

SJB CMAT  
Deputy Director of Teaching School Hub



**JOB TITLE:** Deputy Director of Teaching School Hub

**RESPONSIBLE TO:** Trust Director of Professional Development

**SALARY / GRADE:** L11-15

**DURATION:** Full-time, Permanent

**WORKING TIME:** In line with Leadership Team STPCD conditions

## 1 PURPOSE AND SCOPE

The St John the Baptist Catholic Multi Academy Trust is a family of schools in East Anglia, with a distinctive ethos founded on the Gospel values of faithfulness, humility, truth, forgiveness, tolerance, dignity, service and respect. The Trust was established by, and is accountable to, the Roman Catholic Diocese of East Anglia.

The Julian Teaching School Hub (TSH) is based at Notre Dame High School, part of the Trust. It is one of 87 TSHs designated by the Department for Education to improve recruitment and retention through high quality professional development at all stages of a teacher's / leader's career. The vision for The Julian TSH is to ***"unite schools to serve every child, by applying best bets for improving outcomes"***.

The postholder will:

- Undertake the normal responsibilities of classroom teacher.
- Deputise for the Trust Director of Professional Development, upon request.
- Undertake any professional duties or responsibilities reasonably delegated to them by the Trust Director of Professional Development, in particular leading on core strands of TSH activity.
- Play a lead role in developing and enhancing the teaching and leadership practices of others, via the TSH.
- Be a highly effective Facilitator for both Teachers and Leaders undertaking Professional Development, providing a model to other Facilitators whilst working with National Lead Providers to ensure that training materials are improved over time.
- Be accountable for leading, managing and developing staff within the delegated duties.
- Effectively manage and deploy teaching/support staff, financial and physical resources within the delegated duties.
- Effectively manage the delivery of TSH activity by non-Trust employees, ensuring that high standards are maintained and enhanced through:
  - Designing and delivering Professional Development opportunities for those individuals.
  - Conducting ongoing Quality Assurance of TSH activity.

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- Management of Partnerships with other Trusts, schools and educational organisations within the region.
- Working with the Trust Director of Professional Development, evaluate the impact of TSH activity on EENEL5 schools, their employees and pupils.

The post demands exceptional communication skills, the ability to manage complex relationships between stakeholders across EENEL5 including a willingness to travel in order to build and maintain relationships.

St John the Baptist Catholic Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

## **2 ORGANISATIONAL RESPONSIBILITIES**

- Reporting to and line managed by the Trust Director of Professional Development.
- Demonstrate Leadership in all aspects of the roles delegated, with regard to leading the TSH.
- Maximise the use of Resources.
- To work with colleagues to formulate aims, objectives and strategic plans for the TSH which have coherence and relevance to the needs of EENLE5-based students and to the aims, objectives and strategic plans of the TSH.
- To actively monitor, improve and follow-up on facilitation / general delivery of TSH programmes by others.
- To help develop and implement Policies and Procedure specific to the TSH.
- Support the development of effective teaching and leadership across the Trust's schools, for example by designing and delivering Professional Development programmes in response to need identified within the Trust.
- Contribute to staff development activities and coaching of staff.
- Understand issues relating to the organisation, ordering and funding of resources.
- To assist with the leading and management of the business planning function of the Teaching School Hub.
- Lead staff meetings, when required.
- To liaise with the Board of Directors of the Trust, Heads Operations Committee, CEO, Deputy CEO, Trust schools' Governing Bodies, Headteachers / teachers / support staff within the Trust and other schools using TSH services, the Department for Education, Local Authority, ITT Providers, the Teaching School Hubs' Council, the TSH's National Lead Providers and other external bodies, both local and national.
- To attend the Trust Directors' Teaching School Hub committee meetings.
- To attend the TSH Steering group meetings.
- To attend the Trust Directors' Teaching, Learning and Standards committee meetings, on request.

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### 3 MAIN DUTIES AND RESPONSIBILITIES

#### Leadership of specific strands of TSH work

The Julian TSH has two Deputy Directors, whose specific responsibilities will be allocated from the following list by the Trust Director of Professional Development:

