**Job Description & Person Specification**

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|  | Redcar and Cleveland Teacher Training Manager |
| **JE Reference**  |  | **Grade**  | Soulbury 9-12 | **SCP Range** |  |

**Reporting line:**

Teacher Training Manager

Primary Course Leader

Partnership Tutors Trainees and Mentors

# **Job Purpose:**

* To lead the Primary Programme
* To support the Programme Manager to provide high quality delivery for Redcar and Cleveland Teacher Training Partnership (RCTTP) to ensure appropriate monitoring, support, challenge, advice and guidance is given to schools to help all schools improve the development of the Trainee Teachers.

**Accountable to:** Programme Manager

**Accountable for:** Partnership Tutors, Primay Mentors and primary trainees.

**General Contacts:** Other relevant specialist officers and advisers within the Achievement and Inclusion Service and other colleagues throughout the Childrens and Families directorate.

# **Key duties and responsibilities:**

***Assuring Quality***

* Providing formal feedback, advice and guidance regarding the quality and effectiveness of the primary course on a termly basis
* Liaising with external agencies in order to obtain advice, guidance, feedback
* Responding to issues which will inform the quality assurance process and secure improvement in primary provision.
* Reviewing the Primary Programme on an annual basis, revising documentation and procedures as necessary
* Reporting termly to the RCTTP Executive Group and present evidence for the final assessment of Qualified Teacher Status

# ***Providing support and guidance for trainees***

* To monitor and evaluate the provision for primary trainees in all the schools including monitoring the performance of Partnership Tutors and mentors.
* Liaising with schools to ensure all staff involved understand their roles and responsibilities
* Carrying out discussions and evaluations to obtain feedback from trainees, Partnership tutors and mentors at the assessment points
* Support the Programme Manager in collating data and writing SED
* Contributing to the dissemination of good practice among RCTTP schools and moderating judgements made on the standards achieved by trainees within and between schools
* Maintaining an overview of progress of the primary trainee cohort
* Support the Programme Manager in co-ordinating the recruitment of new candidates.

***Curriculum Delivery***

* Making changes in the short term, to respond to feedback from trainees, Partnership Tutors and mentors in order to secure improvement.

#  Planning, delivering and/or facilitating central training sessions for trainees.

# Ensuring the curriculum complies with DfE ITT Core Content Framework and is compliant with ITT criteria.

#  Liaising with stakeholders to negotiate training opportunities where appropriate

#  Planning and delivering training sessions for mentors and Partnership Tutors

* Support the Programme Manager analysing reports and preparing improvement plans ensuring that targets within them are set.
* Collating and preparing Primary course reviews
* Attending training (local, regional and national) as requested by the Programme Manager**.**
* Marking of trainees’ assignments and set tasks
* Work alongside Partnership Tutors and Mentors to deliver CPD sessions to ensure the development of their role
* Organising and managing school placements
* Produce handbooks and documentation to support trainees and mentors

***Responsibilities***

* The safeguarding and promotion of the welfare of children and young people
* Complying with and assisting with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Ensuring that RCTTP meets in full its requirement to promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination and to develop good practice
* Responsible for the development and implementation of the overall vision and aims of RCTTP
* Developing constructive relationships and communicating with other agencies/professionals
* Participating in training and other learning activities and performance management and development as required
* Recognising own strengths and areas of expertise and use these to advise and support others
* Keeping up to date with changes in ITE and associated financial, administrative, legislative and pedagogical guidance.
* To visit schools and trainees on placement across the Tees Valley and North Yorkshire regions.

# **General/Corporate Responsibilities:**

1. To undertake such duties as may be commensurate with the seniority of the post
2. To ensure that the Council’s corporate Health & Safety policy is followed and training is undertaken in all pertinent health and safety procedures
3. To partake in the Council’s and Directorate’s staff training and development policies as well as the Council’s system of performance appraisal
4. To treat all information gathered for the Council and Directorate, either electronically or manually, in a confidential manner
5. All employees are required to demonstrate a commitment when carrying out their duties which promotes and values diversity and the equality of opportunity in relation to employees and service users which is in line with the Council’s Equality & Diversity Policy.
6. To be responsible for identifying and managing all risks associated with the job role through effective application of internal controls and risk assessments to support the achievement of Corporate and Service objectives
7. To ensure the highest standards of customer care are met at all times
8. To ensure the principles of Value for Money in service delivery is fundamental in all aspects of involvement with internal and external customers
9. To ensure that the highest standards of data quality are achieved and maintained for the collection, management and use of data.
10. To positively promote the welfare of children, young people, and vulnerable adults and ensure that it is recognised that Safeguarding is everyone's responsibility; and to engage in appropriate training and development opportunities which enhance an individual’s knowledge and skill in responding to children, young people and vulnerable adults who may be in need of safeguarding.

