

**Director of Initial Teacher Training**

Information for applicants

From January 2022

Initially fixed 5 term contract



Dear Applicant,

Thank you for requesting information about our Director of Initial Teacher Training post.

The King Edward’s Consortium (KEC) is the no.1 school-centred initial teacher training (SCITT) provider in the country (*The Good Teacher Training Guide, 2017*). Founded in 2004, we are a well-established group of 22 excellent schools in the Birmingham area. The strength of our partnership lies in its diversity, longevity and experience – a mixture of comprehensive, selective, independent, mixed, single-sex, 11-16 and 11-18 schools. We also have excellent relationships with primary and special schools in the area who host annual visits for our trainees*.* King Edward VI Camp Hill School for Girls is the Lead School in the partnership and the successful candidate would work closely with the Headteacher.

We wish to appoint a well-qualified and inspirational senior leader who can lead our very successful SCITT. An exceptional communicator who can build positive and supportive relationships with both trainees, partnership schools, local and national bodies, whilst also maintaining thorough and up-to-date knowledge of the ITT landscape including educational pedagogy and research.

What we offer you in return is:

* Promotion to a training provider recognised as exceptionally successful in its work and the quality of its new teachers;
* An opportunity to work with committed and talented staff and trainees, in a well-structured and well- resourced environment;
* Professional development opportunities to deepen skills, increase knowledge and add qualifications;
* A leading role in the dissemination and development of good practice;
* Support from other Heads in the partnership;
* Membership, at an influential level, of the Schools of King Edward VI in Birmingham and its networks.

The post arises as Louise Leigh, our current Director, is taking a career break after six successful years leading the Consortium. This creates an opportunity for someone to continue the work of the Consortium over the next five terms, but also offers the opportunity to look at possible development beyond August 2023, once the outcome of the ITT Market Review consultation is known.

If we are to continue to be able to transform the lives of children and young people, the importance of training high-quality teachers is essential. This has been recognised in many ways through research and echoes the words of Malala Yousafzai and her absolute belief in the power of education when she said: “One child, one teacher, one pen and one book can change the world.”

I very much look forward to receiving your application and hope that you will find the enclosed information helpful. If there is any area you would like to know more about, please get in touch.

I look forward to hearing from you.

Best wishes,

Linda Johnson   
(Chair, King Edward’s Consortium / Headteacher, King Edward VI Camp Hill School for Girls)

**Staffing**

The staffing is currently as follows:

Louise Leigh Director of Initial Teacher Training

Ruth Penn Registrar and Course Administrator

Aidan Sammons KEC Professional and Academic Tutor (0.2 secondment)

**Accommodation and resources**

The KEC training centre is on site at King Edward VI Camp Hill Girls School, the Lead School. Being at the heart of the school site is a significant advantage. The training centre, housed in the sports hall complex, comprises an office, large training room and a kitchen. The training centre also benefits from an extensive library and associated teaching materials.

**What courses do we offer?**

We offer full-time, one-year, SCITT (fee-paying) PGDipEd (QTS) and QTS-only programmes in the following subjects:

*Art and Design, Biology, Chemistry, Classics (Latin and Ancient Greek), Computing, Drama, English, Geography, History, Mathematics, MFL (French, German, Spanish), Music, Physics and RE.*

Each year we also train a small number of School Direct (salaried) trainees for our state and independent schools.

**The trainees**

The KEC trainees come to us from all walks of life – high-flying graduates with a clear commitment to a career in teaching who have the potential to become outstanding teachers and future leaders. They are highly professional and knowledgeable, generous and passionate – passionate both about their subjects and about the power education has to change lives. From the very start of the programme, they make a huge difference to the children they work with and are highly-sought-after for employment once they qualify.

KEC trainees are in school from day one, there at the start of the academic year and treated as members of staff. They are part of the fabric of their schools – in addition to teaching their subjects, they become form tutors and contribute to wider school life. For five weeks at the start of the spring term, they also have a second, shorter placement in a contrasting school.

