

Our Reference: JAH/AF1727

December 2017

Manchester Nexus School Centred Initial Teacher Training: Course Leader

Full time Leadership 11 - 15

Dear Applicant

Thank you for your interest in this post. I hope that you will find the information below, together with the attached job description and person specification, useful in explaining what Manchester SCITT seeks to achieve, how we work, and the crucial role of the Course Leader within this. Details of the application process are attached.

What is Manchester Nexus

Manchester Nexus is a school-centred Initial Teacher Training organization which is based at The Blue Coat School, Oldham, an outstanding 11-18 comprehensive. The SCITT was accredited in September 2017 and is based on 5 years of highly successful ITE training through School Direct. This experience, together with the pressing national and local need for high-quality teachers, led to the decision to scale up our work, and take full responsibility as the lead partner in our provision.

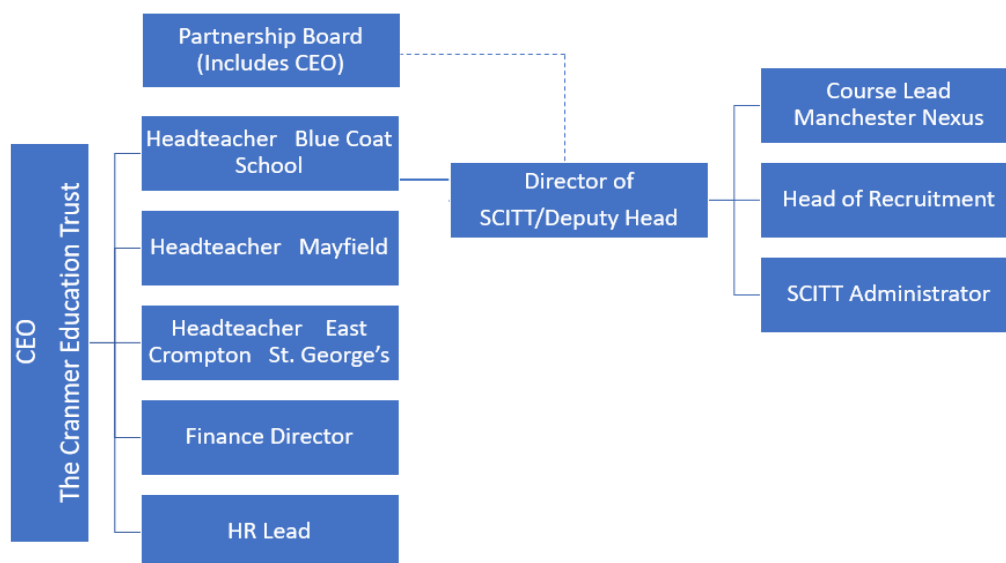
We provide training which leads to Qualified Teacher Status and a Postgraduate Certificate in Education for primary (4-11) and secondary (11-16) teaching. Our secondary trainees also have an enrichment option for 16-18. Currently we have 41 trainees, and are recruiting 65 for 2018-19 training. Our aim is to train 120 teachers per year. Trainees spend all but 12 days of the academic year based in a school – their main placement for terms 1 and 3, and their contrasting placement for term 2, integrating their 12 days of postgraduate training with Liverpool Hope University into their school-based learning. There are currently 12 schools in partnership and at any point all or most will have trainees. Currently all our routes are non-salaried. This may change as Teacher Apprenticeships develop.

The ethos and values of Manchester Nexus

1. We are a national provider accountable to the DFE, and inspected directly by Ofsted. Our graduates are already working across the country and some have taken the opportunity to work abroad. But many of our trainees will stay in the Manchester – West Yorkshire region, often working in schools with high levels of disadvantage. The aim of Manchester Nexus is to train and develop outstanding teachers, **particularly** because our children and young people need and deserve this. All international studies (PISA, TIMMS, PIRLS) show that the crucial factor in addressing inequality is ensuring that disadvantaged children have access to the same quality of teaching as their more advantaged counterparts. Our work is informed by a high sense of moral purpose.

2. Teaching is a complex, skilled profession, and one that we have to learn and keep re-learning. Trainees start at very different levels, and progress at very different rates. Some will have excellent subject knowledge; some will progress more quickly through aspects of pedagogy. Planning, organising, developing a positive climate and behaviour for learning, understanding how children learn in a particular subject discipline and the stages of understanding is new for everyone; and whilst questioning, giving feedback, and enabling children to use that feedback appear straightforward, we know that it takes a lot of learning, skill and experience, insight and reflection. Some trainees may struggle with balancing the demands of training to teach with their personal circumstances. In short, trainees have to be nurtured, mentored, coached, supported and challenged; they need to be known, and their differences must be recognised and reflected in personalised provision where some will learn some skills faster than others – and where that is the case, they need the opportunity and support to develop mastery.

Structure of the SCITT Team



The Role of Course Lead

The Course Lead is a member of the team headed by The Director of Manchester Nexus who is also a deputy head of Blue Coat. In this way the SCITT is firmly embedded in the purpose of the school and the educational process.

The team includes a non-teaching Head of Recruitment and Communication, whose role focuses on getting potential teachers to apply to Nexus and ensuring that the application process is fully supportive and reinforces their commitment. Some trainees have a place by November of their

application year – we need to ensure that we have their commitment for the next 9 months before they start, and that when they start, they are ready, prepared, everything is in place, and they can make rapid progress.

