



GREAT SCHOOLS TRUST

JOB DESCRIPTION

Job Title:	<i>Head of ITT and Teacher Development (NQT, RQT)</i>		
Reports to:	Head of IOCL	Grade:	Leadership
Staff Responsibility for:	All ITT students, NQTs, Teach First, Teaching Scholars, RQTs; as well as liaising with NPQ Tutors and Subject Matter Experts, Content Writers, Coaches, Programme Managers.	Salary:	To be negotiated on appointment
		Term:	Part time secondment – one year
Additional:	As assigned		

Background

The Great Schools Trust was formed in 2015. It is now home to 5 academies and is seeking to expand further. As the trust expands each of its academies are appointing a greater number of NQT, Teach First and Teaching Scholar employees. The trust now wishes to co-ordinate the employment, training and retention of these young teachers through the appointment of a part-time professional mentor seconded from one of its academies to work across the trust, liaising with partner providers and subject mentors in devising and implementing a high quality professional development programme for these young people.

We are seeking a Professional Mentor who firmly believes in the values, vision and mission of the trust and has the drive, energy and commitment to ensure that they become rooted in the everyday life of the trust's newly appointed NQT's and Teach First appointments. The successful candidate will lead the trust through deep cultural change in promoting and establishing a secure career foundation and training programme for all trainee, first year and recently qualified teachers, whilst work with teaching scholars to enable them to achieve qualified teacher status.

The appointee will become a member of the trust's executive team on a part-time basis whose remit is to further develop the Great Schools Trust's educational model, share good practice and collaborate on cross-trust projects.





Vision, mission and ethos of GST academies

The vision of the Great Schools Trust

To create a mutually supportive group of outstanding schools that give every Great Schools' students the opportunity to go to university or pursue the career of their choice.

The Mission of each of our academies

To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits that are necessary to succeed at all levels and become successful citizens in tomorrow's world.

The ethos that we seek in each of our academies

We firmly believe that if young people come to a school where they feel valued, safe and teachers have their best interests at heart, then they will commit themselves; they will work harder; suffer fewer distractions; become more motivated and achieve more. Research shows that pursuing a character-driven approach to education, based on a firm set of values, is the lever that produces such an ethos.

Our students

We firmly believe that all of our students can become successful learners. To help them on this journey we agree, with them and their parents, a set of long term goals which become the end point of a 'flight path' which is then further broken down in to a series of Learning Cycle goals. These goals are reviewed with the student by his/her academic tutor each Learning Cycle.

Our 'character through leadership' programmes then help each student gain the confidence, self-esteem resilience and grit to achieve these long term goals.

Our belief

We firmly believe that every student, through personalised learning and clear goals, will stretch their boundaries, gain greater self-confidence and learn more than they thought possible.

Main focus of this post

To act as the professional mentor for all ITT students and Teaching Scholars to oversee the NQT Induction programme, monitoring and evaluating their progress against the GST Standards of Excellent Teaching.

Core Purpose

To make a full contribution to the trust's 'Achievement through Collaboration' programme in terms of new teacher induction.





Core Principles

- Every young person can, and should, succeed – no ceilings
- Great teaching comes through a heavy investment in to individual professional development
- Positive relationships underpin all of our work
- High expectations are non-negotiable

JOB PURPOSE & SUMMARY

Secure a high quality of teacher training for all trainee and recently qualified teachers in GST schools by:

- Developing and delivering a central programme of Initial Teacher training for all GST PGCE/PGDE students, School Direct & Teach First students which builds on the learning from their HE programme, whilst also exploring opportunities to roll this out to non GST schools.
- Developing and delivering a central programme of NQT training for all GST NQTs which builds on the learning from their ITT year, whilst also exploring opportunities to roll this out to non GST schools.
- Developing and delivering a central programme of Recently Qualified Teacher training for all GST schools and non-GST schools which builds on the learning from the NQT year.
- Through liaison with partner providers and subject mentors, quality assure and accurately assess the progress of ITT students and NQTs.
- Liaise with key partners to develop provision across the trust so that we are a key provider and shape future developments in the communities that they serve
- Appoint or commission and quality assure appropriate personnel to develop and deliver Teaching Programmes.
- Collaborate with Head of IOCL and external stakeholders to deliver a full, integrated marketing and communications strategy for the award of Teaching School provider.
- Collaborate with Head of IOCL in developing teacher training programmes for experienced teachers, whilst exploring opportunities to roll these out to non GST schools.
- Explore creative ITT pathways for GST schools (e.g. Apprenticeships).

Key duties

Monitoring and assessment of progress

- To liaise with subject mentors in each academy regarding the completion of the statutory forms required for the different ITT courses and NQT programme (PGCE, SCITT, School direct, NQT, Teach First, etc.)
- To use both formal and informal lesson observation as a supportive method of the assessment of progress being made and use the outcomes of such observations to further improve the trust's induction programmes
- To meet with trainees, NQTs and RQTs on a regular basis to discuss progress made on identified key targets and/or national teaching standards.
- Monitor and moderate SCITT and school-based training sessions to evaluate their effectiveness and impact.



