



Job Description

Title	ECT & New Teacher Coordinator
Date last reviewed:	January 2022
Grade & Salary Range	MPS/UPS
TLR value	TLR2b (pro-rata for part-time hours)
Location	The Oxford Academy
Hours	Full-time or 0.8FTE
Contract Type	Permanent
Reporting To	Deputy Headteacher
Additional Information	Over a full-time two week timetable the successful candidate will be required to teach for 30 periods; 15 periods will be allocated to ECT & New Teacher Coordinator time the remainder as PPA. The successful candidate will be engaging in regulated activity, working on a regular basis in a location where the work gives an opportunity for contact with children. An Enhanced DBS will be required.

Key Job Purpose

To lead on all aspects of Initial Teacher Training, including working with ECT programmes run by OUDES, RLT School-Centred Initial Teacher Training (SCITT), TeachFirst and other School Direct providers/Higher Education Institutions.

Participate in local networks and partnerships that develop good practice and raise standards through sharing of ideas and expertise in ITT and the professional development of teachers.

Work in collaboration with ITT Providers to organise and run selection and recruitment days for prospective new teachers.

Represent the school at recruitment fairs and other events

Lead and manage all Early Career Teachers and the Professional Development Programme (PDP) for ECTs.

Lead and manage a high-quality Induction Programme for all teaching staff new to the school.

Provide professional guidance and support for teachers in the development of their classroom practice, working alongside the Senior Leadership Team, helping and supporting identified staff to improve the quality of their teaching.

Areas of Responsibility:

Initial Teacher Training

- Be the first point of contact at the school for all ITT providers including OUDES, RLT SCITT, TeachFirst and other providers.
- Advise the Headteacher regarding capacity to offer places for ITT and keep the Headteacher regularly informed of the number of departments involved in ITT.



- Liaise with departments regarding places for students on PGCE and ITT programmes.
- Attend briefings by other ECT & New Teacher Coordinators at Higher Education institutions.
- Provide professional development seminars for all ITT trainees.
- Ensure that all mentors are aware of responsibilities of the role and in particular the different requirements of ITT programmes. Where needed, undertake joint lesson observations and offer training in mentor/coaching conversations to ensure quality of mentor provision.

ECT Coordinator for the induction of all ECTs and new teachers

- Provide training and guidance for all ECT mentors.
- Lead lesson observations and other evidence-gathering processes on all trainees in school
- Liaise with subject mentors regarding the progress and well-being of all training teachers and inform the Deputy Head and/or Headteacher of any concerns.
- Plan and publish to ECTs, department mentors and the LT an ECT induction programme and Induction Checklist.
- Plan and publish a new teachers' programme and Induction Checklist for all new teaching staff.
- Work with relevant Subject Leaders CLs to ensure that all ECTs fulfil requirements to achieve induction standards and successfully complete the two year ECT induction.
- Ensure that all relevant ECT documentation is completed to a high standard and meets all deadlines.
- Undertake lesson observations, work samples, Learning Walks and other monitoring processes of all ECTs and provide guidance and support together with Subject Leaders CLs to ensure that good progress is made with classroom practice.
- Liaise with Senior Pastoral Leaders regarding the attachment of training teachers to Form groups.
- Evaluate and Quality Assure whole school ITT provision.
- Contribute to the planning and leading of staff development activities including Classroom Staff Meeting and INSET days.
- Work with Deputy Headteacher and/or Headteacher to ensure that the school's Continuing Professional Development (CPD) provision supports the School Improvement Plan (SIP) priorities and enhances the professional practice and development needs of individual teachers.
- Lead key areas identified in the SIP linked to ITT, ECT induction, professional development programmes and teaching and learning, keeping others informed of progress and ensuring that deadlines are met.

Professional Development of Teachers

- Support the Headteacher and Deputy Headteacher in providing suitable mentoring and coaching for teachers in the use of classroom pedagogy as required.
- Contribute to school self-evaluation through focus on quality of teaching and learning using evidence such as lesson observations and work scrutiny.



- Support the development of professional practice of individual teachers as requested by the Deputy Head and/or Headteacher by leading and evaluating the Professional Support Programme.

Other Duties:

- To be familiar with and adhere to all School Policies.
- To fulfill your duties and responsibilities regarding safeguarding pupils and health and safety.
- To support the aims and ethos of the school and promote good relationships with students, colleagues and parents.
- To set a good example in terms of dress, punctuality and attendance.
- To participate in the School's arrangements for appraisal, professional development, meetings cycle, quality assurance and internal verification.
- Under the reasonable direction of the Headteacher, carry out the professional duties of a School teacher as set out in the current School Teachers' pay and Conditions Document (STPCD).

This job description is written at a specific time and is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability and the employees of the Academy need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.

River Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.



Person specification

Qualifications/ Training	<ul style="list-style-type: none">• Qualified Teacher• SLE (Desirable, not Essential)
Experience	<ul style="list-style-type: none">• A proven track record of exceptional classroom practice and experience• School improvement• Coaching, mentoring and leadership development• Enabling and facilitating schools to manage change for education improvement, building capacity and raising standards
Knowledge	<ul style="list-style-type: none">• Excellent knowledge and understanding of:<ul style="list-style-type: none">○ Curriculum design principles○ Subject level nuances and the importance of subject -level differences○ Evidence-based pedagogy - practical strategies for successful teaching○ Behaviour management strategies and approaches○ Coaching and mentoring strategies
Abilities	<ul style="list-style-type: none">• Excellent communication skills (written and verbal)• Excellent interpersonal skills, having a strong understanding of 'self' as well as others• Analytical (school data, information and people and teams)• To gain credibility with colleagues
Personal Qualities	<ul style="list-style-type: none">• Have a positive, enthusiastic outlook with the energy, drive, enthusiasm and determination to succeed• Self-awareness, and a sensitivity to the feelings and responses of others• Warmth, integrity and the ability to build trust quickly• Be proactive not reactive• Be an avid learner• Be calm under pressure of deadlines• Be conscientious with a strong eye for detail• Good at building supportive and productive professional relationships with colleagues