gateways

because there's more
than one way to be educated



Recruitment pack
Assessment & Quality Assurance Lead
(Freelance)

...a place of healing where every student is respected, recognised and accepted, so they have an equal opportunity to become who they deserve to be.

About Gateways

Gateways is an alternative education provider that exists to support the countless young people today, between the ages of 14-25, who are or have struggled to remain in mainstream education due to social, emotional, mental health challenges.

We believe that every young person should have the same opportunity to progress and thrive, regardless of the challenges they face. Gateways delivers a broad curriculum, academic and vocational, that caters for the interests, abilities and specific needs of each young person that attends. We aim to prepare them for a life beyond education.



1.3m

pupils in England were persistently absent from school during the 2024/25 academic year

The difference we make

The Gateways programme launched in 2014 and is the only provider of its kind in the UK Jewish community.

203 students
supported since becoming an independent charity in 2023

Up to 10 enquiries
to our admissions department every week with 30 families on average on our waiting list

51 students
all of whom had previously been persistently absent from school, have attended weekly lessons

160 teaching hours
delivered each week, representing a 31% increase over the past two years

15 hours of therapy
delivered each week, through psychotherapy and art therapy

85% average attendance rate
compared to a prior mainstream schools average of 45%

31 students graduated
gaining over 100 qualifications between them

100% pass-rate
seen in August 2025 for all vocational qualifications taken

89% pass-rate
across all qualifications













A message from Laurence Field
Founder & CEO

When I founded Gateways in 2014, I never anticipated the profound impact it would have on so many lives. Over the years, I have been continually inspired by the resilience and determination of our students as they overcome challenges to receive the education they truly deserve.

It is this powerful impact that drives me to expand Gateways further. I am more committed than ever to ensuring that we can reach and support anyone in need, helping them lead fulfilling and productive lives. With the increasing demand for our services, we are keen to continue to grow and develop our service to help even more young people.

For Gateways to continue to thrive and flourish, we need the support of a dedicated and passionate team. That's why we are seeking someone special for the role of Assessment & Quality Assurance Lead. Your contribution will be pivotal in shaping the future of Gateways.

Thank you for considering making an application for the role of Assessment & Quality Assurance Lead.

Laurence

Laurence

CEO, Gateways



Assessment & Quality Assurance Lead
(Freelance) Job description

JOB TITLE:	Assessment & Quality Assurance Lead (Freelance)
SALARY:	£30 per hour
DAYS & HOURS:	18 hours per week, spread over the course of the week
START DATE:	January 2027
LOCATION:	Hendon, NW4
REPORTING TO:	Director of Education

About the role

The Assessment & Quality Assurance Lead will oversee and coordinate the assessment and quality assurance of Gateways' vocational qualifications and its Functional Skills offer. Working closely with the Director of Education, the Exams Officer, vocational teachers and the wider education team, the postholder will ensure qualifications are delivered, assessed and quality assured in line with awarding organisation requirements.

Gateways currently delivers a Pearson BTEC Level 2 Home Cooking Skills qualification, a VTCT Level 2 Hair and Beauty qualification, and on-demand Functional Skills qualifications in English and maths at Level 1 and Level 2. We plan to expand our vocational offer, particularly through additional BTEC qualifications, over the coming years.

Many of Gateways' teachers are experienced industry professionals rather than qualified teachers, and the postholder will guide and support them to meet the assessment, evidence, marking and quality assurance requirements of their qualifications. This is not a teaching role: its focus is on making sure the assessment and quality assurance systems of our qualifications are robust, compliant and consistently implemented.

Key Responsibilities

Vocational Assessment & Quality Assurance

- Take overall responsibility for coordinating assessment and internal quality assurance across BTEC, VTCT and any other vocational qualifications.
- Develop and maintain assessment, internal verification and sampling schedules, ensuring assessment is planned alongside course delivery and deadlines are met.
- Review and support the development of assignment briefs to ensure they meet awarding organisation requirements.

- Monitor learner progress, assessment evidence and the quality and consistency of teachers' marking and assessment decisions, identifying delays, gaps or risks early.
- Coordinate internal verification, sampling and standardisation, as well as resubmission, referral and reassessment processes where applicable.
- Work with teachers and the Director of Education to resolve quality assurance issues, and follow up actions arising from internal and external quality assurance.
- Prepare Gateways for external quality assurance activity, including Pearson Standards Verification and VTCT visits, sampling and moderation.
- Support the introduction and quality assurance of additional BTEC qualifications as our vocational curriculum expands.

