

Teaching School Hub Facilitator – Recruitment Process

Background

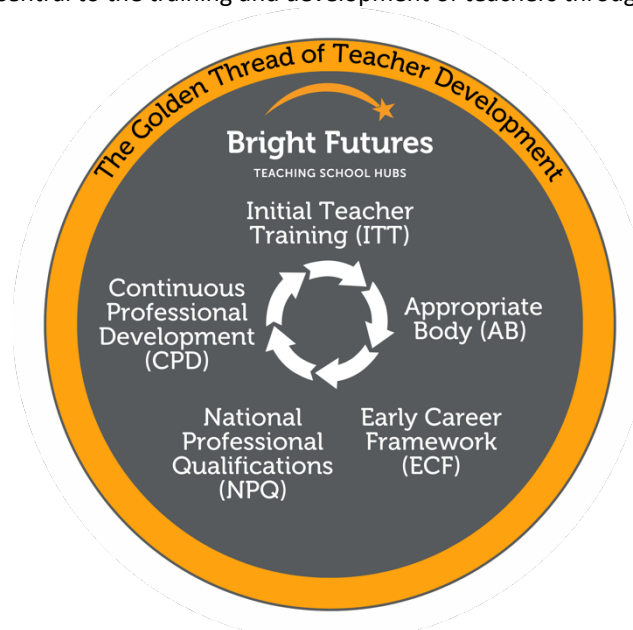
Designated by the Department for Education (DfE) in February 2021 Bright Futures Teaching School Hubs offer support to all schools in two designated hub areas; Trafford & Salford and Manchester & Stockport.



The Teaching School Hub remit covers all phases and types of schools with the following core **golden thread** activities:

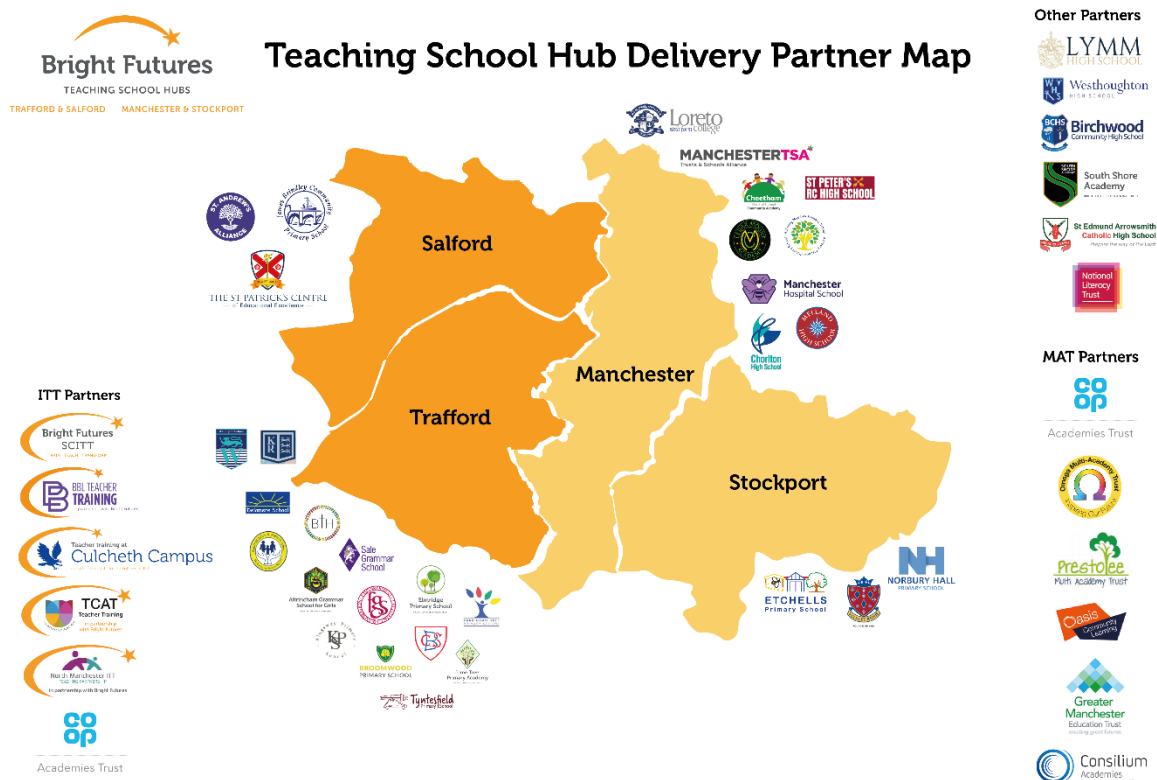
- Delivery of Initial Teacher Training (ITT)
- Delivery of the Early Career Framework (ECF)
- Providing Appropriate Body (AB) services for Early Career Teachers
- Delivery of National Professional Qualifications (NPQs)
- Other Continuous Professional Development (CPD)

