

****





**Further particulars for the Post of**

**Head of Initial Teacher Training**



**Head of Initial Teacher Training**

Starting salary on Teacher’s leadership pay spine - anticipated to be in the range L15-18, (negotiable). Full Time, Permanent

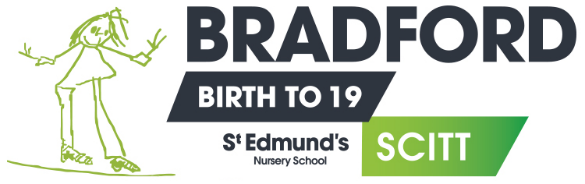
St Edmund’s Nursery School and Children’s Centre is the lead school for the Bradford Birth to 19 SCITT, working with a large but dynamic number of schools, most of whom are in the Bradford area. St Edmund’s is also the lead school of the Bradford Birth to 19 Teaching School Alliance. Together, the SCITT and Teaching school work with over 100 nursery, primary, secondary and special schools.

The Bradford Birth to 19 SCITT provides an innovative, exciting and high-quality approach to Initial Teacher Training. Graduates apply through UCAS to our SCITT or to the school for School Direct places to undertake their training as a teacher. Our one-year Primary QTS programme, based in at least 2 schools, is devised and delivered by and in our alliance schools, with supported from our partner university Sheffield Hallam who provide the PGCE(60 credits at Masters level) component which the large majority of our trainees complete. Introduced in 2018/19, our secondary QTS programme has proved to be a successful new venture, growing quickly to 20 trainees this year, across a range of subjects, for our secondary QTS programme we are supported by Leeds Trinity University who provide our PGCE (60 credits at Masters level).

Working in close school partnership, we strive to give the best possible training experience and support in the application process for our student teachers so that they can take up a teaching post, often within one of our large alliance of schools. We work with schools from the maintained and academy sector, including supporting School Direct routes aligned to the BDAT, Beckfoot, Dixons and Nurture academy trusts and Bingley Grammar School. Our training programme aims to supply skilled, enthusiastic teachers ready to succeed professionally and we have a good and growing reputation for producing strong NQTs.

Our vision is to train the next generation of outstanding Bradford nursery, primary and secondary school teachers so that we can improve the life chances of young people across the district. Our schools are committed to providing the highest standard of education for the young people in the Bradford District. We are keen to recruit trainee teachers who share our commitment and are passionate for working with children and young people. Our SCITT aims to provide training of the highest quality, delivered by inspiring practitioners in a diverse and stimulating range of schools and settings. The early roll-out of the DfE’s Early Career Framework will provide an exciting opportunity to forge effective relationships with the national ECF providers who will be working in Bradford.

This post is offered subject to teachers’ pay and conditions. As a post with significant strategic leadership responsibilities, we expect the post-holder to show flexibility in their working hours, including working occasional weekend days and evenings. Also, the Head of Initial Teacher Training will need to ensure recruitment and preparation for the start of SCITT courses runs smoothly over the summer break, which will include typically working the last week in August.



**Our Initial Teacher Training Programmes for September 2019**

Bradford Birth to 19 SCITT is one of the larger school led providers of initial teacher training in Yorkshire. This year, our programme includes:

* Primary SCITT: 3-7 and 5-11 age phases (33 trainees)
* Primary School Direct Salaried: 3-7 and 5-11 age phases (15 trainees)
* Secondary SCITT (20 trainees)

Our SCITT was judged as Good by Ofsted in 2017, with the Report published in January 2108. It presents many strengths, and we are looking for someone with the capacity and desire to lead our SCITT to an outstanding Ofsted judgment.

