

Role Title

Insert job title Professional Skills Training Consultant (Hourly-paid)

Role Information

Role Type	Pay Band	Location	Duration	Reports to:
Training	Hourly Paid trainer salary scale	Manila, Philippines	12 months	Country Manager, Learning Services

Role purpose

To plan, develop, deliver and review high-quality learning and development solutions, including: training programmes, assessment, psychometric profiling, coaching and consultancy services to ensure client satisfaction to support the business and wider aims of Professional Skills in the Philippines.

About us

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

Geopolitical overview:

The Philippines is democratic, English-speaking and outward looking (10% of the population works overseas). With a population of more than 100m people and median age of 23, the Philippines will become East Asia's 3rd most populous country (behind China and Indonesia) by 2025 and the world's 10th most populous by 2030. It has the long-term potential to become an important player in a region that is increasingly taking on a global role – if it can make the most of its demographic dividend and address longstanding development challenges.

As one of the world's largest exporters of labour, the Philippines is a large potential market for vocational skills and training. English is widely spoken, but there are concerns about the quality of teaching in the education system and the country's ability to sustain a critical competitive advantage. Policymakers recognise a need to improve the education system in response to ASEAN integration and to empower the country's many young people. The social enterprise sector is well established but lacks skills, scale and capacity.

With one of the fastest growing economies in East Asia, this growth positions the country for more investments and expansions particularly in operations and infrastructure. The

government's 10-point socio-economic agenda includes a specific item on investing in human capital development and matching skills and training to meet the demand of businesses and the private sector. This presents a need for a more competitive workforce, particularly at middle and senior management levels.

The British Council in the Philippines envisions enabling the next generation of Filipinos to engage substantially with UK ideas, expertise and values in ways that enhance the UK's prosperity and security, and create more opportunities for the Philippines to realise its full economic, social and cultural potential. We aim to work with the education system, corporate sector and policymakers to improve skills development in the Philippines as well as support the development of soft skills through our Professional Skills Centre. We will promote the UK's position as a leader in social enterprise, raising awareness of its contribution to sustainable economic and social development. We will share UK expertise on the teaching and learning of English, helping the Philippines sustain and develop what is an important competitive advantage.

Main opportunities/challenges for this role:

- Contribute to the success of Professional Skills products and services globally
- Participate actively in the development of a linked-up network of Professional Skills teams globally
- Play a key role in the growth of Professional Skills in the Philippines

Main Accountabilities:

Programme planning and customisation

- Contribute to the development of Professional Skills product strategies in the Philippines to ensure that the offer meets the needs of the market and the business can grow
- Carry out background reading and research to enhance subject knowledge in the areas of focus for Professional Skills in the Philippines to ensure programmes stay current and relevant to the target audience
- Carry out Needs Analysis with customers and potential customers to recommend programme content that best meets the needs of the target audience
- Develop programmes, sessions and activities which have clear and targeted aims and objectives to closely match the needs of organisations and participants.
- Customise existing programme materials, including developing new content, methodology or case studies, to ensure they meet the needs of the target audience
- Prepare effectively for programme delivery, including administrative tasks, to ensure participants experience a high-quality learning and development event

Programme delivery

- Develop and/or use appropriate assessment methods to gather information on participants' competency levels, before, during and after training and coaching sessions. Monitor progress and produce accurate and useful reports on competency improvement, both for organisations and individuals
- Build excellent relationships with clients and programme participants to engage them in the learning experience and encourage them to choose British Council as a partner for their long-term skills development needs
- Demonstrate expertise and confidence in the subject matter to enhance the credibility

of the British Council's Professional Skills offer

- Use British Council's Professional Skills methodology to create a learner-centred, interactive experience for programme participants
- Relate all learning to participants' workplace contexts to ensure they are able to apply the techniques in real-life situations
- Give useful constructive feedback on participants' performance based on the competency areas of the programme. Encourage participant reflection on own and others' performance. Provide detailed and useful feedback reports on individuals and organisations
- Enhance participants' understanding of contemporary UK to contribute to the development of lasting, mutually beneficial relationships

Programme review and evaluation

- Produce internal course reports following the Professional Skills monitoring and evaluation processes to identify strengths and areas for improvement
- Produce external course reports following the Professional Skills monitoring and evaluation processes to provide feedback to clients and to promote on-going relationships with British Council

Other

- Carry out specific assignments where needed (such as consultancy or project work) to augment the Professional Skills offer in the Philippines
- Maintain course materials to ensure Professional Skills quality standards are met
- Actively engage in professional development and performance management to ensure quality standards are being achieved and maintain British Council's position at the forefront of best Professional Skills practices
- Provide input into local marketing and promotional strategy to raise awareness of the Professional Skills offer in the Philippines
- Attend client meetings, recommend course content and produce course outlines to support business development teams to convince clients to use Professional Skills services
- Ensure safeguarding and guidelines are applied and upheld in line with standards and policy for the following areas:
 - Child protection
 - Equal Opportunity and Diversity
 - Health and safety
- Any other duties necessary to support the business and wider aims of Professional Skills in the Philippines

