



Twyford Church Of England Academies Trust

"I have come that you might have life and have it to the full" John 10 v10



William Perkin Church of England High School

Job Description

Job Title:	Professional Co-ordinating Mentor
Grade:	L1 – L5 (£48,824 - £53,091)
Line Manager:	Assistant Headteacher Teaching & Learning
Supervisory Responsibility:	Beginner Teachers (BTs), Newly Qualified Teachers (NQTs), Mentors

Main purpose of Post

- To ensure training and support programmes for BTs, NQTs and mentors are outstanding
- To ensure training and support programmes for RQTs continue to provide outstanding professional development
- To support SLT and Wider SLT in ensuring effective whole school staff training programmes

Outcomes

Achievement

- Ensure training programmes for BTs and NQTs are effective in improving student outcomes.
- Ensure interventions for BTs and NQTs are effective in improving student outcomes.
- Ensure training and continuing support for RQTs is effective in improving student outcomes.
- Support the SLT & Wider SLT in ensuring whole school programmes for staff training are effective in improving standards of Teaching & Learning and student outcomes.

Teaching

- All aspects of teaching and learning are judged to be good or better in observations (BTs and NQTs).
- Timely and effective interventions are implemented where Teaching and Learning is judged to be less than good.
- In conjunction with the Assistant Head Teacher: Teaching & Learning, ensure support plans for teachers identified as requiring support are effective in improving standards of Teaching & Learning and student outcomes.

Leadership

- Quality assurance processes allow identification of training and support needs.
- Training programmes for mentors are successful in ensuring mentors can support BTs and NQTs effectively.
- Collaboration with Trust counterparts allows best practice to be shared across the Trust.
- Training of NQTs supports whole school recruitment and retention.
- Recruitment of BTs supports whole school recruitment.
- In conjunction with the Assistant Head Teacher: Teaching & Learning, ensure Stages of Staff Development are used effectively within performance management procedures.

- In conjunction with the Assistant Head Teacher: Teaching & Learning, ensure CPD menu is used effectively within performance management procedures.
 - Duty lesson look system provides effective feedback on classroom delivery.
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Specific responsibilities and tasks

Achievement

Training programmes for BTs and NQTs are effective in improving student outcomes.

- Review and refine the Developing Teacher Level 1 & 2 programmes as a key tool for supporting BTs and NQTs to understand and achieve the Trust definition of outstanding practice, allowing them to achieve outstanding student outcomes.
- Deliver outstanding BT training programme and oversee the delivery of outstanding NQT training programme.
- Use the 10:10 ethic as the overarching ethos to encourage transparent self-review and self-improvement as part of these programmes
- Evaluate the Developing Teacher Level 1 & 2 programmes based on Quarterly student outcomes, data from lesson duty looks and lesson observations, progression of BTs and NQTs, and using feedback from staff evaluations.

Interventions for BTs and NQTs are effective in improving student outcomes.

- Identify BTs and NQTs who are at risk through student progress data, lesson duty looks and lesson observations.
- Liaise with Assistant Head teacher T&L and Trust counterparts to refine and standardise NQT support packages.
- Liaise with Assistant Head Teacher T&L and HEI/Ealing borough to implement and manage individual support packages where necessary.
- Evaluate the effectiveness of internal support packages based on progress towards improved student outcomes and experience.

Ensure training and continuing support for RQTs is effective in improving student outcomes.

- Review and refine the Developing Teacher Level 3 programme as a key tool for supporting RQTs to understand and demonstrate the Trust definition of outstanding practice, allowing them to achieve outstanding student outcomes
- Use the 10:10 ethic as the overarching ethos to encourage transparent self-review and self-improvement as part of this programme
- Identify RQTs who are at risk through student progress data, lesson duty looks and line management feedback; implement and manage individual support packages where necessary.

Support the SLT & Wider SLT in ensuring whole school programmes for staff training are effective in improving student outcomes

- Contribute to Developing Teacher Programme at all levels.
- Support Assistant Head Teacher T&L in evaluating and refining Developing Teacher Programme at all levels.
- Contribute to the 15:15 coaching programme by training coaches.
- Contribute to the 15:15 coaching programme by coaching colleagues.

Teaching

All aspects of teaching and learning are judged to be good or better in observations (BT and NQT).

- Set up and monitor annual NQT observation programme, and co-ordinate the participation of the wider T&L team and the SLT.
- Carry out observations of BTs in order to assess progress against the teaching standards.

Timely and effective interventions are implemented where teaching and learning is judged to be less than good.

- Support Assistant Head Teacher T&L to collate, evaluate and feedback to SLT the results of lesson duty looks.
- Support Assistant Head Teacher T&L to
- Identify BTs and NQTs who are at risk through observations and lesson duty looks.
- Liaise with Assistant head teacher T&L and HEI/ Ealing borough to implement and manage individual support packages where necessary.

