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Department
for Education



**London District East
Teaching School Hub**

For all schools in Barking & Dagenham, Havering and Newham

**ECF and NPQs
Visiting Fellow**

Facilitator Application Pack

London District East Teaching School Hub – Visiting Fellows Facilitator

Information and Application

London District East Teaching School Hub is seeking to recruit further expert and experienced facilitators to deliver **the Early Careers Framework** and the **NPQs**.

This document gives information about the programmes and how teachers and their schools can apply to be involved.

Background

In January 2021 the Department for Education announced 87 Teaching School Hubs.

London District East Teaching School Hub covers the London Boroughs of Barking and Dagenham, Havering and Newham. 245 schools in total.

Teaching School Hubs are central to the training and development of teachers from all phases/types of schools, throughout their career. The TSH core activities are:

- Delivery of the Early Career Framework (ECF)
- Provision of Appropriate Body Services (AB)
- Delivery of the National Professional Qualifications (NPQs)
- Delivery of Initial Teacher Training (ITT)
- ITT Strategic Role

London District East Teaching School Hub is part of the Boleyn Trust.



Visiting Fellows

We have partnered with Ambition Institute as our Lead Partner to deliver the DfE funded ECF and NPQ programmes. This programme is available free of charge to all schools in our Hub area.



The Ambition Institute ECF programme and NPQs are delivered through a cluster model to Early Careers Teachers (ECTs) and teachers and leaders.

We are looking for experienced ECT mentors, ECT Induction Leads to train as Visiting Fellows to deliver the face to face and online sessions of the ECF programme.

We are looking for exceptionally good, experienced teachers to lead the NPQs, including senior teachers and leaders to lead the leadership NPQs

Generally speaking, the best teachers make the best trainers and facilitators.

Visiting Fellows Person Specification:

- Must have QTS
- Experienced 'exceptional' teacher educator at school or MAT Level
- Held a leadership role in school (desirable)
- Track record of excellent teaching and delivering exceptional outcomes in a similar context to the schools they are supporting.
- Strong understanding of current best practice in teaching and learning and the current evidence-base
- Must enjoy being an evidence informed teacher

For ECF Visiting Fellows:

- Good understanding of and commitment to the Early Career Framework
- Must use the Ambition ECT Programme in current school
- Experience of mentoring and teacher development, including mentoring and coaching on the Ambition ECT Programme – including using Steplab
- Induction Tutors welcome!
- Experience of and confidence at running online training sessions via Zoom, using the Chat and breakout rooms
- Excellent ICT and organisational skills – to use My Ambition and Steplab
- Punctual and reliable

For ECF EYFS Visiting Fellow – as above but with a proven, successful EYFS specialism

For NPQs Visiting Fellows:

- Exceptional teacher or leader with the commensurate skills, knowledge and ability lead the programme requested/applied for.

ECT Visiting Fellows

ECT Visiting Fellows will be working with Early Career Teachers in the first two years of their teaching career, delivering a series of face to face sessions using materials from the Ambition Institute Early Career Teacher Programme.

These sessions will happen online as twilight 'clinic' sessions from 3:45pm to 5pm, so facilitators will benefit from experience of running online learning sessions.

There is also the possibility of working as part of the ECF team delivering the large welcome conferences at the Excel centre in London.

In order to minimise the impact on workload, the programme content and materials have been written by Ambition Institute.

By becoming an ECF Visiting Fellow you will be committing to:

- Attending the **1 day** Visiting Fellow Training delivered by Ambition Institute via Zoom.
- **Year One – 24/25** -
 - Deliver:
 - ECT Clinic 1 – Autumn Term
 - ECT Clinic 2 - Spring Term
 - ECT Clinic 3 – Summer Term

- Mentor Clinic 1 – Autumn Term
- **Year Two – 25/26**
 - Deliver:
 - ECT Clinic 4 – Autumn Term
 - ECT Clinic 5 - Spring Term
 - ECT Clinic 6 – Summer Term
 - Emailing your group prior to the session with the workbook and Zoom link (Zoom account provided) to build a rapport with your group and maximise attendance.
 - All other admin is done by the Teaching School Hub



