# League Football Education

#### Job Description

### Job Title: Regional Officer

### Job Holder:

Responsible to: Chief Education Officer

**Responsible for:** A portfolio of apprentices and football Clubs

Overall purpose of role:

Regional Officers are allocated a portfolio of apprentices and football clubs, which may change from time to time. The Regional Officer’s role is to ensure that each apprentice has a quality assured training programme which meets the contractual requirements of the funding agencies and the requirements of LFE as directed by the Chief Education Officer.

The following information sets out the specific areas of responsibility that should be covered by a Regional Officer in carrying out these duties:

**Key Tasks and Responsibilities:**

**1) Curriculum Management**

* Ensure impartial clear information, guidance and support is provided to apprentices and their parents to enable effective enrolment onto the Sporting Excellence Professional (SEP) apprenticeship programme.
* Ensure, in consultation with clubs, that an initial educational assessment of each apprentice’s football, education and personal development starting point is carried out and recorded.
* Complete a final assessment of each apprentice’s academic/vocational ability and, in consultation with clubs, place each apprentice on an appropriate off the job education programme.
* Check that a club on the job and education provider off the job Sporting Excellence Professional Induction is carried out, in accordance with LFE Induction policy and procedure.
* Closely monitor the ASE/SEP apprenticeship education programme to ensure the provision is meeting the needs of the apprentice and LFE’s quality assurance requirements, i.e. attendance at quality visits and full participation of the ‘deep dive’ process and following up on the closure of identified action points.
* Ensure learners are achieving and progressing by closely monitoring the clubs’ Sporting Excellence Professional apprenticeship curriculum delivery plan and the SEP, BTEC, FS, English and Maths and personal development curriculum milestones that have been agreed.
* Formally monitor ASE/SEP learner progress, at the club and/or education providers’ premises on a regular basis (maximum of 12 weeks), via individual one to one apprentice progress review meetings.
* Working closely with the National SEP, BTEC and English and maths Curriculum Managers, ensure a high level of support is provided to apprentices, club personnel (i.e. club coaching/support staff, Head of Education and the SEP Coordinator) education providers (i.e. BTEC/A-Level Tutors) and Functional Skills staff (i.e. English and Maths Tutors) within your portfolio via both informal visits to clubs and formal meetings to ensure that the ASE/SEP apprenticeship training and education programme is of the highest quality.
* Liaise with the relevant PFA coaching Regional Officer(s) to ensure effective delivery of the Level 2 Coaching Qualification.
* Monitor ongoing health & safety, equal opportunities and child protection issues and ensure that the legal and contractual obligations of LFE are met.
* Endeavour to ensure apprentices are protected from abuse/neglect by promoting and implementing the LFE Safeguarding Policy.
* Deal effectively with any disclosures from apprentices, according to LFE procedures.
* Liaise with clubs and education providers to ensure apprentices learn in a safe environment.
* Ensure all apprentices are supported throughout the learner journey.
* Support and monitor the education programmes (of clubs) at pre-16 as required by the rules and regulations of the Elite Player Performance Plan and The English Football League.

**2) Partnerships**

* At all times, support, promote and help to maintain the LFE partnership with The English Football League (EFL) and The Professional Footballers Association (PFA).
* Ensure that all club personnel and learners are kept up to date with the services offered by the PFA.
* Work with the EFL Youth Development Regional Officers where relevant to support the apprentices and clubs within your portfolio.
* Maintain a high level of integrity, thereby promoting trust and confidence in all our partners.

**3) Management Requirements**

* Agree, in consultation with LFE Chief Education Officer and Chief Executive Officer, the curriculum delivery model for each club in your portfolio of clubs. If required, hold initial financial discussions with education providers on provisional costs of delivering the agreed curriculum.
* Manage and coordinate a caseload of apprentices and clubs and establish professional working relationships with apprentices, clubs and education providers involved in delivery of the programme.
* Support and promote the Transition work undertaken by LFE.
* Support the Quality Manager in all aspects of monitoring and evaluating the work undertaken by LFE.
* Support the quality improvement strategy and be committed to continuous improvements in the standard of your work. You should ensure wherever possible that the quality of the apprentice welfare, success and experience is positive and improving and remains the focus of your activity.
* Help promote a culture of equality in all that you do and within LFE.

## 4) Other Requirements

* Contribute as appropriate to the business planning process, operational & development plans, the QIG, SAR, QIP and other strategic and operational issues.
* Attend LFE staff meetings at Head Office in Preston or agreed other locations as required.

## Undertake other duties or cross curriculum projects as reasonably requested.

* Support and promote LFE’s commitment to Safeguarding, Equality & Diversity and Health & Safety. Comply with and support LFE policies and procedures and undergo all relevant training in these key areas.
* This role requires Enhanced Criminal Records Checks and checks against the Barred Lists and is exempt from Rehabilitation of Offenders Act (1974). Therefore, all convictions, including spent convictions that have not been subject to filtering by the DBS, should be declared.
* Fully engage with the LFE appraisal process, ensuring that:
	+ training and development objectives are identified and best endeavours are made to achieve them
	+ job performance targets are identified, and best endeavours are made to achieve them

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