- **To lead the TSH's Initial Teacher Training (ITT) strategy** and related Key Performance Indicators (KPIs), ensuring that schools in the East England North-East London 5 (EENLE5) region have a choice of high-quality ITT providers whilst playing an active role in Initial Teacher Training themselves.
- **To lead the TSH's Appropriate Body (AB) service** and related KPIs, ensuring that its statutory duties relating to the induction of Early Career Teachers (ECTs) is fully delivered on i.e., checking that headteachers/principals put in place an induction programme for their ECTs, ensuring that this programme of support is clearly based on the Early Career Framework (ECF), and otherwise supporting schools to meet their statutory duties.
- **To lead the TSH's ECF Full Induction Programme for ECTs** and related KPIs, including managing the relationship with a National Lead Provider of this Programme, recruiting and retaining schools and their employees to the Programme, delivery of training for ECTs and their Mentors, monitoring and quality assuring delivery of training by others, monitoring engagement of ECTs and their Mentors with in-school induction activities, and supporting senior leaders in schools to perform their related duties.
- **To lead the TSH's National Professional Qualifications (NPQs)** and related KPIs, including managing the relationship with National Leader Providers, recruiting and retaining participants onto the various qualifications, delivery of training relating to qualifications, monitoring and quality assuring delivery of training by others, monitoring engagement from participants with online learning, and assessing participants for award of qualifications.
- **To design and delivery (or Commission and quality assure) Other Professional Development Programmes**, in response to need identified within EENEL5 schools.

#### Marketing and Liaison

- To take lead responsibility for marketing services which fall under the delegated duties, such that recruitment targets for ITT, AB, ECF Full Induction Programme, NPQs and other Professional Development programmes are met.
- To manage participant journey for programmes which fall under the delegated duties.
- To contribute to the TSH and Trust liaison and marketing activities, e.g. the creation / collation of material for press releases, website etc.
- To lead the development of effective links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of the TSH at external events and within the media.
- To actively promote the development of effective TSH links with external agencies.

#### Partnership management

- To work with others to recruit and deploy suitably skilled Facilitators for ITT, ECF, NPQ and other programmes.
- To manage Service Level Agreements held between the TSH and local partners, ensuring that those partners deliver in full on such agreements.
- To manage the TSH's relationship with National Lead Providers of ECF and NPQ programmes, including supporting those Providers when they are inspected by Ofsted.
- To evaluate the quality of programme materials supplied by National Lead Providers, influencing their ongoing improvement with those providers.

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### Strategy

- To make major contributions to the writing of the TSH Delivery Plan.
- To support the process of the setting of targets / KPIs within the TSH and to work towards their achievement.
- Support the aims and ethos of the Trust.
- To keep up to date with National developments in teaching, learning, assessment, curriculum and reporting.

### Quality Assurance

- To establish common standards of practice within the TSH and develop the effectiveness of facilitation and programme leadership across all TSH work.
- To implement effective TSH quality control systems, and to ensure adherence to those within the TSH and its partners.
- To take a lead role within the TSH procedures for observing and feeding back on facilitation.
- To take a lead role with the TSH procedures for quality assuring the induction of Early Career Teachers within schools registered with the TSH AB service.
- To seek/implement modification and improvement where required.
- Set a good example in terms of dress, punctuality and attendance.
- Participate in staff training.
- Attend team (e.g. TSH meetings), staff meetings and any other such relevant committees related to the delegated roles.
- Develop links with the Trust directors and governors, member of the TSH Steering group, the Local Authority, the Diocese, the EENEL5 region's schools and relevant external organisations (Academy Sponsors, DfE, Norwich Opportunity Area etc).

### Management Information

- To ensure the maintenance of accurate and up-to-date information with any relevant aspects of the delegated roles on the management information systems of National Lead Providers, the DfE and the TSH itself.
- To make use of analysis and evaluate performance data provided
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken

### Communications

- To ensure that all members of staff managed as part of the delegated roles are familiar with the TSH and Trust aims and objectives.
- To ensure effective and positive communication/consultation as appropriate with, (amongst others), the LA, Diocese, DfE, Opportunity Area, SJB CMAT, the local media etc.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.

### Management of Resources:

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including reviewing and advising on the TSH budget, and (where appropriate, as part of the delegated roles) acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

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**Recruitment & Deployment**

- To work with colleagues to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the efficient and effective deployment of any technicians/support staff where these form part of delegated responsibilities.
- To undertake Performance Management Review(s) and to act as a reviewer for staff delegated by the Trust CEO.
- To participate in the interview process for teaching posts and relevant support staff posts when required and to ensure effective induction of new staff in line with Trust procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To contribute to Trust-specific CPD programmes.
- To be responsible for the day-to-day management of staff within the role and act as a positive role model.

**Pastoral System**

When based in one of the Trust's schools:

- To play a major role in ensuring the Behaviour Management system is implemented in the MAT so that effective learning can take place.
- To take the lead during incidents such as Fire Alarms , emergency evacuations, whole school events etc in order to maintain a calm, safe and orderly environment
- To have a major role in having due regard for safeguarding and promoting the welfare of children and young people and to help direct and to follow the child protection procedures adopted by Norfolk County Council and the Trust and school's safeguarding policy.

**Teaching**

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher. This will be minimized to enable the core work of the TSH to be undertaken.
- Carry out teaching duties in accordance with the school's schemes of work and National Curriculum.
- Liaise with colleagues to deliver units of work in a collaborative way.
- Work with teaching assistants and the SENCO.
- Set targets for student attainment levels.
- Set work for students absent from school.
- Demonstrate good practice in the teaching areas of responsibility.