Ours is a small, close-knit community. KEC trainees gather weekly at our training centre. We are proud that each cohort forms both a strong professional network and lasting friendships. We care about our trainees as individuals and want the very best for each and every one of them.

**The trainers and the training**

A number of people are strongly invested in the trainees’ development as a teachers. We are relentless in our pursuit of excellence; our training and our pastoral care are exceptional.

Our trainees work every day with their subject trainer – a subject specialist and expert teacher in their school, who is responsible for their day-to-day training. They provide high-quality mentoring, and show trainees how best to use their subject knowledge in the classroom.

As well as having a weekly one-to-one tutorial with their subject trainer, trainees also have regular meetings with their professional trainer. Professional trainers are experienced senior leaders who run school-based professional studies training for trainees and review trainee progress over time. They are also an invaluable source of wisdom and advice.

Trainees also receive observations and tuition from their KEC subject leader – an expert in their subject.

KEC trainees gather every Tuesday for central professional studies training at the KEC training centre in Kings Heath. The training is led by central KEC staff and external speakers, many of whom come from the KEC schools. For years after trainees have qualified, they tell us that this is the thing they miss most. This is where we study together the things that make great teaching and great teachers, we share ideas from across our diverse group of schools, experience and encouragement, and consume a vast amount of tea and cake.

We want trainees to hit the ground running as a teacher on the first day of the academic year. For this reason, the programme starts before the summer holiday with three days of induction in July – two at the training centre and one in school. The induction allows trainees to meet one another, begin to engage with some key issues in teaching and to familiarise themselves with the school department in which they will be based for the year.

In September, trainees will be in the classroom from day one. Trainees begin by shadowing experienced teachers and, in the presence of their subject trainer, gradually step into leading a teaching timetable of not more than 12 hours per week. This leaves time during the school day for lesson observation, reading, reflection, planning, assessment and assignment writing. Outside of their subject, as a form tutor and through extra-curricular activities, they get to know the children and they are responsible for their welfare.

The Director of ITT visits trainees in school; they are responsible both for trainees’ development as teachers and for their welfare. The Director also gives extensive support with job applications and interviews. We have a 100% employment rate.

Every teacher is different. We deliberately recruit small cohorts of trainees and pride ourselves that we can and will respond to each and every one as an individual.

Our trainees become part of the KEC family – receiving support from a very close-knit group of fellow trainees, former trainees and colleagues across our schools.  A strong professional network and lasting friendships sustain trainees well-beyond the training year as they develop as teachers and leaders.

**The best of both worlds: study at Master’s level whilst training in a school**

We believe that teachers should have the opportunity to practise the craft of teaching in the classroom whilst at the same time engaging with education research. Our PGDipEd (QTS) programme gives trainees the best of both worlds; the combination of academic rigour and immersion in school life is what makes our course special.

Trainees receive small-group teaching and individual tutorials from KEC central staff. They have the same opportunity for intellectual exploration that university students enjoy, but not in a lecture theatre. KEC staff are both practising teachers and Recognised Lecturers of the University of Birmingham.

KEC trainees tell us that Master’s level study has a significant impact on their teaching. It raises their game in the classroom, is rewarding and challenging in itself, and lays the foundations for future leadership.

Our PGDipEd (QTS) programme is accredited by the University of Birmingham. It confers 120 Master’s level credits (a standard PGCE (QTS) usually offers only 60 or 90 credits) and takes our trainees two-thirds of the way towards the MA in Teaching Studies.

**Making an application**

Applicants should complete the application form and include the names, addresses and, if possible, telephone numbers and e-mail addresses of two referees. In addition, a concise but comprehensive letter of application (of not more than two sides of A4) addressing the key responsibilities outlined in the Job Description which follows should be enclosed.