**Last Updated:** August 21 **Author:** Clare Mahoney

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| **POST TITLE**  | **GRADE** |
| Primary Course Leader  |  |

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| **NOTE TO APPLICANTS**Whilst all points on the specification are important, those listed in the essential column are the key requirements. You should pay particular attention to those points and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview. |

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| **CRITERIA** | NECESSARY REQUIREMENTS | **\* M.O.A.** |
|  | **Essential** | **Desirable** |  |
| **EXPERIENCE** | * Experience as a curriculum leader
* Effective partnership working with schools and services to provide support, monitoring and challenge.
* Proven track record of effective teaching and leading change and improvement.
* Experience of successful mentoring - monitoring trainee standards, acknowledging excellence and challenging areas of development.
* Evidence of highly effective time management skills
 | * Training and supporting Early Career Teachers.
* Management of staff
* Leading a successful team
* Successful experience within a SCITT or Schools Direct Programme
* Successful experience of partnership working.
 | A I P |
| **SKILLS AND ABILITIES** | * Able to establish good professional relationships with a variety or colleagues
* Competent with data analysis and interpretation
* Excellent organisational and time management skills
* Able to articulate a clear personal education philosophy and vision for the future
* Be flexible and be open to change
* Be able to work to high standards and tight deadlines.
* Self-motivating and resilient, able to develop effective partnerships and handle multiple lines of accountability to local strategic/steering groups
* Ability to work collaboratively
* Be positive and with a sense of purpose
* Approachable and sensitive to the needs of others
* Flexible in approach in order to meet the demands of the post and the different hours worked.
* Excellent interpersonal, communication and presentation skills
* Leadership and management skills
* Ability to reflect and make considered judgements.
* Good report writing skills and the ability to produce concise and effective reports and guidance.
 | * Have a high degree of emotional intelligence to deal with complex personal situations
 | A I P |
| **EDUCATION/ QUALIFICATIONS/ KNOWLEDGE** | * Qualified Teacher Status
* Holder of an appropriate education qualification.
* Degree or equivalent
* Working knowledge of data analysis, self-evaluation and strategies for identifying and addressing barriers to improvement
* Understanding of the national agenda, recent or impending developments in children’s services and education.
* Good primary curriculum knowledge
 | * Higher degree in Education or leadership development
* Experience at a senior level in a school
* Knowledge of successful intervention strategies
* Experience of planning, implementing and evaluating successful strategies for school
* Successful Leadership of school improvement in local authority and or a school
 | A, C, R |
| **OTHER REQUIREMENTS** | * Flexible approach to work by responding to the needs of the services including, at times, requirements to work beyond normal working hours
* Commitment to own continuous personal and professional development
* Strong team player, committed to an ethos of continuous improvement
 | * Evidence of own continuous personal and professional development
* Competence in work related IT
 | A, I, C  |
| **COMMITMENT TO EQUAL OPPORTUNITIES** | * Commitment to equal opportunities and the ability to recognise the needs of different service users
 | * Evidence of having completed training in equality and diversity awareness
 | A, I  |
| **COMMITMENT TO SERVICE DELIVERY/ CUSTOMER CARE** | * Commitment to provide a customer-focussed service
 | * Evidence of surpassing customer expectations or service targets / goals
 | A, I  |

**METHOD OF ASSESSMENT: (\*M.O.A.)**

A = APPLICATION FORM C = CERTIFICATE E = EXERCISE I = INTERVIEW P = PRESENTATION T = TEST AC = ASSESSMENT CENTRE

R = REFERENCE Depending on what the Board want to do as part of the interview process these may change. Would need an indicator of this before advertising the role.