Functional Skills & Examinations

- Hold overall responsibility for the running of Gateways' on-demand Functional Skills qualifications in English and maths at Level 1 and Level 2.
- Manage all administration with the awarding organisation, including learner registrations, entries, assessment bookings and results, ensuring deadlines are met.
- Liaise with teaching staff to schedule on-demand assessments when learners are ready, and to share progress and results.
- Coordinate with the SENCO on access arrangements, ensuring these are approved and in place in good time for each assessment.
- Oversee all speaking, listening and communicating assessments and any exemptions.
- Manage room bookings, invigilators and all other assessment administration, ensuring assessments are conducted securely and in line with awarding organisation and, where applicable, JCQ requirements.
- Communicate clearly with all stakeholders, including staff, learners and parents/carers, about assessment arrangements, dates and results.
- Work closely with the Exams Officer as part of the team, and cover for the Exams Officer when they are on leave, together with the Director of Education.

Supporting Vocational Teachers

- Provide clear, practical guidance to teachers on assessment criteria, evidence requirements, marking, feedback and record keeping.
- Review teachers' assessment practice, offering constructive guidance and challenge to promote consistent and fair assessment.
- Identify where teachers need additional support, training or professional development, including in responding to quality assurance feedback.
- Develop straightforward templates, guidance and processes to make assessment administration clear and manageable.

Awarding Body Liaison, Records & Compliance

- Act as the key point of contact with Pearson, VTCT and other awarding organisations on assessment and quality assurance matters.
- Monitor awarding organisation communications, deadlines and specification changes, sharing relevant information with the Director of Education and staff.
- Maintain accurate, organised and confidential records of learner registration, assessment decisions, internal verification, certification and assessor competence, with clear audit trails.
- Support the development and review of assessment policies and procedures, and the approval of new qualifications.

Supporting the Director of Education

- Work closely with the Director of Education as part of the wider education team.
- Provide administrative and organisational support, and assist with education-related projects, documentation and data where appropriate.
- Contribute to the continued development of Gateways' vocational and educational provision.

General

This job description is intended to provide a clear overview of the role and its responsibilities. It is not exhaustive, and the postholder may be required to undertake other reasonable duties consistent with the nature and level of the role.

Person specification

Essential Experience

The successful candidate will have:

- A minimum of 2 years' experience of working with BTEC qualifications, with strong knowledge of BTEC assessment and quality assurance requirements.
- Experience of coordinating vocational assessment and internal verification and/or internal quality assurance.
- Experience of reviewing assessment decisions and supporting consistent marking and assessment practice.
- Experience of working with awarding organisations, including supporting external verification, moderation or quality assurance activity.
- Experience of working with vocational teachers, assessors or teaching staff.
- Experience of managing assessment documentation and maintaining accurate records.

- Excellent organisational skills, attention to detail and the ability to manage multiple deadlines.
- Strong written and verbal communication, IT and administrative skills.

Desirable Experience

- Experience of administering Functional Skills qualifications in English and maths (Level 1 and Level 2) and exams, including access arrangements and invigilation.
- Experience of working with VTCT qualifications or across multiple awarding organisations.
- Experience of Pearson BTEC quality assurance systems, including Standards Verification.
- Experience as a Lead Internal Verifier, Internal Verifier, Quality Nominee, Programme Leader or similar.
- Experience within Further Education, alternative education or vocational training, including supporting industry professionals who deliver qualifications.
- Experience of developing assessment policies, procedures, templates or guidance.

Skills & Personal Qualities

The successful candidate will be:

- Highly organised, methodical and reliable, and proactive in spotting issues before they become problems.
- Able to interpret qualification specifications and explain requirements clearly and simply.
- Confident providing support and constructive challenge to teachers, and working with external quality assurance professionals.
- Able to work independently and take ownership, while working collaboratively as part of a wider team.
- Approachable and supportive, building positive relationships with staff.
- Flexible and comfortable working across different vocational subject areas.
- Committed to the ethos, values and inclusive approach of Gateways Community, and to learners accessing high-quality, meaningful qualifications.

Safeguarding

Gateways is committed to safeguarding and promoting the welfare of children and young people. All applicants will be required to undergo appropriate safeguarding checks, including an enhanced DBS with children's barred list check.

How to Apply

To apply for the role of Assessment & Quality Assurance Lead, please click here to download an application form which should be returned to ruth.heller@gateways.org.uk.

If you would like to find out more information about this role, please email Ruth Heller at ruth.heller@gateways.org.uk.

Deadline for applications: **Friday 27th November**

Interviews: **Week commencing 7th December**

All Candidates invited to interview will be required to bring the following documentation:

- An original identification document (e.g. passport or driving license)
- If applicable, proof of eligibility to work/reside in the UK
- Documents confirming educational and professional qualifications.

Please see our Safer Recruitment, Selection and Disclosure Policy here: https://gateways.org.uk/wp-content/uploads/2026/09/Gateways-Safer-Recruitment-Policy-Sept-2026.pdf

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CEO & Founder: Laurence Field
Trustees: Ruth Green (Chair), Julia Alberga, Nicki Cohen, Dr. Andrew Hope, Mark Hurst, Sami Miller, Aviva Steinberg
Honorary President: Prof. David S Latchman CBE

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