The Women's Centre Cornwall

JOB DESCRIPTION

TITLE OF POST:	Learning & Development Advisor (Domestic Abuse and External Learning)
RESPONSIBLE TO:	Learning & Development Manager
RESPONSIBLE FOR:	Allocated volunteers; delivery of shared Advisor responsibilities and an allocated lead specialism

ROLE PURPOSE

To support the delivery of TWCC's learning, development and workforce capability offer, helping staff, volunteers and external learners build the knowledge, skills, confidence and opportunities they need to learn, progress and contribute effectively.

The postholder will specialise in Domestic Abuse and External Learning with specific responsibilities for coordinating and delivering external professional training, particularly GP and health-sector training, and TWCC's internal domestic abuse learning programme.

Our Learning & Development Advisors work to one shared job description. Each Advisor holds a lead specialism, while remaining able to contribute across the whole L&D function and provide cover for colleagues. All Advisors will deliver training, line manage an allocated group of volunteers, support learners with portfolios and assess and mark written work.

KEY RESPONSIBILITIES

Learning delivery and learner support

- Support delivery of TWCC's internal learning, induction and CPD programme, working with the Learning & Development Manager, staff trainers and subject specialists.
- Deliver or co-deliver learning sessions, workshops and development activities within own competence, adapting approaches for different learning needs, locations and working patterns.
- Provide individual and group learning support, helping learners understand requirements, plan their learning and build confidence and independence.
- Support learners to develop and maintain portfolios of evidence, giving clear guidance on how to demonstrate learning without completing work on their behalf.

- Review and mark written, portfolio and other assessed work against agreed learning outcomes and assessment criteria, providing timely, constructive and developmental feedback.
- Create psychologically safe and trauma-responsive learning environments in which people can ask questions, practise, reflect and learn from mistakes.

Accredited learning, assessment and internal quality assurance

- Undertake assessment of accredited and structured learning in line with awarding-body requirements, agreed assessment plans and TWCC procedures.
- Assess written work, portfolios, professional discussion, observation or other evidence as appropriate, making fair and evidence-based assessment decisions.
- Maintain accurate assessment records, learner progress information and evidence required for certification, audit and external quality assurance.
- Maintain appropriate separation between assessment and internal verification, ensuring Advisors do not internally verify their own assessment decisions.
- Participate in standardisation activity and help ensure assessment decisions are consistent, inclusive and compliant across programmes.
- Support the Learning & Development Manager to maintain robust policies, procedures and evidence for accrediting bodies and respond to actions arising from external quality assurance.

Volunteer recruitment, learning and progression

- Support a consistent organisational approach to volunteer recruitment, selection, onboarding, induction, training and ongoing development.
- Build supportive relationships with volunteers and help them identify strengths, learning needs, aspirations and next steps.
- Line manage an allocated group of volunteers, providing regular one-to-one support, clear expectations, feedback and development conversations and ensuring volunteers feel valued, well supported and able to contribute safely and confidently.
- Support volunteers to agree objectives and development goals, monitor their experience and contribution, recognise achievements and address concerns about attendance, boundaries, conduct, wellbeing or performance promptly and fairly.
- Work with relevant service managers and staff leads where volunteers are placed within teams, ensuring day-to-day task direction and practice expectations are clear while the Advisor retains responsibility for the volunteer line-management relationship.
- Provide appropriate information, advice and guidance on progression into further training, education, employment or other volunteering and help volunteers evidence transferable skills and experience.
- Develop effective links with education, training, careers, employment and accreditation providers and make appropriate referrals or introductions.
- Identify barriers to learning or progression and work with colleagues to make opportunities as equitable and accessible as possible.

- Recognise and respond appropriately to safeguarding, wellbeing or support issues arising through volunteer line management, following TWCC procedures and escalating concerns to the Learning & Development Manager or relevant service lead as required.