The work of the Course Lead and Recruitment Lead will overlap. There will be aspects of networking that the Course Lead will need to be involved in – as will the SCITT Director, because the focus is on education/pedagogy (e.g. working with national bodies to attract more graduates into teaching chemistry). Teacher taster and school experience days are organised by the Head of Recruitment, but will involve the Course Lead.

Both roles involve ongoing communication across the team, including the administrator, whose crucial role underpins all the working of the SCITT. This officer communicates with applicants, makes appointments, checks qualifications and DBS, which links to bursaries and fees which are then dealt with by the finance team. She is the first point of contact for the trainees and the partners; she's the keeper of the diaries, the manager of appointments and the chaser of communications.

The team has its own spacious, well-equipped office, close to the school's Training Room.

Specific role of the Course Lead

Our training has 5 strands:

- Immersive school-based training
- Professional studies training
- Subject Knowledge for Teaching programme
- Post-Graduate Certificate in Education
- Enhancements and Enrichment

The Course Lead is heavily involved in recruitment, particularly interviewing and selection. But the main focus of his/her role is the quality of the trainees' experience when they commence with us, the progress they make, and what happens to them after that. The Course Lead has to ensure that training **across a range of institutions** is cohesive and coherent, that it answers the needs of all trainees, and that it is scalable. The Course Lead is focused on the needs and progress of the trainees, working through the professional and subject mentors in the schools, who may change from year to year. We have a Management Information System in Paragon, so we can track where trainees (and their mentors) are. But the challenge, as with any data, is understanding what it means, and what action it necessitates. The Course Lead has to build both relationships and strategies to grow psychological buy-in, and quality. The systems follow after that.

The challenge for school-centred training

School-centred training provides the intensity of experiential learning. The danger can be that it is based on 'what works' in a particular environment (which might not be transferable). Central professional training must be fully informed and research-based. It must involve the lead practitioners, the SLEs, and ideally leading academic input and subject pedagogy. It is the role of the Course Lead to enable that to happen, by building relationships across The Teaching School Alliance, with national hubs, and organizations funded by DFE and the Strategic Schools

Improvement Fund, and T.L.I.F to contribute as part of their system accountabilities. Our subject knowledge enhancement provision is developing. At the moment we buy into TES resources, but the quality can be uneven, and subject tutors need support in guiding their trainees. The Course Lead cannot make individual arrangement for 60+ trainees, and must therefore develop effective systems.

Finally, the post-graduate element needs to be the backbone, providing the theory, concepts and research that the experiential learning builds on. These 2 processes are going on together, and the challenge for the Course Leader is to ensure that, as far as possible, they are integrated.

Beyond ITE

Throughout the year the Course Lead is focused on training, whilst playing a lead role in selection of new trainees. We are judged by our quality, our retention, the employment rate of trainees, and that they **fully** qualify – i.e. they successfully complete their NQT year. The Course Lead must work with the CPD lead and the Teaching School Alliance to ensure continuing high-quality provision for NQTs – and to track those NQTs that have trained in Manchester Nexus.

The person we are looking for could be a secondary Assistant Head already, or a primary senior leader, or an experienced, successful Head of Department or Key Stage. S/he will be committed to teacher development, pedagogy, and classroom practice. S/he will be highly credible and highly organised, a strategic thinker who plans ahead, communicates a vision, networks, builds commitment to our goal, and who can create clear systems and ensure that they work.

The post offers the opportunity to be self-managing in a way that supports wellbeing. It also requires some personal flexibility. The Course Leader is part of the SCITT SLT rather than the school SLT, and as such does not have the normal supervisory and management responsibilities of an Assistant Head. Rather s/he has to indirectly line manage across a number of schools in very different contexts. This could require both early morning working, and some twilight working to catch people and to visit schools. There will be the need to attend ITE updates and networking events outside of normal working hours. There will be a commitment during the summer holidays for 2-3 days of trainee induction, and the need to be in work for identified days toward the end of the holiday to ensure that everything is in place and ready to start.

How to apply

We are looking ideally for someone to start by 1st May 2018, but are prepared to negotiate to get the best person. The role and salary range is that of an Assistant Headteacher (secondary) and the post will include a small teaching commitment of approximately 3 hours per week: a leader of teacher training needs to be able to demonstrate their own expertise and credibility, and the course leader must be part of the ethos, systems and procedures of the school, so that the two organisations work organically together.

The closing date for applications is Monday 29 January 2018, 9.00am. We plan to interview 1 and 2 February. If you would like a further informal discussion, or a visit, please contact our HR Manager Mrs Heather Johnson on 0161 624 1484.

Applications should be by application form with an accompanying letter to the CEO of The Cranmer Education Trust, setting out:



- Why you would like to take on this responsibility
- How your experience to date has equipped you for this
- How you meet the person specification: please provide evidence

N.B. The letter replaces the 'Supporting Information' section on the application form.

This post offers exciting opportunities and huge potential for professional development, both in the crucial area of teacher training and development, in the development of systems to ensure and assure quality, and in the experience of system leadership. We hope you will be excited, and look forward to hearing from you.

Yours sincerely,



Mrs J.A. Hollis
Chief Executive Officer
The Cranmer Education Trust