Date:	November 2026

JOB DESCRIPTION & PERSON SPECIFICATION

Post title:	**Skills Coach**	**Post number**	**HWB-A04M**
Faculty/Service:	**Faculty of Health and Wellbeing**	**DBS check required:**	**N**
Employee Category:	**Professional Services**	**Grade:**	**6**
Post responsible to:	**Head of Sport, Allied Health and Social Work**		
Post/s responsible for:	**None**		

Job purpose

The Skills Coach will join the Faculty of Health and Wellbeing to support regulatory compliance for Degree Apprenticeships for the University as is necessary to retain status on the Register of Apprenticeship Training Providers (RoATP).

The overall purpose of the role is to support and review each learner to develop their knowledge, skills, and behaviours to successfully complete their apprenticeship.

The Skills Coach will provide coaching and high quality support, guidance and feedback for apprentices in their caseload. Typically, apprentices will be enrolled on to higher or degree apprenticeship programmes in one of the following subject areas; Nursing, Social Work and Allied Health Professions. It is expected that the Skills Coach will support apprentices enrolled on a higher or degree apprenticeship in Social Work and Occupational Therapy, however they may contribute to the support of apprentices in Nursing and Allied Health Professions.

The Skills Coach is responsible for the planning and monitoring of learner achievements, of monitoring attendance and through regular review meetings, ensuring that application of learning is taking place, both on and off-the-job by being applied within the apprentice's workplace in preparation for their end-point assessment (EPA).

All University of Winchester staff are required to work flexibly as a team in order to provide an effective service, which responds to the University of Winchester's evolving strategic plans.

Main duties and responsibilities

- Work collaboratively with Faculty colleagues, the Centre for Degree Apprenticeships and the Apprentice's line manager to establish clear learning, delivery and monitoring plans, including sufficient off-the-job training requirements, working towards the Apprentice's end-point assessment
- Ensure the faculty is compliant in tripartite reviews
- Provide support and guidance throughout the apprentice's learner journey to ensure progression against key milestones including qualifications and competencies as defined by the apprenticeship standard

• Build a relationship with the apprentice's line manager (and other employer staff as required) to facilitate the apprentice's development within agreed time frames.
• Utilise appropriate Initial Assessment tools of functional English and Math's skills and interpret the data to create a plan for your learner.
• Measure and assess progress of the apprentice against the objectives and milestones of the agreed learner journey.
• Escalate concerns over apprentice progress or employer support, in a timely manner to your line manager.
• Support the apprentice and their line manager to ensure the learner achieves by their planned end date.
• Monitor the apprentice's safety, health and well-being and organise pastoral support as necessary
• Respond to the apprentice's remote queries and/or support requirements
• Signpost to relevant workplace and education provider support where required
• Develop and maintain employer relationships using appropriate channels to monitor the apprentice's progress at work, and update line managers about their apprentice's progress in their off-the-job learning at the University
• Complete all required documentation to evidence learners work in line with quality requirements, including tracking learners off the job activities as required by University of Winchester systems and processes
• Provide regular feedback on apprentice's progress, and issues to the Programme Leader, Centre for Degree Apprenticeships and Director of Faculty Operations.
• Set goals to develop the apprentice's competence against the defined apprenticeship standard and learning outcomes
• Assist with the planning and delivery of induction programmes and on-going induction to support Apprentices transitioning to Higher Education (HE) learning
• Engage with quality assurance procedures to ensure University standards are met and compliance with confidentiality and data protection policies
• Monitor that the apprentice is preparing for end-point assessment (EPA). Support with EPAs
• Attend development / standardisation meetings as required
• Operate independently and autonomously to coordinate own work and ensure progress reviews are undertaken in a timely and professional manner
• To assist with Initial Needs Analysis if required and qualified to do so

General information
It is anticipated that this job description will change over time in accordance with the needs of the role. The role holder will be fully consulted on any proposed amendments. To educate, to advance knowledge and to serve the common good.

PERSON SPECIFICATION
The person specification details the attributes that the successful post holder requires to enable them to succeed in this role. Each of the attributes are designated as either essential (E) or desirable (D). In order to be shortlisted for interview, your application needs to demonstrate that you meet all of the essential (E) attributes and as many of the desirable (D) attributes as possible that are being assessed at application (A) stage. (I = interview)

ATTRIBUTES	ESSENTIAL or DESIRABLE	ASSESSMENT A, I
EDUCATION/TRAINING		
Hold an undergraduate degree (preferably in the field of study associated with the Higher Degree Apprenticeship)	E	A
EXPERIENCE		
Have experience of working in a Further Education, Higher Education or Private Training Provider environment	D	A
Public sector experience	D	A, I
Ability to coach individuals in developing and evidencing skills and behaviours in the workplace	E	A, I
Experience of providing pastoral support in the workplace	E	A, I
Experience of developing and maintaining excellent client relationships	E	A, I
Experience of planning and managing meetings and of successful client management with multiple stakeholders.	E	A, I
Experience of using initiative, creativity, and judgement to respond appropriately to individual learning needs and problems.	E	A, I
Have worked with individuals on a one-to-one basis in a person-centred learning environment.	E	A, I

ATTRIBUTES	ESSENTIAL or DESIRABLE	ASSESSMENT A, I
KNOWLEDGE		
Knowledge of degree apprenticeship standards and the delivery requirements in an educational and work-based setting	D	I
Have knowledge of how to apply subject specific knowledge, skills and behaviours within the workplace as identified by the Apprenticeship Standard	D	I
Understanding of end point assessment (EPA) organisation requirements and resources.	D	I
Knowledge of educational quality assurance processes and ability to comply with them	D	I
SKILLS/ABILITIES		
Excellent organisation skills and ability to prioritise workload and work to deadlines	E	I
Excellent interpersonal skills	E	I
Excellent communication skills both oral and written	E	A, I
Excellent attention to detail and accuracy	E	A
Ability to remain calm and exercise tact and diplomacy at all times	E	I
Ability to establish and maintain effective working relationships	E	I
A high level of competence with Microsoft Office applications, in particular Word, Excel and Outlook	E	A, I
Excellent verbal and written communication skills when dealing with a range of people, particularly in the conveyance of complex information, and be able to demonstrate tact and diplomacy when dealing with sensitive issues	E	A, I
Confidence in working independently with Apprentices and employers with ability to develop supporting, empathetic personal relationships within professional boundaries	E	I
Ability to deal appropriately with confidential information and adhere to Data Protection Act	E	A, I

ATTRIBUTES	ESSENTIAL or DESIRABLE	ASSESSMENT A, I
PERSONALITY		
Team player	E	I
Professional manner	E	I
Tact and diplomacy	E	I
Initiative	E	I
Highly motivated with a focus on delivering excellent customer service	E	I
Flexible to meet the changing needs of stakeholders	E	I
OTHER		
An understanding of the role of Student Support in Higher Education	D	A, I
Knowledge and understanding of current Equality legislation	E	I
Understanding of Safeguarding and PREVENT	E	I