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ECT Events Face to Face or Online	ECT Conference 1 Face to Face Science of Learning Effective Planning	ECT Clinic 1 Online High expectations	ECT Conference 2 Face to Face Adaptive Teaching	ECT Clinic 2 Online Pupils Thinking Hard		ECT Clinic 3 Online Effective Feedback
ECT Online Study	Behaviour		Instruction		Subject	
Mentor Events	Mentor Conference 1 Face to Face Instructional Coaching			Mentor Clinic 1 Online Contextualising the Coaching Cycle		Mentor Conference 2 Face to Face Advanced Instructional Coaching
ECT and Mentor	Weekly Instructional Coaching – Compulsory Logging on Steplab					

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events Face to Face or Online	ECT Conference 3 Face to Face Professional Development Sustained Wellbeing	ECT Clinic 4 Online Working with others		ECT Clinic 5 Online Teaching Literacy		ECT Clinic 6 Online Implementation
Online Study	Access to all Year 1 Self Study modules, Diagnostic Tool and 7x Stretch Modules.					
Coaching	Weekly Instructional Coaching					
Mentor Events		Mentor Clinic 2 Online Deliberate Practice				
ECT and Mentor	Fortnightly Instructional Coaching – Compulsory Logging on Steplab					

The January and April starters have the same events, but one or two terms later.

*Mentor Curriculum in Year 2 subject to change.

Funding is provided to schools to allow Visiting Fellows to prepare and run the training.

There is also the additional option of Visiting Fellows running Coaching on Coaching Sessions which is also funded.

NPQs Visiting Fellows

We have partnered with Ambition Institute as our Lead Partner to deliver the DfE funded NPQs. The NPQ programmes are available free of charge to all schools in our Hub area.



We are also looking for Visiting Fellows to deliver NPQs to teachers and leaders who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice.

These include the new leadership NPQs in Headship, Senior leadership and Early Years Leadership:

Leadership NPQs

- **NPQH** – for school leaders who are, or are aspiring to be, a Head teacher or head of school with responsibility for leading a school.
- **NPQSL** – for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.
- **NPQ Early Years Leadership (NPQEYL)** - for leaders qualified to at least level 3 with a full and relevant qualification who are, or are aspiring to be:
 1. Managers of private, voluntary and independent nurseries
 2. Head teachers of school-based or maintained nurseries
 3. Childminders with leadership responsibilities
- **NPQ Special Educational Needs (NPQSEND)** – for those who wish to perform a SENCO role effectively and set the strategic direction of special educational needs policy in a school.

Specialist NPQs

These are for teachers and leaders who want to develop their expertise in specialist areas of teaching practice

- **NPQ Leading Behaviour and Culture (NPQLBC)** - for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.
- **NPQ Leading Teaching (NPQLT)** - for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.
- **NPQ for Leading Teacher Development (NPQLTD)** - For teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school.
- **NPQ for Leading Literacy (NPQLL)** - for teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase.
- **NPQ for Leading Primary Mathematics** - for teachers who have, or are aspiring to have, responsibilities for leading mathematics across a primary school.

All facilitators will be trained by Ambition Institute to deliver the NPQ programmes.

