

Job Description

**The Governing Body and the Local Authority are committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the latest national guidance and regulations on safeguarding and child protection. This role is subject to an enhanced DBS check.**

**Job title:** Project Manager Teaching School Hub (EENEL 9)

**Reporting to**: Hub Director

**Responsible for:** Effective leadership and management of Teaching School Hub (EENEL 9)

**Salary:**  **to be paid to the successful candidate’s school at SLE rates**

**Hours:** To be seconded one day a week

**Disclosure:** Enhanced

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| **Core Purpose** | * To undertake short-term projects, initially relating to the roll-out of the ECF and NPQs
* To work collaboratively, building relationships and networks, to develop high quality education and leadership in schools across the EENEL9 area
* To work with the Hub Director to ensure that the delivery plan and its KPIs are met
* To liaise with our delivery partners, schools and the DfE in order to achieve the aims and vision of the Hub
* To ensure that the reputation of the Teaching School Hub in the wider community is maintained, and enhanced whenever opportunities arise
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| **Main duties** | * To assist with the effective delivery of the ECF and NPQs across the Hub area
* To work with the Hub Director to develop strategy and processes relating to the delivery plan and its KPIs
* To assist in developing networks of local EENEL9 schools
* To ensure that training needs of EENEL9 schools have been met
* To build on best practice and identify gaps in provision for EENEL9 schools
* To develop training and quality assurance processes for teams across Waltham Forest, Haringey and Redbridge
* To work with EENEL9 schools to secure a commitment to training from the Teaching School Hub for your area of development
* To liaise with delivery partners and local schools in your lead area, aligning expectations,
* To undertake rigorous self-assessment, quality assurance and peer review procedures, using the TSH framework
* To contribute towards the planning of activities and training for the Teaching School Hub for your area of development
* To plan for stakeholder engagement
* Build a culture which takes account of the richness and diversity of the partner school communities
* Be able to provide evidence that your contribution has had a positive impact across the Teaching Hub.
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|  | **Criteria** | Essential | Desirable |  | Assessed by application | Assessed by selection process |
|  | **Qualifications** |
| 1 | Qualified Teacher Status (QTS) | / |  |  | / |  |
| 2 | Designated Specialist Leader of Education (SLE) |  | / |  | / |  |
| 3 | Evidence of recent and relevant training and development | / |  |  | / | / |
|  | **Professional experience and knowledge** |
| 4 | Excellent classroom practitioner with substantial experience of teaching | / |  |  | / | / |
| 5 | Successful experience of working at senior leadership level | / |  |  |  |  |
| 6 | Successful experience of leading planning and delivery in a key element of a Teaching School, e.g. CPD, ITT, NPQs, NQTs/ ECF |  | / |  |  |  |
| 7 | Successful experience of leading continued improvement in attainment and progress in current school and across other schools, in the pursuit of excellence  |  | / |  | / | / |
| 8 | Significant experience and success in strategic planning, development, analysis and evaluation | / |  |  | / | / |
| 9 | Good knowledge and understanding of the wider educational agenda including current national policies and educational issues, particularly in the four areas of development: CPD, ITT, Early Career Framework or NPQS | / |  |  |  |  |
| 10 | Understands what effective training, coaching and mentoring looks like and can communicate this effectively to teams of people | / |  |  |  |  |
| 11 | Be able to analyse data meaningfully and act effectively on outcomes by leading colleagues in the planning and delivery of appropriate responses |  |  |  |  |  |
|  | **Professional aptitudes, qualities and skills** |
| 12 | Excellent communication skills, including the ability to understand, process and communicate complex material  | / |  |  | / | / |
| 13 | Has a vision for education that is closely aligned with the ethos and ambition of the Hub |  |  |  |  |  |
| 14 | Proven ability to encourage, motivate and build teams, as well as a team-player | / |  |  |  |  |
| 15 | Articulate and approachable with excellent interpersonal skills both verbally and in writing | / |  |  | / | / |
| 16 | Able to distribute leadership across teams in a way that encourages responsibility and accountability | / |  |  |  | / |
| 17 | Able to prioritise, plan and organise effectively and have the capability to adapt and be flexible when appropriate | / |  |  | / | / |
| 18 | Actively displays enthusiasm, optimism and the desire to find positive solutions to problems, often in pressurised and challenging circumstances |  |  |  |  |  |
| 19 | The ability to work collaboratively with other schools to facilitate staff development and improve standards | / |  |  |  |  |
| 20 | Be ambitious for all students, determined to overcome disadvantage and instil in all colleagues a strong sense of accountability for the impact of their work on student outcomes  |  |  |  |  |  |
| 21 | Has an eye for detail and is an effective completer-finisher | / |  |  |  |  |
| 22 | A commitment to and evidence of promoting inclusion, diversity and equal opportunities  | / |  |  |  | / |

*We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*