These core activities are central to the training and development of teachers throughout their career.



Opportunity

Bright Futures Teaching School Hubs leads a 'school-led' delivery arm to support the delivery of its core activities – specifically AB, ECF and NPQs.



At Bright Futures we understand the wealth of high-quality expertise that lies within the education sector and in particular in our schools, we are committed to working with local schools in each of our designated Hub areas to undertake the following roles:

- Early Career Framework programme delivery for both Early Career Teachers and Mentors
- National Professional Qualifications delivery
- Appropriate Body services, including fidelity and coverage checking for the Core and DIY Induction programmes.

Role Summary

Facilitators will:

- Deliver agreed elements of the ECF, NPQ or AB service based on capacity and expertise
- Receive high quality training and support to deliver agreed elements

Set of Principles/Teaching School Hub (TSH) Code of Conduct

The success of Bright Futures Teaching School Hubs will be determined not just by what we do but how we go about doing it. The 'what' of Teaching School Hubs is set out clearly in the documents pertaining to designation, the TSH Handbook and the TSH Framework. The 'how', whilst equally important, is less well defined. The Code of Conduct (issued by TSH Council) sets a minimum standard for how Hubs go about their work and to which Hubs can hold themselves and each other to account.

The TSH Code of Conduct is anchored in the [Seven Nolan Principles of Public Life](#). It is also consistent with the conditions of designation set by the DfE and the guidance provided by the TSH Council. We commit to upholding the Seven Nolan Principles of Public Life and it is an expectation our Facilitators will do the same.

The Golden Thread

The Department for Education's (DfE's) teacher development reforms have created a 'golden thread' of high-quality evidence underpinning the support, training and development available through the entirety of a teacher's career.

Early Career Framework (ECF)

Bright Futures Teaching School Hubs work with Teach First, a DfE accredited national provider, to deliver the two year ECF Programme. The programme is built on the evidenced-based ECF and is designed to be high quality, engaging development for teachers at the start of their career.



As a Teaching School Hub we have carried out significant due diligence on all six Lead Providers that have been accredited by the DfE to deliver the Early Career Framework. As a result, **Teach First** is our delivery partner of choice, you can read why [here](#)

Early Career Teacher (ECT) & Mentor Programme

The two-year Mentor programme, designed by Teach First, focuses on instructional coaching techniques which have been shown to have significant impact in the development of teaching quality.

National Professional Qualifications (NPQs)

Bright Futures Teaching School Hubs work with Teach First, a DfE accredited national provider, to deliver the reformed suite of NPQs. The reformed suite of NPQs is designed to offer the best possible support to teachers and leaders wanting to expand their knowledge and develop their skills, helping them to become more effective teachers and leaders inside and outside the classroom. The programmes are delivered through a blend of in-person and online sessions.