Internal and external professional learning

- Work with the Learning & Development Manager on the development of internal and external training courses.
- Deliver internal staff and volunteer training, both online and in person.
- Support the Learning & Development Manager to coordinate learning events, staff trainers and subject specialists, including practical arrangements, resources and learner communication.
- Develop and update accessible learning resources, workbooks, guidance and assessment materials in partnership with relevant specialists.
- Work with colleagues and survivors with lived expertise to produce a range of training materials including videos and case studies.
- Contribute to train-the-trainer support, observation and feedback so internal trainers can develop confidence and maintain agreed standards.
- Support and deliver external professional training, including GP and health-sector learning and other commissioned or agreed sessions.
- Ensure external learning is grounded in current TWCC practice and agreed service pathways, with specialist content led by the relevant service or subject expert.
- Gather participant feedback and contribute to evaluation of whether learning is relevant, accessible and making a difference.
- The Advisor holding the External Professional Training & Domestic Abuse Learning portfolio will dedicate the majority of her time to coordinating and delivering GP and health-sector training and TWCC's internal domestic abuse learning programme.
- For GP and health-sector training, build effective relationships with practices, Primary Care Networks and relevant health partners; coordinate training schedules; and use feedback and service intelligence to strengthen the offer.
- Work closely with the Head of Services, Safer Futures managers and domestic abuse specialists so domestic abuse learning reflects current evidence, safeguarding expectations, referral pathways and specialist practice. Service leaders retain responsibility for practice standards and specialist content; L&D translates this into effective learning.
- Support practitioners and subject specialists to contribute confidently to professional training and gather feedback and impact information to improve the offer.

Group facilitation

- Participate in TWCC's organisational pool of group facilitators, coordinated by the Programmes & Activities Lead, and facilitate or co-facilitate groups in line with training, competence and organisational need.
- Create group environments that are safe, inclusive, empowering and trauma responsive, adapting delivery to participants' communication, accessibility and support needs.

- Maintain professional boundaries, follow safeguarding and risk-management arrangements and escalate concerns promptly.
- Take part in relevant facilitator briefings, reflective practice, debriefs and continuing development and contribute learning from group delivery to programme improvement.

Learning administration, monitoring and collaboration

- Maintain accurate learning, assessment, volunteer and progression records and support monitoring of mandatory and priority learning.
- Use learner feedback, assessment information and participation data to identify recurring needs or opportunities to improve learning.
- Work closely with the Learning & Development Manager, other Advisors, HR colleagues, the Programmes & Activities Lead, service managers and subject specialists.
- Handle learner and volunteer information sensitively and in line with confidentiality and information-governance requirements.
- Recognise safeguarding concerns, follow TWCC procedures and maintain clear professional boundaries in learning and volunteer relationships.
- Keep own knowledge and professional practice current, including assessment, internal quality assurance, adult learning and trauma-responsive approaches.

Lead specialisms across the Advisor posts

Each Advisor will hold one lead portfolio while contributing to all shared responsibilities. Portfolios may be adjusted or rotated by the Learning & Development Manager as organisational needs develop. The three initial lead specialisms are:

- Volunteer Learning, Development & Progression - lead volunteer recruitment, induction, learning support, information/advice/guidance, coaching and progression pathways, while all Advisors retain line-management responsibility for allocated volunteers.
- Internal Learning, Accredited Programmes & Learning Quality - lead induction and CPD coordination, internal learning events and resources, accredited programmes, learner portfolios, assessment systems, standardisation, internal quality assurance/internal verification and awarding-body evidence.
- Domestic Abuse Learning – coordination and delivery of external professional training, particularly GP and health-sector training, and TWCC's internal domestic abuse learning programme.

  Lead responsibility does not remove shared duties. All Advisors will deliver training, line manage volunteers, support learner portfolios, assess and mark work, and contribute to wider learning activity according to competence, workload and specialism.

WORKING AT TWCC

The Learning & Development Advisor is not a staff-management role, but each Advisor has formal line-management responsibility for an allocated group of volunteers. Advisors are

expected to provide clear, fair and supportive volunteer management and to demonstrate TWCC's values through how they support learners, volunteers and colleagues and through the quality, fairness and care of the learning they provide.

Feminist	Challenge power imbalances, promote equity and intersectionality, value lived expertise and ensure learning and progression opportunities do not reproduce unnecessary barriers.
Empowering	Build agency, confidence and capability in learners and volunteers; support people to make informed choices, take ownership of their development and recognise their strengths.
Trauma Responsive	Prioritise physical and psychological safety, build trust, communicate compassionately and adapt learning and volunteer support to avoid unnecessary harm or re-traumatisation.
Brave	Speak up, address difficult issues, challenge established practice when needed, acknowledge mistakes and support appropriate innovation.
Belonging	Create welcoming and inclusive learning and volunteering environments in which different perspectives are respected and people feel valued, connected and able to contribute.
Hope	Maintain belief in positive change, Recognise potential, celebrate progress and help learners and volunteers see realistic pathways for growth, progression and meaningful contribution.