Suggested person specification for NPQs Visiting Fellows

Recommendations for all Visiting Fellows, regardless of NPQ being delivered	<ul style="list-style-type: none"> • Qualified to teach in the UK (hold QTS) • Experience of teacher education at school and/or MAT level • Holds, or has held, a relevant leadership role in a school (e.g. if delivering the NPQH, relevant experience as a head teacher) • Track record of excellent teaching/leadership and delivering exceptional outcomes in a similar context of the schools they are supporting (e.g. pupils with low prior attainment or schools with above national average levels of pupil premium) • Strong understanding of best practice in teaching and learning • Good understanding of, and commitment to, the relevant NPQ framework • A commitment to engage in our quality assurance process and a drive to keep getting better
Suggested NPQ specific requirements	
Specialist NPQs	
NPQLT	<ul style="list-style-type: none"> • An experienced middle leader or senior leader • Has responsibility for leading teaching at department, phase or whole school level • Knowledge of teaching, curriculum and assessment (and preferably the ECF)
NPQLTD	<ul style="list-style-type: none"> • An experienced middle leader or senior leader • Has responsibility for teacher development at department, phase or whole school level • Knowledge of teacher development (and preferably the ECF framework)
NPQLL	<ul style="list-style-type: none"> • An experienced middle leader or senior leader • Has responsibility for leading on English or Literacy across a whole school or MAT • Knowledge of phonics and oracy teaching (and preferably the ECF framework)
NPQLBC	<ul style="list-style-type: none"> • An experienced middle leader or senior leader • Has responsibility for leading behaviour at year group, phase or whole school level • Knowledge of behaviour and culture (and preferably the ECF framework)
NPQLPM	<ul style="list-style-type: none"> • An experienced middle leader or senior leader • Has responsibility for leading Mathematics at whole school level • Knowledge of Maths Mastery and completion of Maths Hub programmes
Leadership NPQs	
NPQEYL	<ul style="list-style-type: none"> • An experienced middle leader or senior leader • Has responsibility for leading behaviour Early Years or an EYFS Advisor • Knowledge of managing an EYFS setting and child minding (and the ECF)
NPQSL	<ul style="list-style-type: none"> • An experienced senior leader (or headteacher) • At least 3 years of relevant experience (i.e. as an Assistant or Deputy Head)
NPQH	<ul style="list-style-type: none"> • A serving school leader in a headship role or in a more senior role but with headship experience (e.g. an EL). • Suitable experience in leading a whole school or group of schools
NPQSEND	<ul style="list-style-type: none"> • A SEND expert with exceptional experience leading a SEND.

Commitments – NPQs Visiting Fellows

Visiting fellows commit to the following:

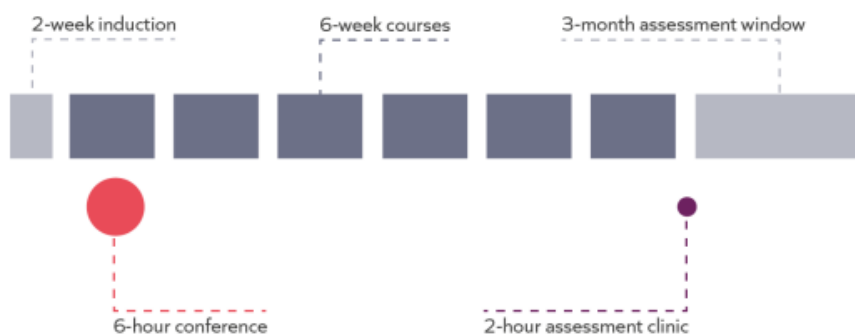
- Attend all training sessions and briefings provided by Ambition Institute
- Complete pre-reading associated with the specific content
- Engage with the content (primer, slide deck, workbook and any other session materials) ahead of the facilitator briefing and bring any questions along to briefing sessions
- Attend facilitator briefings as requested
- Work with the co-facilitator and any others as appropriate to ensure you are able to effectively deliver the session.
- Provide any feedback as requested by Ambition Institute.
- Engage with any feedback shared with you, as part of supportive quality assurance processes, based on the observation of your facilitation and feedback received from participants.
- Act as a positive representative of Ambition Institute in your engagement and communication with all parties.

