing high-quality, inclusive learning experiences that support learner engagement, achievement and progression	A/I
3	Knowledge and understanding of effective coaching and mentoring approaches to support staff development and improve teaching, learning and assessment practice.	A
4	Evidence of continued professional development in Learning, Assessment and Teaching inclusive curriculum design and development.	A

	Experience	AM
5	Experience of working within an Apprenticeships at a Further Education or other training provider.	A
6	Experience of planning, delivering or contributing to learning, training, coaching or skills development activities in an education or workplace setting.	A/I
7	Experience of supporting the development, progress or performance of individuals (e.g. learners, apprentices, trainees or team members).	A/I

	Skills/Abilities - Behavioural	AM
8	Demonstrates a confident and engaging teaching presence that motivates learners and drives positive learning outcomes (Impact).	I/M
9	Communicates information clearly and effectively, adapting delivery to meet the needs of different audiences and ensuring understanding (Communication).	A/I/M
10	Maintains high standards of professional conduct, demonstrating integrity, accountability and up-to-date subject expertise (Professionalism).	I/M
11	Works effectively with colleagues, learners and external partners to support curriculum delivery and learner success (Collaboration).	I/M
12	Promotes a safe, inclusive and supportive learning environment that recognises and responds to individual learner needs (Wellbeing and Mental Health).	A/I/M
13	Provides clear guidance and constructive feedback to support the development of learners' knowledge, skills and behaviours (Coaching).	M

	Skills/Abilities - Other	AM
14	Appropriate IT and digital skills (VLEs, Microsoft Office, online delivery tools)	A/M
15	Ability to work in a non-discriminatory and inclusive manner	A/I
16	Demonstrates a proactive commitment to safeguarding by recognising concerns, taking appropriate action and following procedures to protect and promote the welfare of children and young people.	A/I
17	Embeds inclusive practice by designing and delivering approaches that remove barriers to participation and ensure equitable opportunities for all learners.	A/I/M

	Work Related Circumstances	AM
18	Ability and willingness to undertake relevant professional development to maintain up-to-date knowledge of relevant legislation, industry relevance and best practice.	A/I
19	Ability to work flexibly across sites and delivery modes	A/I

Prepared By:	Kevin Lloyd AP Apprenticeships
Date:	November 2026

Assessment Method (AM) Key		
A = Application	I = Interview	M = Microteach

VISION 2030

LINCOLN COLLEGE GROUP STRATEGY 2025-30

OUR PURPOSE *Be Ready...*

REALISE ASPIRATIONS; SHAPE FUTURES; SERVE OUR COMMUNITIES.

OUR CODE

Our Group Code sets the tone of how we behave and achieve our Purpose because You Matter.

We CARE deeply about achieving outcomes in the right way and expect staff and students to behave with...

Community

We will prioritise empathy, compassion and wellbeing. Our goal is to develop a positive community where the mental and physical health of staff, learners, governors and key stakeholders is emphasised.

Accountability

We will all act with integrity and transparency, take full ownership of our actions and deliver on our commitments, impacts and outcomes.

Respect

We will all create an inclusive environment where everyone is valued, trusted and treated with consideration, kindness and fairness.

Excellence

We will all drive innovation and pursue extraordinary quality through an "ambitious spirit", consistently striving for the highest standards in all we do.

OUR PRIORITIES

Over the next five years we will achieve "Our Purpose" by delivering on our strategic priorities set out in full detail in 7 strategic plans.

In summary we will:



The Lincoln College Group