**4 GENERAL DUTIES**

- Be aware of and comply with statutory and Trust/ school policies and procedures as applicable.
- Participate in training and other learning activities as required and to participate in appraisal and professional development.
- To play a full part in the life of the Trust community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example
- Support the ethos of the Trust through involvement in the prayer life of the schools
- Support the charitable and community work of the schools
- Support the Church's teachings on gospel and family values
- Undertakes other similar duties and activities that fall within the grade and role and any other duties as may be reasonably required by the Trust CEO.

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In relation to other schools, colleges, the LA and educational bodies, work with the Trust Director of Professional Development by:

- Promoting a continuity of learning, progression of achievement and curriculum development.
- Maintaining effective liaison and providing support where needed.
- Maintaining effective relationships with other schools and especially with other Catholic schools in matters of common concern.

Whilst every effort has been made to explain the main duties and responsibilities of the post, every individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the CEO to reflect or anticipate changes in the job commensurate with the grade and job title

**Special Conditions of Service:**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended.

Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

*This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing needs of the school*

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**PERSON SPECIFICATION**

<b>Experience</b>	Leadership responsibility within a team	Essential	<i>App form / interview (for all)</i>
	Experience of leading on the design and delivery of Teacher Professional Development	Essential	
	Experience of leading on quality assurance systems	Essential	
	Ability to search for, collate, filter and apply research evidence and / or effective classroom practice	Essential	
	Experience of working in partnership with external organisations, including contributing to training	Essential	
	Knowledge of the research evidence relating to the characteristics of high quality teaching	Essential	
	Experience of working on multi-school collaborations	Desirable	
	Experience as a mentor for ITTs or ECTs	Desirable	
	Experience as an induction tutor for ECTs	Desirable	
	Proven track record of effectively leading on (elements of) training for ITTs, either directly for or in partnership with an ITT providers	Desirable	
	Experience of facilitating and assessing participants on NPQ programmes	Desirable	
	Experience of supporting ITT mentors and tutors in own and other schools	Desirable	
	Experience of providing school to school support in the form of quality assurance (acting as SLE, Appropriate Body reviewer or similar)	Desirable	
	Experience of coaching colleagues in a school setting	Desirable	

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<b>Qualifications and Training</b>	PGCE	Essential	<i>Application form</i>
	Relevant Degree	Essential	<i>Application form</i>
	QTS	Essential	<i>Application form</i>
	Evidence of continuing professional development (e.g. NPQSL, NPQML).	Essential	<i>Interview /DBS</i>
	Commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	Essential	<i>Application form</i>
<b>Knowledge and Skills</b>	Up to date knowledge of ITT Core Content framework	Essential	<i>App form / interview (for all)</i>
	Up to date knowledge of the Early Career framework	Essential	
	Up to date knowledge of National Professional Qualification frameworks	Essential	
	Up to date knowledge of the Statutory Guidance of Early Career Teachers	Essential	
	Knowledge and understanding of the principles and implications of current education practice, legislation and initiatives	Essential	
	Excellent management, motivational and communication skills that inspire high ambition in others	Essential	
	Ability to lead on staff development	Essential	
	A highly effective teacher whose practice inspires and develops others	Essential	
<b>Personal Qualities</b>	Ability to share a dynamic vision for the implementation of programmes and projects	Essential	<i>App form / interview (for all)</i>
	Able to work calmly under pressure	Essential	
	Ability to demonstrate initiative and take responsibility for decision making	Essential	
	Ability to critically evaluate own performance and make any necessary changes to be more effective		



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	A genuine passion for the use of Research in improving educational outcomes, which engages and enthuses a wide range of stakeholders	Essential	
	Personal skills to establish excellent working relationships with all members of the Trust and wider community	Essential	
	Good organisational skills	Essential	
	Patience, a sense of humour and an ability to accept and act on constructive feedback	Essential	
	An ability to work on their own initiative and also to be a good team player	Essential	
	Excellent pro-active communication skills	Essential	
	A positive attitude to all aspects of the job including enthusiasm, a professional and common sense approach and a dedication to the interests of the school	Essential	
	Commitment to the Catholic Ethos of the Trust	Essential	
	Enthusiasm and flexibility in response to a fast-changing working environment	Essential	
	Adaptable, pro-active, honest, reliable, loyal	Essential	
	A desire to improve themselves in terms of skills, knowledge and experience	Essential	
	Receptive to new ideas and challenges	Essential	
	Flexible in response to a fast-changing working environment	Essential	
	Ability to converse at ease with members of the public and provide advice in accurate spoken English	Essential	