As a Teaching School Hub we have carried out significant due diligence on all nine Lead Providers that have been accredited by the DfE to deliver the NPQs. As a result, **Teach First** is our delivery partner of choice, you can read why [here](#)

Appropriate Body (AB) Services

Appropriate Body services will check that each school is providing Early Career Teachers with their statutory entitlement across the required two-year induction, including access to a high quality Early Career Teacher Programme.

Facilitator (Skillset)

Facilitators are the individuals who will be delivering content for the ECF and/or NPQ Programmes, via online and/or seminars/sessions and at face-to-face conferences. Facilitators will require access to a professional Zoom account, this can be provided by Bright Futures Teaching School Hubs.

Guidance on the skillsets required to fulfil these roles and time commitment are provided here:

Early Career Framework (ECF) – Year 1

| Facilitator Essential Qualities |
|---|
| <ul style="list-style-type: none"> • An excellent practitioner with a good understanding of the latest evidence-based research into effective pedagogical practices; • Experienced leading CPD with early career teachers and mentors • Organised and capable of effectively working with other stakeholders • Competent using Microsoft Teams/Zoom or other online platform for seminars • Mentoring or other experience leading teacher development • Ability to effectively engage and retain teachers on a professional development programme |

Early Career Framework (ECF) – Year 2

| Facilitator Essential Qualities |
|---|
| <ul style="list-style-type: none"> • An excellent practitioner with a good understanding of the latest evidence-based research into effective pedagogical practices; • Experienced leading CPD with early career teachers and mentors • Organised and capable of effectively working with other stakeholders • Competent using Microsoft Teams/Zoom or other online platform for seminars • Mentoring or other experience leading teacher development • Ability to effectively engage and retain teachers on a professional development programme |

National Professional Qualifications (NPQ)

NPQLT – NPQ for Leading Teaching for teachers and school leaders who have, or are aspiring to have, responsibilities for leading teaching in a subject or year. For example, head of subject, key stage head or head of department.

| Facilitator Essential Qualities | Facilitator Desirable Qualities |
|---|---|
| <ul style="list-style-type: none"> • An excellent leader with a good understanding of the latest evidence-based research into effective pedagogical practices; • Confident leading CPD with experienced teachers and leaders; • A strong communicator capable of mediating between different stakeholders; • Organised and capable of effectively managing seminars, including competent use of Microsoft Teams / Zoom. | <ul style="list-style-type: none"> • Subject or phase expertise relevant to the group; • Experience delivering on the NPQs or to subject leaders before; • Experience in senior leadership. • Experience in successfully retaining programme members on a professional development course |

NPQLBC – NPQ for Leading Behaviour and Culture for teachers and school leaders who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school. For example, head of year or roles with other pastoral responsibilities.

| Facilitator Essential Qualities | Facilitator Desirable Qualities |
|---|---|
| <ul style="list-style-type: none"> • An excellent leader with a good understanding of the latest evidence-based research into effective behaviour management and leadership; | <ul style="list-style-type: none"> • Specialist expertise in specific domains, such as pupil wellbeing, mental health, attendance or specific behavioural needs; • Experience delivering on the NPQs or to pastoral leaders before; |

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| <ul style="list-style-type: none"> • Confident leading CPD with experienced teachers and leaders; • A strong communicator capable of mediating between different stakeholders; • Organised and capable of effectively managing seminars, including competent use of Microsoft Teams / Zoom. | <ul style="list-style-type: none"> • Experience in senior leadership. • Experience in successfully retaining programme members on a professional development course |
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NPQLTD – NPQ for Leading Teacher Development for teachers and school leaders who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school, for example CPD lead or ITT lead.

| Facilitator Essential Qualities | Facilitator Desirable Qualities |
|--|---|
| <ul style="list-style-type: none"> • An excellent senior leader with a good understanding of the latest evidence-based research into effective teacher development; • Confident planning, sequencing, leading and delivering CPD across the school, including to experienced teachers and leaders; • A strong communicator capable of mediating between different stakeholders; • Organised and capable of effectively managing seminars, including competent use of Microsoft Teams / Zoom. | <ul style="list-style-type: none"> • Specialist expertise in mentoring and/or coaching; • Experience delivering on the NPQs before. • Experience in successfully retaining programme members on a professional development course. |

