



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Role:	<u>L.E.A.D. Academy Trust CPD Lead</u>
Salary range:	L5-L9
Contract Term:	0.8 FTE
Responsible to:	Teaching School Hub Director
Start Date:	September 2022

Background:

L.E.A.D. Teaching School Hub is designated to provide a seamless pathway of professional development from Initial Teacher Training to Executive Headship. The aim of this is to inspire, motivate and empower every professional to embrace lifelong learning and positive outcomes for pupils. The Teaching School Hub vision is for all members to contribute to, and benefit from, exceptional levels of continuous professional development, high impact peer support and evidence informed practice. This role is designated to work with the 25 schools across L.E.A.D. Academy Trust to construct, deliver, coordinate and source high quality CPD based upon the needs identified by directors, leaders, teachers and support staff.

The purpose of the role is to:

- [] Ensure that the Trust schools and staff have clarity over the 'golden thread' of professional development from ITT to executive leadership.

- [] Develop leaders across the Trust by providing opportunities for colleagues to access high quality professional development at all stages of career.

- [] Develop teachers across the Trust through high quality professional development which enhances their skills, knowledge, behaviours and understanding of their role.

- [] To ensure that ITT and Early Career Teachers across the Trust are developed fully through supporting the ECF and ITT frameworks and through working closely with the Teaching School Hub ECF/AB lead to deliver provision.

- [] Harness, coordinate and develop the work of the specialist leaders and admin staff members across the Trust, ensuring that schools are fully supported.

- [] Identify needs across the Trust and address the professional development needs of schools where appropriate.

The candidate appointed would need to demonstrate:

1.	<p>Leading Teaching and Learning / CPD</p> <p><input type="checkbox"/> the ability to research and create up to date, stimulating, high quality CPD which is based upon effective pedagogy and high standards.</p> <p><input type="checkbox"/> an understanding of how to construct a high quality curriculum and the ability to provide CPD which enhances this in schools.</p> <p><input type="checkbox"/> the ability to ensure that high quality service delivery is at the centre of all CPD provided.</p> <p><input type="checkbox"/> the ability to lead, establish, cascade and embed creative, responsive and effective approaches to teaching and learning.</p> <p><input type="checkbox"/> the ability to interact with all work streams and leads within the Teaching School Hub to support with getting the right messages out to schools and involving others in their role where relevant and appropriate.</p> <p><input type="checkbox"/> the ability to adapt and respond to immediate CPD needs where identified.</p> <p><input type="checkbox"/> credibility as an outstanding practitioner with regard to teaching and learning, coupled with the ability to share knowledge and understanding of these components with other settings and across Trust Schools.</p> <p><input type="checkbox"/> the ability to lead and coordinate 'leaders of excellence' and other practitioners to offer high quality CPD and respond to the needs of Trust schools within a school led system.</p> <p><input type="checkbox"/> the ability to monitor, evaluate and review CPD outcomes and promote improvement.</p> <p><input type="checkbox"/> The ability to collate impact data from the CPD provided by working closely with the admin teams within the Hub.</p> <p><input type="checkbox"/> the ability to evaluate work undertaken by yourself or others and adapt the future CPD offer accordingly.</p> <p><input type="checkbox"/> an understanding of any current DfE Frameworks and statutory requirements in schools and disseminate these where needed.</p> <p><input type="checkbox"/> a commitment to your own subject knowledge being up to date, based upon current research and school practice.</p> <p><input type="checkbox"/> the ability to lead and support the ITT / Early Career / NPQ teams where necessary, in response to the DfE landscape and Teaching School Hub remit.</p> <p><input type="checkbox"/> Work in close conjunction with the Teaching School Hub to coordinate the offer and liaise with DfE approved curriculum Hubs and strategic partners such as Nottingham University.</p>
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<p>2.</p>	<p>Working with Other Settings / Stakeholders</p> <ul style="list-style-type: none"> <input type="checkbox"/> the ability to collaborate sensitively with a range of stakeholders and partners, including Teaching School Hub colleagues, to develop joint activities and support programmes. <input type="checkbox"/> the ability to build upon already reputable and established relationships with schools, including the ability to develop effective partnerships with the wider community. <input type="checkbox"/> must demonstrate a thorough understanding of, and commitment to, safeguarding. <input type="checkbox"/> the ability to establish positive relationships with Trust school leaders, sharing the current CPD offer and assessing School Improvement Priorities where necessary. <input type="checkbox"/> a strong commitment to the school-lead system. <input type="checkbox"/> the ability to promote and publicise the Teaching School Hub offer and outcomes to ensure growth and sustain financial security. <input type="checkbox"/> the ability to design and publicise the CPD offer in conjunction with the Director of the Teaching School Hub <input type="checkbox"/> the ability to create literature and communications which are accurate and up to date for other settings. This includes the website and online comms for the Teaching School Hub <input type="checkbox"/> strong ICT skills and presentation skills to produce high quality communications which are in line with the Trust and Hub’s aims and values <input type="checkbox"/> the ability to work effectively with the finance and administrative teams to ensure that the processes are accurately followed and work can be accounted for and measured <input type="checkbox"/> the ability to coordinate and deploy practitioners to support other settings, monitoring, collating and recording their outcomes.
<p>3.</p>	<p>Wider System Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> an understanding of The L.E.A.D. Teaching School Hub and a passion for developing the CPD within the Trust as part of a wider approach to system leadership. <input type="checkbox"/> quality assurance of any external CPD provided to the school swithin the Trust. <input type="checkbox"/> the ability to lead and have an impact upon standards across more than one setting. <input type="checkbox"/> the ability to work collaboratively and strategically with the Director and Deputy Director of the Teaching School Hub in Lincolnshire and the Trust to ensure the needs of schools are met and gaps in CPD are addressed promptly.