In conjunction with the Assistant Head Teacher, ensure support plans for teachers identified as requiring support are effective in improving standards of Teaching & Learning and student outcomes.

- Identify teachers who are in need of additional support through student progress data, lesson duty looks, pastoral data and line management.
- Support Assistant Head Teacher T&L and Trust counterparts to refine and standardise teacher / tutor / post holder support packages.
- Support Assistant Head Teacher T&L to implement and manage individual support packages where necessary.
- Evaluate the effectiveness of internal support packages based on progress towards improved student outcomes and standards of Teaching and Learning.

Leadership

Quality assurance processes allow identification of training and support needs.

- Quality assure the work of BTs and BT mentors with regards to statutory paperwork, particularly completion and quality of end of placement reports.
- Quality assure work of NQTs and NQT mentors with regards to statutory paperwork, particularly completion and quality of termly reports.
- Carry out progress review meetings with BTs during their placement in order to review paperwork and progress against the teaching standards.
- Carry out observations of BTs in order to assess progress against the teaching standards, to identify emerging training and support needs, and to inform recruitment.
- Set up and monitor annual NQT observation programme.
- Analyse quarterly student outcomes to identify emerging training and support needs within NQTs.

Training programmes for mentors are successful in ensuring mentors can support BTs and NQTs effectively.

- Review and refine the BT and NQT mentor training programme, including opportunities for supporting mentor development through observation, development of new systems and regular opportunities for collaboration and sharing good practice.
- Communicate with BT mentors regarding induction arrangements, placement dates and statutory paperwork.
- Communicate with NQT mentors to ensure that they understand the statutory paperwork and processes, and are supported to carry these out effectively.
- Train and support mentors and HODs to ensure that they function effectively as part of a support plan team.

Collaboration with Trust counterparts allows best practice to be shared across the Trust.

- Review the William Perkin training and support opportunities which can be made available across the Trust / Ealing Teaching School Alliance.
- Attend Trust T&L group meetings and ensure best practice from William Perkin is shared.
- Support Assistant Head T&L to plan and deliver CPD including twilight training to drive forward current school development plan priorities e.g. literacy, retention & retrieval, AfL.

Recruitment of BTs supports whole school recruitment.

- Organise school taster days for graduates considering teaching as a career.
- Liaise with HODs to determine department capacity for BTs

- Liaise with Assistant Head teacher T&L and Head of Teaching School to lead recruitment of School Direct BTs.
- Communicate with HEI to offer appropriate places for PGCE BTs.

In conjunction with the Assistant Head Teacher: Teaching & Learning, ensure Stages of Staff Development are used effectively within performance management procedures.

- Support Assistant Head teacher T&L to update and refine Stages of Development as required.
- Support Assistant Head teacher T&L to train performance managers to use the Stages of Development to encourage self-review and facilitate professional development.

In conjunction with the Assistant Head Teacher: Teaching & Learning, ensure CPD menu is used effectively within performance management procedures.

- Support Assistant Head teacher T&L to establish menu of Developing Teacher Programme sessions
- Support Assistant Head teacher T&L to train performance managers to use the CPD menu to effectively target and facilitate professional development.

Duty lesson look system provides effective feedback on classroom delivery.

- Undertake duty lesson looks as directed.
- Work in conjunction with Assistant Head teacher T&L to ensure results of duty lesson looks are collated and analysed effectively to inform further training priorities.

Other

All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips and visits or support activities).

Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.

Key measures of success

- 75% students on track
- 98% good + feedback from internal training programmes
- Outstanding grading in Ofsted and internal reviews
- 100% BTs and NQTs successfully pass placement/NQT year

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • University Graduate with a good degree • Qualified Teacher Status • Successful and sustained experience as an outstanding teacher • A proven record of success in raising standards of student progress • A proven record of success in raising standards of Teaching and Learning • Successful experience of managing whole school change • Successful experience of mentoring and training (Beginner Teachers, Newly Qualified Teachers or whole school) • Successful experience of team leadership and management of staff 	<ul style="list-style-type: none"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities

	<ul style="list-style-type: none"> • An understanding of recent curriculum developments • An understanding of and passion for current Teaching and Learning research and developments • A commitment to the principles and practices of Assessment for Learning • A commitment to developing Literacy • An understanding of relevant inspection frameworks 	
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to and ability to articulate and model the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team with a very strong commitment to collaboration • An ability to generate enthusiasm for Teaching and Learning • A commitment to the highest standards in all areas of school life (behaviour, academic, enrichment) • Strong grasp of contemporary educational issues • Outstanding communication and inter-personal skills • An ability to set challenging and achievable targets and ensure their delivery • Good time management and an ability to multi task • Clarity of vision/strategic thinker 	<ul style="list-style-type: none"> • A practising Christian

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>

The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.