NPQLPM – NPQ for Leading Primary Maths is for:

- **teachers and leaders with responsibility for leading maths across a primary key-stage or school, or those who want to have this responsibility.**
- **teachers familiar with mastery approaches to teaching primary maths, who want to improve leadership skills in this area**
- **subject leaders in a school already engaged in the primary [Teaching for Mastery programme](#) or similar programme example**

| Facilitator Essential Qualities | Facilitator Desirable Qualities |
|---|---|
| <ul style="list-style-type: none"> • An excellent leader of mathematics in primary settings with a good understanding of Teaching for Mastery and the latest evidence-based research into effective pedagogical practices. • Confident leading CPD with experienced teachers and leaders. • A strong communicator capable of mediating between different stakeholders. • Organised and capable of effectively managing seminars, including competent use of Microsoft Teams / Zoom. | <ul style="list-style-type: none"> • Experience delivering on the NPQs or to subject leaders before. • Experience in successfully retaining programme members on a professional development course. |

NPQSENCO – NPQ for SENCOs is a leadership level qualification, primarily for SENCOs, school leaders or aspiring SENCOs. Line managers of SENCOs and other senior leaders are also likely to benefit from completing this qualification. The SEND Code of Practice (2015) recommends that the SENCO is on the senior leadership team. The remit of the SENCO is far broader than co-ordinating special educational provision. A key element of the role is to influence whole-school teaching, curriculum and behaviour policy and practices that ensure all pupils are prepared for their next step in education or adulthood.

| Facilitator Essential Qualities | Facilitator Desirable Qualities |
|---|---|
| <ul style="list-style-type: none"> • An experienced SENCO with up-to-date and robust knowledge of best practice and evidence-based research in SEND. | <ul style="list-style-type: none"> • Experience of leading SEND in a variety of phases, specialist settings and contexts. • Experience providing training to SENCOs |

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| <ul style="list-style-type: none"> • In-depth understanding of the statutory framework for SEND, identification of SEND, and leading and managing provision. • Has completed the National Award for SEN co-ordination, (NASENCO) or similar Master’s level qualification in Inclusion / SEND • Experience of being a SENCO in a senior leadership team, demonstrating the ability to influence whole-school teaching, curriculum and behaviour policy and practices. • Confident leading CPD with experienced teachers and leaders. • A strong communicator capable of mediating between different stakeholders. • Organised and capable of effectively managing seminars, including competent use of Microsoft Teams / Zoom. | <ul style="list-style-type: none"> • Experience in successfully retaining programme members on a professional development course. |
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NPQEYL – NPQ for Early Years Leadership

This qualification is for school leaders who are, or are aspiring to be, an Early Years leader.

| Facilitator Essential Qualities | Facilitator Desirable Qualities |
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| <ul style="list-style-type: none"> • An excellent headteacher of a school-based nursery or manager of PVI nursery or childminder with significant leadership responsibilities. • Confident and experienced in delivering and leading CPD to experienced senior leaders. • A strong communicator capable of mediating between different stakeholders. • Organised and capable of effectively managing seminars, including competent use of Microsoft Teams / Zoom. | <ul style="list-style-type: none"> • Experience delivering across the Early Years sector. • Specialist expertise in key domain areas, e.g., child development, organisational management in a variety of early years settings. • Experience in successfully retaining programme members on a professional development course. |

NPQSL – NPQ for Senior Leaders for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.