Applications can be sent by post to Mrs Linda Johnson, Headteacher, King Edward VI Camp Hill School for Girls, Vicarage Road, Kings Heath, B14 7QJ or by email to [head@kechg.org.uk](mailto:head@kechg.org.uk).

Deadline: **Friday 8th October, 12 noon.**

Candidates who would like postal applications acknowledged are asked to include a stamped, addressed envelope. Candidates who send their application by email are advised to telephone reception to confirm safe receipt (0121) 444 2150. If you have any specific questions about the post, please contact Mrs Linda Johnson, Headteacher.

**Further sources of information**

[www.teachkec.org.uk](http://www.teachkec.org.uk) @TeachKEC

**Job Description**

Post: Director of Initial Teacher Training

Line Manager: Headteacher of King Edward VI Camp Hill School for Girls (Lead School)

Work base: King Edward’s Consortium Training Centre, King Edward VI Camp Hill School for Girls,

Vicarage Road, Kings Heath, Birmingham, B14 7QJ

The Director of Initial Teacher Training (ITT) will lead the King Edward’s Consortium in ensuring outstanding outcomes for trainees. Working closely with the Headteacher of the Lead School, you will enhance our reputation locally and nationally as an outstanding provider of ITT and make a significant contribution to our partner schools.

Values, knowledge and understanding

* Uphold the King Edward’s Consortium’s relentless pursuit of excellence;
* Maintain a thorough and up-to-date knowledge of the ITT criteria and the Teachers’ Standards;
* Maintain a thorough and up-to-date knowledge of educational pedagogy and cutting-edge research to support the development of trainees;
* Keep up-to-date with developments in the sector by attending regional and national events e.g. Chartered College of Teaching, DfE Midlands Network meetings, NASBTT meetings, Ofsted conferences etc.

Recruitment

* Set and lead the KEC recruitment strategy;
* Write the content for KEC *DfE Apply* institution data and entry profiles;
* Give advice and guidance to applicants about the application process;
* Review *DfE Apply* and self-funded application forms, making decisions about rejections and invitations to interview;
* Interview applicants and assess their centre-based tests;
* For salaried trainees, arrange school-based interview;
* Make offers and set appropriate conditions;
* Make subject knowledge enhancement agreements;
* Lead internal recruitment events and attend external recruitment events e.g. local HEI events, DfE Train to Teach Roadshows;
* Be responsible for the content of the KEC website and social media channels; write and approve marketing and recruitment materials;
* Plan and deliver pre-induction events.
* Ensure that the *KEC Recruitment and Selection Policy* is implemented.

Training

* Develop and deliver central professional studies training and subject training for SCITT and School Direct (salaried) trainees;
* Lead on the design and updating of programme documentation (*KEC Course Handbook*, *KEC Training Calendar*, subject knowledge audits, subject reading lists, KEC pro formas and the KEC VLE);
* Lead the training of school-based trainers (subject trainers, subject leaders and professional trainers);
* Arrange second placements;
* Arrange primary and special school visits.

Advice and guidance

* Lead the induction of trainees;
* Lead on the KEC’s approach to mental health, well-being and managing workload;
* Provide pastoral support, professional advice and guidance for trainees, knowing when to liaise with placement schools and, where necessary, make referrals to counselling services;
* Write references for trainees and give advice about applying for teaching posts.

Assessment

* Assess and monitor trainee progress through lesson observation, review of evidence, review of trainee reports, discussions with school-based trainers, discussions with KEC tutors and assessment of written assignments;
* Apply for and maintain status as a Recognised Lecturer of the University of Birmingham;
* Mark and give feedback to trainees on PGDipEd (QTS) (M Level) and QTS-only assignments;
* Monitor and give feedback on trainees’ weekly and interim reviews;
* Present final assessment information for the University of Birmingham’s PGDipEd (QTS) examination board;
* Make recommendations for the award of QTS to the KEC examination board, and, thereafter to the DfE;
* Where necessary, lead trainees and school-based trainers through the *KEC Cause for Concern and Indication of Potential Failure* procedure.