Learning & Development Advisor - Person Specification

Criteria	Essential	Desirable
EXPERIENCE		
Experience of supporting adults to learn, develop skills or build confidence in a training, volunteer, education or workplace setting.	✓	
Experience of delivering or co-delivering training, workshops, group learning or structured development activity.	✓	
Experience of supporting learners to compile portfolios or other evidence of learning and providing developmental feedback.	✓	
Experience of assessing or marking written, portfolio or practical work against defined learning outcomes or criteria.	✓	
Experience of working with volunteers, learners or trainees and supporting individual development or progression.	✓	
Experience of supervising, coordinating or providing structured one-to-one support to volunteers, including setting expectations, giving feedback and supporting development.	✓	
Experience of formal line management of volunteers or staff.		✓
Experience of maintaining accurate learning, assessment or learner records.	✓	
Experience of working collaboratively with trainers, managers or subject-matter experts.	✓	
Experience of providing information, advice and guidance relating to education, training, employment or volunteering.		✓
Experience of external professional training, coaching, Action Learning or group facilitation.		✓
Experience within the voluntary, VAWG, health, criminal justice, social-care or related sectors.		✓
KNOWLEDGE		
Good understanding of adult learning principles and approaches that build confidence, participation and independence.	✓	
Understanding of fair assessment practice, evidence requirements and the need for clear, consistent assessment decisions.	✓	
Understanding of internal quality assurance/internal verification, sampling, standardisation and the importance of independence between assessment and verification.	✓	
Understanding of equity, accessibility and inclusion in learning and development.	✓	
Understanding of trauma-responsive approaches to learning, support and group facilitation.	✓	
Understanding of safeguarding, professional boundaries, confidentiality and appropriate escalation.	✓	
Understanding of good volunteer-management practice, including supervision, boundaries, wellbeing, performance, recognition and appropriate escalation.	✓	

Knowledge of Information, Advice and Guidance approaches and progression pathways into education, training or employment.		✓
Knowledge of awarding-body requirements, accredited learning frameworks or apprenticeship/qualification processes.		✓
SKILLS AND ABILITIES		
Strong facilitation and communication skills, able to explain information clearly and adapt learning to different needs.	✓	
Able to support learners with portfolios while maintaining appropriate boundaries and learner ownership of their work.	✓	
Able to assess and mark written and other evidence fairly, make sound judgements against criteria and provide clear developmental feedback.	✓	
Able to undertake internal verification/internal quality assurance objectively, identify inconsistencies and give constructive feedback to assessors.	✓	
Able to encourage and motivate volunteers and learners with different levels of confidence, experience and support needs.	✓	
Able to line manage volunteers in a clear, supportive and empowering way, including agreeing expectations, holding development conversations, giving constructive feedback and addressing concerns fairly.	✓	
Strong organisation and attention to detail, able to manage learner deadlines, records, assessment activity and competing priorities.	✓	
Able to build supportive relationships while maintaining professional boundaries and appropriate confidentiality.	✓	
Strong written communication and learning-resource development skills.	✓	
Confident using digital learning, administration, portfolio and reporting systems.	✓	
Able to work collaboratively across teams and contribute flexibly outside own lead specialism when required.	✓	
VALUES AND PERSONAL APPROACH		
Strong commitment to TWCC's feminist purpose and values.	✓	
Values understanding different roles and approaches within a team with a genuine commitment to meeting shared goals	✓	
Empowering approach that helps learners recognise their strengths, make informed choices and take ownership of their development.	✓	
Trauma-responsive, patient and non-judgemental approach that creates safe and adaptable learning environments.	✓	
Brave and willing to raise concerns, address barriers and challenge practice that limits learning, inclusion or quality.	✓	
Creates a sense of belonging through inclusive, respectful and encouraging ways of working.	✓	
Hopeful and able to recognise potential and support realistic pathways for growth and progression.	✓	

Reflective, reliable and open to feedback, standardisation and continuous professional development.	✓	
QUALIFICATIONS		
Relevant qualification, professional learning or equivalent demonstrable experience in learning and development, teaching/training, adult education, volunteer development or a related field.	✓	
Recognised assessor qualification (for example CAVA/TAQA/A1 or equivalent).		✓
Recognised internal quality assurance/internal verification qualification (for example IQA/TAQA/V1 or equivalent).		✓
Information, Advice and Guidance, teaching/training, coaching or group-facilitation qualification.		✓
OTHER REQUIREMENTS		
Ability to work flexibly and travel across TWCC's areas of operation as required.	✓	
Flexibility to support occasional training, volunteer or group activity outside usual working hours.	✓	
Commitment to ongoing professional development and maintaining current knowledge relevant to assessment, internal quality assurance and learning practice.	✓	
Commitment to safeguarding, confidentiality, professional boundaries and TWCC's values.	✓	