| Facilitator Essential Qualities | Facilitator Desirable Qualities |
|--|---|
| <ul style="list-style-type: none"> • An excellent headteacher or senior leader with a good understanding of the specific domain area being facilitated; • Confident and experienced in delivering and leading CPD to experienced senior leaders; • A strong communicator capable of mediating between different stakeholders; • Organised and capable of effectively managing seminars, including competent use of Microsoft Teams / Zoom. | <ul style="list-style-type: none"> • Experience delivering on the NPQSL; • Specialist expertise in key domain areas, e.g. curriculum, behaviour or finance. • Experience in successfully retaining programme members on a professional development course. |

NPQH – NPQ for Headteachers for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school.

| Facilitator Essential Qualities | Facilitator Desirable Qualities |
|---------------------------------|---------------------------------|
|---------------------------------|---------------------------------|

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|---|--|
| <ul style="list-style-type: none"> • An experienced and successful headteacher who has led sustainable school improvement and has a good understanding of the latest evidence-based research into effective school leadership; • Or an expert with specialist expertise in a key area (e.g. governance). • Confident leading CPD with experienced senior leaders and headteachers; • A strong communicator capable of mediating between different stakeholders; • Organised and capable of effectively leading the DL Administrator (see below). • Competent using Microsoft Teams / Zoom | <ul style="list-style-type: none"> • Experience mentoring or coaching headteachers; • Experience delivering on the NPQH; • Specialist expertise in key domain areas, e.g. curriculum, behaviour or finance. • Experience in successfully retaining programme members on a professional development course. |
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NPQEL – NPQ for Executive Leaders for school leaders who are, or are aspiring to be, an executive headteacher or have a school trust CEO role with responsibility for leading several schools.

| Facilitator Essential Qualities | Facilitator Desirable Qualities |
|---|--|
| <ul style="list-style-type: none"> • An experienced and successful executive headteacher, CEO or equivalent who has led sustainable school improvement across schools and has a good understanding of the latest evidence-based research into effective school leadership; • Or an expert with specialist expertise in a key area across schools (e.g. governance). • Confident leading CPD with experienced headteachers and executive leaders; • A strong communicator capable of mediating between different stakeholders; • Organised and capable of effectively leading the DL Administrator (see below). • Competent using Microsoft Teams / Zoom | <ul style="list-style-type: none"> • Experience mentoring or coaching executive leaders; • Experience delivering on the NPQEL: • Specialist expertise in key domain areas, e.g. curriculum, behaviour or finance. • Experience in successfully retaining programme members on a professional development course. |

A Service Level Agreement (SLA) will be issued to Facilitators. In addition to the details above it will outline the requirement of safer recruitment checks and a payment schedule (for independent consultants, IR35 arrangements will also need to be in place).

Training

Training sessions will be an important opportunity to practice key components of the seminars, ask questions and collaborate with Facilitators. It is important that these are prioritised. In the exceptional case that facilitators are not able to attend the training session, recordings will be made available.

Part of the Facilitation role includes attendance at training delivered by Teach First. Teach First provides key information for all facilitators such as content links, best practice and training access. Facilitators will receive live, online training delivered by Teach First for seminars prior to the seminar delivery. Facilitators will also receive access to the online content a minimum of two weeks prior to programme members so that they can engage with the online content in advance. Training will be delivered to groups of facilitators and provide opportunity to collaborate and share practice.

In addition further training opportunities available:

1. Induction training on the programme/s Facilitators are delivering. This will be delivered by Bright Futures Teaching Schools Hubs and include guidance to support programme member engagement.
2. 'Effective Professional Development' in response to EEFs Guidance Report. This will be delivered by Manchester Communication Research School.

Recruitment Process

As a Delivery Partners of Teach First, we are responsible for recruiting, managing and assuring the quality of all facilitators. The recruitment process will involve:

- Completion of an 'Expression of Interest' to include an indication of which Programme/s are of interest
- An informal discussion with a representative of Bright Futures Teaching School Hubs to explore both the essential and desirable Facilitator Qualities

Expression of Interest

If you are interested in becoming a Facilitator for Bright Futures Teaching Schools Hub please complete the 'Expression of Interest' available [here](#)