	<p>This includes analysis of the assessment framework to evidence and monitor the impact of the Teaching School Hub/Trust.</p> <ul style="list-style-type: none"> <input type="checkbox"/> an understanding of, and ability to contribute to, the political agenda for education nationally. <input type="checkbox"/> work closely with the Director of the Teaching School Hub to develop the Teaching School in response to the DfE agenda. <input type="checkbox"/> an understanding of the potential of future development within the role as the Teaching School Hub evolves in line with the political agenda
4.	<p>Professional Standards / Behaviours</p> <ul style="list-style-type: none"> <input type="checkbox"/> strong written and verbal communication skills with the ability to write and present to others. <input type="checkbox"/> effective time management skills and an ability to complete many different work streams. <input type="checkbox"/> an open and willing attitude in relation to change and challenge. <input type="checkbox"/> the ability to be self-motivated, meet deadlines and a willingness to travel around Trust Schools when required. <input type="checkbox"/> the ability to work positively with a range of staff in various roles. <input type="checkbox"/> effective working relationships and set a good example through your own verbal and nonverbal presentation and personal and professional conduct. <input type="checkbox"/> professional standards which reflect upon and include the Trust and Teaching School Hub's aims and values.
5.	<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. <input type="checkbox"/> A high degree of autonomy is required of the post holder <input type="checkbox"/> The post holder must have strong self-management skills and personal qualities to function effectively within the professional team <input type="checkbox"/> You must be committed to improving services through learning and the development of knowledge and skills <input type="checkbox"/> Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description, including responsibilities in line with government initiatives or agendas.

CPD Leader Person Specification

This person specification lists the competencies expected of an experienced / fully trained CPD Leader.

The two right hand columns provide guidance for the appointment of new Governance and Compliance Managers. (E= Essential criteria, D=Desirable criteria).

			E	D
1	Skills, knowledge and aptitudes	The CPD Leader should able to:		
		<ul style="list-style-type: none"> Create high quality CPD materials Demonstrate an understanding of the national frameworks and research relating to high quality CPD 	E	
2	Qualifications and Training	The CPD Leader should able to demonstrate:		
		<ul style="list-style-type: none"> Qualified Teacher Status (QTS) 	E	
		<ul style="list-style-type: none"> Leadership skills or qualification/s Recent and relevant further professional development 	E	D
3	Experience	The CPD leader should be able to produce evidence of:		
		<ul style="list-style-type: none"> A proven track record of strong teaching and learning outcomes and impact either as a teacher or as a leader 	E	
		<ul style="list-style-type: none"> Understanding of research which underpins the latest practice 	E	
		<ul style="list-style-type: none"> Recent work in a good or outstanding UK state school and can identify what high quality teaching and learning looks like 	E	
		<ul style="list-style-type: none"> Working in an environment where experiences included taking initiative, self-motivation and teamwork 	E	
		<ul style="list-style-type: none"> Experience of effective change management 	E	
		<ul style="list-style-type: none"> Knowledge and experience of supporting others' performance whether formal or informal 	E	
		<ul style="list-style-type: none"> Previous experience of working in education settings in a leadership role or senior position 	E	
		<ul style="list-style-type: none"> Experience of dealing with confidential information School to school support experience or impact beyond one setting 	E	D
4	Personal Attributes	The CPD Leader should:		
		<ul style="list-style-type: none"> Have openness to learning and change 	E	
		<ul style="list-style-type: none"> Have a positive attitude to personal development and training 	E	
		<ul style="list-style-type: none"> Be able to work in ways that promote equality of opportunity, participation, diversity and responsibility Demonstrate excellent interpersonal skills 	E	

		<ul style="list-style-type: none"> • Demonstrate integrity, confidentiality, impartiality and empathy 	E	
		<ul style="list-style-type: none"> • Have strong written and verbal communication skills 	E	
		<ul style="list-style-type: none"> • Have the ability to think and work strategically and in collaboration with others 	E	
5	Special Requirements	The CPD Leader should:		
		<ul style="list-style-type: none"> • Be willing to travel to schools 	E	
		<ul style="list-style-type: none"> • Be willing to attend evening meetings e.g. lead staff meetings in schools 	E	
		<ul style="list-style-type: none"> • Be committed to safeguarding 	E	
		<ul style="list-style-type: none"> • Stay up to date with relevant training 	E	