

Job Title:	Facilitator for ECT courses.
Grade:	Day rate depending upon experience.
Responsible to:	Director of Institute of Education
Key relationships:	Course participants, headteachers, course providers, co-facilitators.
Job Purpose:	<p>To support Early Career Teachers through the statutory Early Career Framework (ECF), focusing on classroom practice, professional behaviours, and retention.</p> <p>To act as a facilitator of ECT courses for Learn Academies Trust.</p> <p>To ensure the high quality and fidelity of course materials through expert delivery, quality assurance and support for other facilitators.</p> <p>To ensure high quality outcomes for all participants.</p> <p>To act as an ambassador for the teaching school hubs.</p>

Main duties and responsibilities

- Act as facilitator of ECT courses, including facilitation and face to face sessions that align with the National Institute of Teaching programme supporting Early Career Teachers.
- Support ECTs to translate theory into effective classroom practice through discussion, modelling, and reflection.
- Liaise closely with mentors and course representatives to support the effective delivery of the course.
- Develop and maintain positive relationships with participants to ensure maximum participation and successful completion of the course.
- Be fully prepared for the sessions being delivered, arriving promptly, managing the time and ensuring a high-quality learning experience for all participants.
- Adaption of materials to ensure the best possible outcomes for your participants in relation to contextual factors and their individual needs.
- Working collaboratively with a co-facilitator where required.
- Offer and receive developmental feedback on facilitation skills, style and effectiveness.
- Participate in facilitator induction, development and training opportunities with other facilitators across the Trust.
- Monitor engagement, attendance and progress and ensure accurate records are distributed to the relevant people.
- Provide formal feedback of session materials to enhance future content and delivery.
- Act as an advocate for the Trust and the courses on offer.

General

- You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay.
- You will participate in training and other learning activities and performance development as required.
- You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.

- You will ensure strict confidentiality in all areas of work.
- You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).
- You will ensure work is conducted in a way that protects the safety and security of information.
- You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Lead.
- You will always comply with the Trust's policies and procedures.
- You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.

Expenses will be paid in accordance with the Local Conditions of Service.

This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore, a DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Learn Academies Trust is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Job Specification

	Essential	Desirable	How assessed
Qualifications <ul style="list-style-type: none"> Degree-level qualification and Qualified Teacher Status or equivalent. Evidence of training and relevant qualifications in educational and school leadership and management. 	*	*	App/Cert App/Cert
Experience <ul style="list-style-type: none"> Experienced in working as a mentor and coach. Experience of training and leading the development of teachers successfully. Have experience of face-to-face and online facilitation of professional learning. Experience of working outside own schools and/or in partnership with other schools. 	*	*	App/Int/Ref App/Int/Ref App/Int App/Int/Ref
Knowledge <ul style="list-style-type: none"> Knowledge and application of the DfE Standard for teachers' professional development. Knowledge and understanding of the current education sector and the challenges faced by teachers and school leaders at all levels, and in your local context with a focus on improving pupil outcomes. Knowledge of key research and evidence in pedagogy and leadership. Experience in facilitation of blended learning in a range of professional development contexts. 		*	App/Int App/Int App/Int App/Int/Ref
Skills/Attributes <ul style="list-style-type: none"> An excellent classroom practitioner. An ability to employ a variety of facilitation techniques, adapting the approach in accordance with the needs of the individual and to ensure maximum engagement. Be punctual and reliable, including the ability to work flexibly and to meet deadlines. Ability to secure trusting and supportive relationships with participants and the teaching school hubs' team. Able to deconstruct learning – the ability to help the group make sense of the learning process at a meta-level. 	*	*	App/Int/Ref App/Int Ref Int/Ref App/Int
Factors not already covered <ul style="list-style-type: none"> Secured a commitment from their school leadership team to support them in undertaking this role and to give the time required to do this effectively, and undertake further training and development appropriate to the role. Excellent communication and IT skills, including video conferencing software. Commitment to high standards of teaching and educational excellence. Commitment to equality of opportunity and inclusion. Ability to work efficiently and maintain high professional standards. 	*	*	App/Ref App/Int Int/Ref Int/Ref Int/Ref

<ul style="list-style-type: none">• Commitment to professional development, including the giving and receiving of feedback, and attendance at the course.		*	App/Int/Ref
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Key for Person Specification:

Cert: Certificate

App: Application Form

Int: Interview

Ref: Reference