NPQs Facilitation

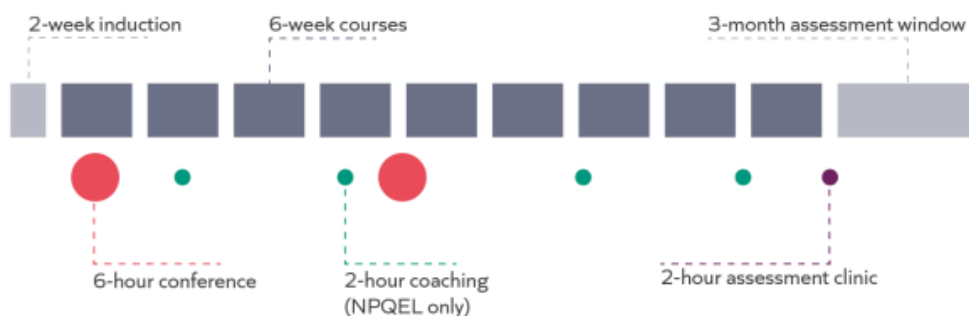
The programmes are designed for participants to engage in both synchronous (live, facilitated sessions) and asynchronous (online modules that can be completed at any time) learning opportunities.

These activities allow participants to embed and apply the necessary knowledge to be even better school teachers and leaders. The programme journey varies between qualifications as you can see below.

Programme overview: Specialist NPQs



Programme overview: Leadership NPQs



As a Visiting Fellow of Ambition Institute you will be committing to facilitate all the Conferences, and Clinics associated with the NPQ you are delivering over the duration of the course, alongside your co-facilitator.

Specialist:	Per Visting Fellow
NPQs Visiting Fellows Training – 1.5 days	Not funded
Facilitate Welcome Conference	1 day
Welcome Conference Prep	0.5 days
6 clinics (5 clinics + assessment clinic)	3 days (Each clinic is 0.5 days including prep and delivery)
TOTAL	4.5 days across 12 months

Leadership:	
NPQs Visiting Fellows Training – 1.5 days	Not funded
Facilitate Welcome Conference	1 day
Welcome Conference Prep	0.5 days
7 clinics (6 clinics + assessment clinic)	3.5 days (Each clinic is 0.5 days including prep and delivery)
Facilitate Conference 2	1 day
Conference 2 Prep	0.5 day
TOTAL	6.5 days across 18 months

NPQH:	
NPQs Visiting Fellows Training - 1.5 days	Not funded
Facilitate Welcome Conference	1 day
Welcome Conference Prep	0.5 days
Facilitate Conference 2	1 day
Conference 2 Prep	0.5 days
8 clinics (7 clinics + assessment clinic)	4 days (Each clinic is 0.5 days including prep and delivery)
TOTAL	7 days across 18 months

Benefits for facilitators trained as Visiting Fellows

Visiting Fellows will benefit from the Ambition Institute Visiting Fellows training programme in order to become experts in delivering the ECF and NPQs programmes. This is an excellent professional development pathway for those wishing to be involved in training teachers.

All facilitators will have access to support from the TSH leads and other experienced Visiting Fellows throughout the programme, including termly keeping in touch meetings and the Ambition VF Book Club.

Participating in the programme will provide the following benefits to Visiting Fellows and their schools:

- Training and Induction at Ambition Institute
- Access to online learning to deep dive into aspects of facilitation

- An understanding of excellent practice in leading adult learning
- Carefully designed and scripted programme materials reviewed by the EEF
- Supportive and developmental quality assurance process – including facilitation progression
- Access to recorded and in person briefings to prepare for facilitated sessions
- An understand how evidence-based practice can be used to develop ECT professional development
- An in-depth understanding of the new statutory requirements for the registration, induction, mentoring and assessment requirements, as regulated and quality assured by the new Appropriate Bodies for ECF.
- An in-depth understanding of the new NPQs frameworks

The Application Process

Please complete the application form by clicking on this link: <https://forms.office.com/e/hPr5SdAkuQ>

Once you have completed the application your Headteacher will be contacted with the details of the role you have applied for. They will be asked to verify that they are happy for you to move forward in the process.

Shortlisting will take place as the applications come in.

If your application is successful you will interviewed by Zoom at your earliest convenience.

The interview will comprise of 20 minutes of questions and a 5 minute presentation that the applicant will deliver. It should take 30 minutes to complete. You will be sent the details about the presentation expectations if you are invited to interview.

If you are successful at the interview stage then you will be sent the outcome of your interview within a week of your interview.

We look forward to receiving your application.

If you have any further questions please do not hesitate to get in touch:
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