Key Relationships:

Internal

- Other trainers
- Professional Skills Central and Philippine teams
- British Council Philippines staff
- Other wider British Council teams

External

- Participants
- Clients
- Trade and other professional bodies

Role Requirements:

Threshold requirements:		Assessment stage
Passport requirements/ Right to work in country	<p>Applicants must have the right to live and work in the Philippines. Criminal records check and employment visa/permits will be required.</p> <p>Applicants who are not Philippine passport holders should be able to present relevant visas (e.g. 9G Visa) or permits to be able to work in the Philippines BEFORE they can begin any engagement.</p> <p>UK nationals need to apply for a UK Disclosure and Barring Service (DBS) check. Nationals of other countries need to provide an enhanced disclosure from that country. In addition, all new trainers should acquire a police check from their current country of residence. All the above need to be applied for prior post.</p>	Shortlisting
Direct contact or managing staff working with children?	Ability to work in a way that promotes the safety and well-being of young people	Interview
Notes	Trainers are required to work off-site. National or international travel may be required occasionally. Flexible working is also required as many clients ask for training that sits outside 9.00 am to 5.00 pm due to work schedules.	Interview
Person Specification:		Assessment stage
Language requirements		
<i>Minimum / essential</i>	<i>Desirable</i>	<i>Assessment Stage</i>
<ul style="list-style-type: none"> High proficiency in English i.e. full mastery of English across all 4 skills equivalent to user (CEFR C2) IELTS Band 8/9 in each of 4 sections of the academic module 	<ul style="list-style-type: none"> Filipino Proficiency Level B2 	Shortlisting
Qualifications		
<i>Minimum / essential</i>	<i>Desirable</i>	<i>Assessment Stage</i>
<ul style="list-style-type: none"> Undergraduate/university degree <p>AND</p> <ul style="list-style-type: none"> Relevant teaching (i.e. Cambridge CELTA/Trinity cert TESOL) and/or Training qualification or experience 	<ul style="list-style-type: none"> Relevant Master's Degree Cambridge DELTA/Trinity Diploma British Council Skills Trainer accreditation CIPD/Coaching/Project management qualification Accreditation in psychometric profiling tools (specify which) Qualification in developing or delivering blended programmes 	Shortlisting

Role Specific Knowledge & Experience		
<i>Minimum / essential</i>	<i>Desirable</i>	<i>Assessment Stage</i>
<ul style="list-style-type: none"> Subject knowledge and three years' experience of delivering skills training to a range of adult audiences (corporate, government or not-for-profit) 	<ul style="list-style-type: none"> Prior experience of working in a business function, especially in a leadership position (e.g. finance, sales and marketing, operations) Prior experience of developing staff you have directly managed Knowledge and experience of project and client management Developing and/or delivering online and blended programmes 	Shortlisting AND Interview
Role Specific Skills (if any)		<i>Assessment Stage</i>
Training Skills (all at level 2 = more demanding) <ul style="list-style-type: none"> Course and session planning Understanding your learners Subject knowledge Facilitation skills Learning technologies 	<ul style="list-style-type: none"> Subject Knowledge (level 3) (specific to the types of skills training identified above rather than English language) 	Shortlisting AND Interview
British Council Core Skills		<i>Assessment Stage</i>
<p>Communicating and Influencing: Level 2 Relates communications to circumstances Displays good listening, writing and speaking skills, setting out logical arguments clearly and adapting language and form of communication to meet the needs of different people/audiences.</p> <p>Planning and Organising: Level 2 Plans ahead Organises own work over weeks and months, or plans ahead for others, taking account of priorities and the impact on other people.</p> <p>Analysing Data and Problems: Level 2 Uses data Reviews available data and identifies cause and effect, and then chooses the best solution from a range of known alternatives.</p>		Shortlisting AND Interview
British Council Behaviours		<i>Assessment Stage</i>
Behaviours assessed during interview stage of recruitment process: <p>Connecting with others (More Demanding) Actively appreciating the needs and concerns of myself and others</p> <p>Working together (Essential) Establishing a genuinely common goal with others</p> <p>Making it happen (More demanding) Challenging myself and others to deliver and measure better results</p>		Interview

Please note: the other behaviours below will not be assessed at interview. However, all behaviours will be used for performance management purposes.

Creating shared purpose (Essential)

Communicating an engaging picture of how we can work together

Being accountable (Essential)

Delivering my best work in order to meet my commitments

Shaping the future (Essential)

Looking for ways in which we can do things better

Prepared by:

Mike Cabigon

Date:

01 Feb 2019