



JOB DESCRIPTION

Teaching School Hub Early Careers Framework and Body Services Lead

Location: Humberston Academy (based at Havelock)

Job Purpose:

To lead and manage the Teaching School Hub's Early Career Framework (ECF) and Appropriate Body (AB) provision, ensuring high-quality delivery, compliance with statutory requirements and excellent support for schools and their early career teachers and mentors. This includes managing relationships with our Lead Provider (NlOT) and partner organisations; recruiting, retaining and supporting schools; overseeing the delivery and quality assurance of training and induction programmes; monitoring engagement, progress and outcomes for Early Career Teachers and mentors; providing guidance to school leaders and induction tutors; and ensuring Appropriate Body services are delivered effectively and in line with DfE guidance. The postholder will play a key role in developing strong partnerships across the region, promoting participation in Teaching School Hub programmes and contributing to the continuous improvement of teacher development and induction.

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Our TSH is one of 87 DfE accredited Hubs across the country delivering Initial Teacher Training (ITT), the Early Careers Teacher Entitlement (ECTE), National Professional Qualifications (NPQs) and providing Appropriate Body Services (ABS).

Reporting To:

Teaching School Hub Director

Grade:

L1-5

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

MAIN DUTIES AND RESPONSIBILITIES

- ★ Lead the strategic development, delivery and quality assurance of the Teaching School Hub's Early Career Framework (ECF) and Appropriate Body (AB) provision, ensuring compliance with statutory guidance, Teaching School Hub requirements and agreed key performance indicators.
- ★ Manage and maintain effective relationships with National Lead Providers, Appropriate Body partners, Multi-Academy Trusts, Local Authorities and other key stakeholders.
- ★ Lead the recruitment, retention and engagement of schools, Early Career Teachers (ECTs), mentors and induction tutors across ECF and Appropriate Body programmes.
- ★ Oversee the registration, onboarding and administration of ECTs, ensuring accurate records and compliance with Teaching Regulation Agency requirements.
- ★ Monitor and quality assure schools' statutory induction arrangements, ensuring ECTs receive their full entitlements and that schools have regard to statutory guidance.
- ★ Undertake ECF fidelity checks and provide support and challenge to schools to ensure high-quality implementation of ECF-based induction programmes.
- ★ Monitor ECT, mentor and induction tutor engagement with programme requirements, training and school-based induction activities, intervening where concerns arise.
- ★ Lead the delivery of training and professional development for ECTs, mentors, induction tutors and school leaders.
- ★ Provide advice, guidance and support to headteachers, induction tutors and senior leaders to enable them to fulfil their statutory responsibilities for teacher induction.
- ★ Lead and implement robust quality assurance processes to evaluate the effectiveness, consistency and impact of ECF and Appropriate Body provision.
- ★ Analyse participation, assessment, engagement and impact data to inform strategic planning, continuous improvement and service development.
- ★ Gather, evaluate and report on stakeholder feedback to measure the quality and impact of services provided to schools and ECTs.
- ★ Oversee statutory assessment and progress review processes, ensuring reports are completed, quality assured and monitored in accordance with national requirements.
- ★ Make recommendations regarding the successful completion of statutory induction and, in conjunction with Appropriate Body colleagues and Teaching School Hub leaders, determine whether ECTs have satisfactorily met the Teachers' Standards.
- ★ Support schools in developing, implementing and monitoring support plans for ECTs where concerns have been identified.
- ★ Undertake quality assurance visits to schools and partners, providing challenge, support and guidance where required.
- ★ Where appropriate, conduct joint observations with induction tutors or mentors to support quality assurance and ECT development.
- ★ Develop and maintain high-quality guidance materials, resources, newsletters, exemplification and online content for headteachers, induction tutors, mentors and ECTs.
- ★ Remain up to date with national policy reforms, research and developments relating to teacher induction, professional development and Appropriate Body services, ensuring these are communicated effectively to stakeholders.
- ★ Monitor and evaluate programme performance, providing regular reports and recommendations to Teaching School Hub leaders and governance groups.
- ★ Act as a highly effective facilitator of professional development programmes for teachers and leaders, modelling exemplary practice and supporting the development of other facilitators and visiting fellows.
- ★ Contribute to the wider strategic development of teacher and leadership development across the region, helping to improve outcomes for schools, staff and pupils.

KNOWLEDGE/SKILLS/EXPERTISE

- ★ A good understanding of Teaching School Hubs, including ITT, ECF, NPQ, ABS and programmes and Hub finances.
- ★ Outstanding track record of development and delivery against tight timelines.
- ★ The ability to collect, store and report on Hub data to the DfE
- ★ Excellent interpersonal and written communication skills.
- ★ Excellent organisational skills and attention to detail.
- ★ A commitment to the aims and vision of DRET and the Teaching School Hub.
- ★ Experience of working in the education sector and a belief in the value of teachers and school leaders.
- ★ Proficient in the use of MS Office software packages, such as Word, Excel and Outlook, as well as search engines and online databases such as ECT Manager, Prism, Dynamics and Power BI.
- ★ To ensure that the responsibilities of the role are carried out in a way which reflects the mission and the values of DRET and our Lead Provider.
- ★ To be aware of and observe all policies, procedures, working practices and regulations, and to comply with policies relating to Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- ★ The ability to plan strategically, to set out clear aims and objectives and to manage transformational change successfully
- ★ The ability to carry out rigorous self-evaluation and review and to act on the findings in order to bring about improvement
- ★ The ability to provide effective support to ensure the maintenance of good conduct and relationships

PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below. Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

- 1 - Application
- 2 - Test/Presentation
- 3 - Interview

	Essential	Desirable	Assessed
Qualifications and Professional Development			
The ability to line manage and motivate staff,	✓		
A degree and/or professional qualification relevant to the post and/or equivalent learning through professional experience.	✓		
Qualified Teacher Status	✓		
Understand the Appropriate Body and Early Career statutory expectations/frameworks and how to deliver these successfully in order to meet the expected standard		✓	
Experience			
Experience of working in the education sector and a belief in the value of teachers and school leaders.	✓		
Outstanding track record of development and delivery against tight timelines.	✓		
Experience of working in a TSH		✓	
Skills and Knowledge			
A good understanding of ITT, ECTE, NPQ and ABS	✓		
Good understanding of school needs in the geographic area.		✓	
The ability to collect, store and report on Hub data, including finance data.	✓		
Excellent interpersonal and written communication skills.	✓		
Excellent organisational skills and attention to detail.	✓		
Proficient in the use of MS Office software packages, such as Word, Excel and Outlook, as well as search engines and online databases such as ECT Manager, GTT, Dynamics and Power BI.	✓		
The ability to quality-assure programme experience across multiple programmes.	✓		
Personal Qualities and Ethos			
A commitment to the aims and vision of DRET and the Teaching School Hub.	✓		
To ensure that the responsibilities of the role are carried out in a way which reflects the mission and the values of DRET and our Lead Provider.	✓		

Equal Opportunities			
A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	✓		
Safeguarding			
Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.	✓		
Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them.	✓		
Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.	✓		
Health and Safety			
Aware of Health & Safety and Safeguarding as appropriate to role	✓		

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

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy 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 time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.