Provision of training

- Lead on the design, delivery, evaluation and improvement of the core SCITT and School Direct Programmes
- Recruit and train, as necessary, Subject Specialist Tutors to support the delivery of the SCITT centre based programme
- To develop a wide range of professional development opportunities, in partnership with the trust's external partners, for trainees, NQTs and RQTs across the trust
- Provide induction and ongoing training to ITT Co-ordinators and Subject Coaches for their SCITT roles that is responsive to their developmental needs
- To ensure that the training programme covers all the statutory areas including: safeguarding, Health & safety, SEND, assessment and reporting
- To provide trainees and NQT staff with the opportunity to engage in and play a full and active role in relevant professional development sessions
- Create and maintain key documentation for training, including training manuals and handbooks
- Ensure a joined up approach between School Direct and SCITT provision.

Liaison with partners

- To work with key partners to provide an enriching professional development programme, which gives trainees and staff the opportunity to visit and work with other academies.
- Liaise with ITT Co-ordinators and with Subject Coaches in partner schools to secure a consistently high quality of provision.
- Collaborate with Subject Specialist Tutors to develop a high quality training programme.
- To work with subject mentors in completing the necessary statutory documentation for each course.
- To liaise with key staff in each academy and key partners to identify and plan for future training opportunities for ITT trainees and Teaching Scholars employed by the trust.
- Work with School ITT Co-ordinators, Subject Coaches, Subject Specialist Tutors and partner school senior leaders to check that all parties to the SCITT, including trainees, comply with the SCITT's policies and codes of practice and other relevant legislation relating to promoting equality and diversity, eliminating discrimination and ensuring safeguarding.
- Develop the trust's role as a SCITT and NQT Appropriate Body, including increasing the number of schools commissioning this provision.
- Develop strong relationships with Universities and HEIs

The Trust

- To work within trust-wide policies and procedures.
- To attend skill training and participate in personal/performance development as required.
- To take care for personal and other people's health, safety, well-being and work-life balance
- To be aware of the confidential nature of issues.

Additional

In addition other duties at no higher level or responsibility may be interchanged with/added to this list as required.





Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services across the trust and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.



PERSON SPECIFICATION

Assessed by:

No	CATEGORIES	Essential/ Desirable	App Form	Interview
QUALIFICATIONS				
1.	A degree qualification or equivalent	E	✓	
2.	Qualified Teacher Status	E	✓	
3.	PGCE	E	✓	
4.	Evidence of Continuous Professional Development	E	✓	
5.	Masters Level Degree	D	✓	
EXPERIENCE				
6.	A minimum of three years good or outstanding teaching experience	E	✓	✓
7.	Experience within ITT	E	✓	✓
8.	Experience of developing and delivering successful training programmes	E	✓	✓
9.	Experience of working with trainee teachers	E	✓	✓
10.	Coaching and mentoring experience	E	✓	✓
11.	Experience of working with awarding bodies and regulators to improve practice	D	✓	✓
12.	Significant experience of working with partners and teams to develop high quality, shared systems	D	✓	✓
13.	Experience of designing tracing, monitoring, evaluation and reporting systems capable of bringing about outstanding outcomes	D	✓	✓
14.	Experience of reporting outcomes and making recommendations drawn from evaluation	E	✓	✓
15.	Experience of project management	E	✓	✓

ABILITIES, SKILLS AND KNOWLEDGE				
16.	Ability to co-ordinate a large number of partners to deliver project outcomes to a high standard	E	✓	✓
17.	Ability to prioritise work efficiently and accurately, particularly under pressure, to deadlines and using own initiative	E	✓	✓
18.	Ability to maintain productive and positive relationships with staff, trainees and partners	E	✓	✓

19.	Understanding of the CPD needs of teachers at the outset of their careers	D	✓	✓
20.	Strong verbal and written communication skills	E	✓	✓
21.	Ability to interpret complex data	E	✓	✓
22.	Excellent report writing skills	D	✓	✓
23.	Ability to build strong working relationships with Trustees, Local Governors, Central Office, College staff and school staff	E	✓	✓
24.	Excellent interpersonal skills and emotional intelligence	E	✓	✓
25.	Being available and approachable to staff at all levels with varied knowledge	E	✓	✓
26.	Highest levels of integrity and probity and a commitment to highest levels of effort, endeavour and focus on standards	E	✓	✓

PERSONAL QUALITIES

27.	A passionate belief in the Trust's vision of 'Educating, Equipping & Empowering tomorrow's leaders'	E	✓	✓
28.	A strong commitment to the Trust value of 'Aspiration & Achievement'	E	✓	✓
29.	A strong commitment to the Trust value of 'Self Awareness'	E	✓	✓
30.	A strong commitment to the Trust value of 'Professionalism'	E	✓	✓
31.	A strong commitment to the Trust value of 'Integrity'	E	✓	✓
32.	A strong commitment to the Trust value of 'Respect'	E	✓	✓
33.	A strong commitment to the Trust value of 'Endeavour'	E	✓	✓
34.	Sympathetic to and supportive of the mixed multi-academy Trust model	E	✓	✓