Please read the report for yourself at: <https://reports.ofsted.gov.uk/provider/41/70329>

**JOB DESCRIPTION**

**JOB TITLE:** Head of Initial Teacher Training

**GRADE:** Leadership Group, Teachers’ Pay and Conditions

**SALARY:**  Negotiable but anticipated in the range L15-18

**DURATION:** Full Time, permanent

**ACCOUNTABLE TO:** SCITT Accounting Officer

**LINE MANAGED BY:** Teaching School Director

**FACILITIES:** Office space, computer and administrative services

**INTERNAL CONTACTS:** SCITT admissions officer; SCITT tutors; trainees.

**EXTERNAL CONTACTS:**

SCITT Partnership Board; Bradford Birth to 19 SCITT Schools; Lead mentors; other schools; DFE; OFSTED; external examiners; professional bodies and subject associations; funding bodies; potential employers; Bradford Research School, Sheffield Hallam Institute of Education, Leeds Trinity University and other academic institutions and HEIs and other local SCITTs.

**PURPOSE OF THE POST:** To be responsible for the strategic leadership and

development of the SCITT, as a provider of

excellent teacher education in the area.

**STRATEGIC DUTIES:**

1. To act as the strategic lead of the SCITT, driving the fulfilment of the SCITT’s vision and values.
2. To lead the SCITT’s planning for improvement.
3. To lead the decision-making processes of the SCITT and to accept responsibility for the implementation of agreed SCITT policies.
4. To lead and promote the generation of income for the SCITT.
5. To lead SCITT course developments.
6. To strategically lead continuous quality improvement of the SCITT and respond effectively to the needs generated by a diverse student body and the external environment.
7. To ensure that the operations of the SCITT are conducted in accordance with all statutory legislation and guidance as required by the Department for Education, and in accordance with requirements of current Ofsted inspection schedules.

**SPECIFIC DUTIES AND RESPONSIBILITIES:**

Leadership, Management and Communication

1. To be responsible for the leadership and development of the SCITT as a whole.
2. To maintain an appropriate commitment to scholarship or practice including a small teaching responsibility, acting as a role model of excellence in these respects.
3. To have line management responsibility for SCITT staff.
4. To undertake the appraisal of SCITT staff and ensure that staff development needs are clearly identified and aligned to SCITT and the other appropriate professional objectives.
5. To coordinate staff development activities, encouraging and promoting research and scholarship amongst the SCITT tutor and school-based mentor teams.
6. To have operational responsibility for the fees income and any other budget allocated to the SCITT include budget setting.
7. To assess the staffing and other resource needs of the SCITT in light of current and expected student numbers, quality considerations and income and make recommendations to the SCITT Partnership Board.
8. To ensure effective communication within the SCITT partnership of schools, the Bradford Birth to 19 Teaching School Alliance, other local bodies and networks, and University Institutes of Education.
9. To work proactively and appropriately with SCITT partnership schools to identify, deploy and support teachers to work as tutors and mentors for the SCITT.
10. To represent the SCITT at appropriate local, regional and national meetings and boards, including supporting engagement with the DfE’s Early Career Framework.

Courses, Students and Quality Assurance

1. To lead the development of the SCITTs training programme including engagement with the DFE’s Early Career Framework.
2. To ensure that the SCITT provision enables the SCITT to meet the targets for recruitment and retention.
3. To contribute to the development and operation of effective student recruitment procedures and to ensure effective and consistent operation within the Admissions Policies of the SCITT.
4. To ensure the effective implementation and operation of relevant arrangements for student support and to ensure students make good or outstanding progress throughout the course.
5. To ensure that student assessment is undertaken in conformity with agreed academic university policies, procedures and regulations which take account of the requirements of relevant external bodies including external examiners.
6. To be responsible for monitoring the quality of documentation produced within the SCITT.
7. To be responsible for submissions to any University Academic Standards Committees, on an annual basis, and to undertake any quality assurance responsibilities as may be required by the policies and procedures established by or on behalf of any partner University Academic Board.
8. To lead the planning and preparation towards external scrutiny of the SCITT’s provision.
9. To ensure recruitment and training practice is compliant with DFE and Ofsted regulations.