Quality assurance and evaluation

* Lead on all quality assurance, evaluation and compliance processes;
* Ensure that all stakeholders adhere to the *KEC Partnership Agreement*, all KEC policies and contractual agreements;
* Manage the *KEC Complaints and Appeals Procedures*;
* Lead on the evaluation of our M Level programme (PGDipEd (QTS)) and liaison with the University of Birmingham;
* Arrange subject leader moderation visits and external moderation visits;
* Liaise with the KEC External Examiners;
* Design termly trainee programme surveys, analyse and respond to the results;
* Write the KEC Self-Evaluation Document and the KEC Improvement Plan and lead on the fulfilment of its objectives;
* Ensure that the KEC is ready for inspection by Ofsted;
* Ensure the KEC complies with the good practice framework for complaints and appeals set out by the Office of the Independent Adjudicator (OIA).

Communication, liaison and line management

* Be the main point of contact for trainees, school-based trainers and Headteachers;
* Produce short termly reports for the KEC Strategy Group and Governing Body of the Lead School;
* Support the Headteacher (Lead School) in preparing materials for the KEC Strategy Group and KEC Leadership Group meetings;
* Upon the direction of the KEC Leadership Group, make arrangements for new schools selected for membership of the Consortium (this also applies to deselection);
* Provide employing Headteachers with information about our trainees at the end of the programme;
* Line manage the KEC Registrar and Course Administrator and the KEC Professional and Academic Tutor;
* Plan school visits and/or assignment marking bundles and/or recruitment interview slots for KEC Sessional Tutors and oversee the quality of their work.

Compliance, administration and finance

* Set and manage the KEC budget;
* Oversee the calculation and award of ITT bursaries/scholarships;
* Ensure that KEC is compliant with the ITT Criteria and all other relevant legislation;
* In consultation with the Headteacher at the Lead School and King Edward VI Academy Trust Birmingham, update KEC policies, contracts and the *KEC Partnership Agreement* annually;
* Uphold the principles and practices set out in the *King Edward VI Academy Trust Data Protection Policy*;
* Oversee the accuracy of entries to the KEC single central record and to the *DfE Register* system;
* Carry out administrative duties and responsibilities required for effective programme management.

Notes: The Headteacher (Lead School) reserves the right to alter the content of this job description after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility;

1. The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with King Edward VI Academy Trust Birmingham’s Equal Opportunities Policy. *Please see the Person Specification.*

**Person specification**

Post: Director of Initial Teacher Training

Please find below the selection criteria for all applicants:

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|  | Essential | Desirable |
| Good honours degree | x |  |
| Qualified Teacher Status | x |  |
| Master’s degree relevant to Education studies |  | x |
| Track record of outstanding teaching (at secondary or university level) | x |  |
| Experience of initial teacher training and/or the professional development of early career and experienced teachers | x |  |
| Experience of leadership or senior whole school responsibility | x |  |
| Clear philosophy about the value and teaching and teacher education | x |  |
| Up-to-date knowledge of curriculum and assessment | x |  |
| Ability to make accurate judgements about teaching and learning in lessons | x |  |
| Ability to give constructive feedback to improve teaching and learning | x |  |
| Evidence of leading effective professional development for colleagues | x |  |
| Excellent communication skills | x |  |
| Excellent inter-personal skills | x |  |
| Effective time management | x |  |
| Reliability and integrity | x |  |
| Evidence of undertaking personal professional development | x |  |
| Passionate commitment to education | x |  |
| Commitment to high expectations for all | x |  |
| Ability to command credibility and influence and enthuse others | x |  |
| Understanding of and commitment to equal opportunities | x |  |
| Understanding of safeguarding and safer recruitment processes | x |  |
| Understanding of the Ofsted ITE inspection framework |  | x |