**GENERAL DUTIES AND RESPONSIBILITIES**

1. To undertake a small element of teaching / training for the SCITT and to make such other contributions to course delivery as may be needed, in particular taking responsibility for:
2. Appropriate preparation, including preparation of learning materials:
3. Delivery of formal scheduled teaching and training
4. Design and preparation of instruments of assessments against teachers’ standards
5. Undertaking formative and summative assessments of students work and performance against teachers’ standards;
6. Moderation of trainee assessments
7. Provision of general support for student learning and well being.
8. To contribute to curriculum and pedagogical development within the SCITT, underpinned by an awareness of recent and relevant changes in policy, legislation, practice in the field and research.
9. To undertake all necessary administrative tasks associated with the teaching function and such other administrative tasks as may be required by the SCITT Committee, Teaching School Director, or SCITT Accounting Officer.
10. To contribute to SCITT arrangements for student support and guidance and liaise with partner universities as necessary.
11. To attend and contribute to relevant team meetings and initiatives.
12. To participate, as appropriate, in programmes of staff development in conformity with the requirements of the SCITT.
13. To work in a professional way with due regards for relevant policies and procedures, in the post holder’s own area of responsibility and in his/her general conduct.
14. To carry out any other duties, commensurate with the grade of the post, as directed by the SCITT Partnership Board, Teaching School Director or Accounting Officer.

This Job description is current at the date shown below. It is liable to variation by the Accounting Officer (Headteacher) of the SCITT in order to reflect or anticipate developments and changes in the post.

December 2019

**JOB TITLE:** Director of Initial Teacher Training

**DATE:** December 2019

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ESSENTIAL**  **CHARACTERISTICS** | **DESIRABLE**  **CHARACTERISTICS** | **Assessed by:**  **Application Form (A)**  **Interview (I)**  **Presentation (P)**  **References (R)** |
| **Qualifications** | Honours Degree  Qualified Teacher Status | Relevant post-graduate qualification | A  A  A |
| **Experience** | Significant and successful experience of teaching in nursery, primary, special or secondary school  Experience of school leadership and / or leadership of initial teacher training.  Experience of developing quality assurance systems and commitment to their effective implementation to support improvement  Extensive experience of initial teaching training, i.e ITT Coordinator and Mentor or Tutor  Experience of delivering whole-school CPD or training programmes to a wider audience  Interest in educational research  Experience of leadership projects or teams that have significantly improved pupil outcomes.  Experience in managing workloads and wellbeing | Successful experience of curriculum development in a school and / or ITT setting  Contribution to preparation for external inspection  Involvement in research in teacher education  Leading collaborative project developments or school partnerships | A, I, R, P  A, I, R  A, I, R, P  A,I, R  A, I  A, I  A, I  A, I  A, I  A, I, R  A, I, R, P |
| **Skills/Knowledge/Abilities** | Ability to play a full and proactive role in the leadership, development, management and administration of the SCITT  Ability to make and maintain productive professional relationships both internal and external to the SCITT  Ability to lead successful SCITT recruitment programmes for teacher training  Knowledge of ITT OfSTED requirements and processes  Demonstrable ability to manage teams effectively in determining and attaining goals  Ability to present complex information in a clear logical manner and to communicate knowledge and enthusiasm  Ability to use ICT in its application to course management and administration, student teaching, learning.  Ability to cope with pressure and demanding workloads  Ability to handle varied tasks and meet tight deadlines  Knowledge of the characteristics of high quality teaching and learning in schools and the main teaching strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.  Evidence of a commitment to quality enhancement and professional development.  Knowledge of how to evidence from research and inspection evidence and local, national and international standards can be used to inform expectations, targets and teaching approaches  How to use comparative data, together with information about pupils’ and trainees’ attainment, to establish benchmarks and set improvement targets. |  | I  I  I  I  I, R  I, P  I, P  I, R  I, R  I, P  I, P  I, P  I, P |
| **Personal Attributes** | Excellent interpersonal skills  Good ICT, presentation and communication skills  Adaptability to new ideas  Confidence, enthusiasm and intellectual ability  Reliability and integrity  Commitment  Willingness to commit to the SCITT’s vision and values | Ability to drive and has own car | I, P  I, P  I, R  I, P  R  I, P, R  A, I, P  A, I |