

National Professional Qualification
Facilitator Job Description - Leadership Programmes
NPQ Senior Leadership and Headship

Role Summary:

To act as Facilitator of NPQ Leadership Programmes for Vantage Teaching School Hub (VTSH).

1. To ensure the high quality and fidelity of programme content through expert delivery, quality assurance and support for other facilitators
2. To draw upon extensive experience of senior leadership and/or headship and a track record in upholding ambitious educational standards, to develop a cadre of highly skilled future school leaders
3. To act as an ambassador for the Vantage Teaching School Hub

Role	Facilitator for Leadership NPQs	
Duration	18 months	
Payment	£500 per day/£62.60 per hour (1 day = 8 hours)	
Reports to	Director of The Vantage Teaching School Hub / NPQ programme lead	
Time commitments related to different delivery activities¹	Delivery Activity	Time allowance
	Lead 4x4 hour face to face conferences	3 days (planning and delivery)
	Deliver 5x2 hour webinars	0.5 day per webinar (planning and delivery)
	Support 5x2 hour webinar ²	Payment per hour
	Quality assurance and participant support	Payment per hour
	Additional Headteacher support offer (ASO) 30 hrs	Payment per hour
Facilitators will be expected to attend preparatory training delivered by the lead provider and Vantage TSH and our regional NPQ steering group (1 x 1 hour meeting per half term) ³		

¹ Depending on participation numbers or agreed delivery strategy and individual programme circumstances. Facilitators will engage in all or some of the listed activities and this may vary from cohort to cohort.

² Delivery activity subject to cohort size.

³ Attendance at preparatory training and steering group is unpaid and a condition of the facilitator sub-contract

Key responsibilities

- Act as Facilitator for NPQH, ASO or NPQSL, including online facilitation (asynchronous and synchronous) and face to face sessions
- Contribute to the planning, adaptation and delivery of training materials and processes for synchronous sessions to meet the need of participants and their context
- Liaise closely with VTSH leaders and other programme facilitators to ensure effective delivery
- Develop and maintain positive relationships with participants to ensure maximum participation and completion of programmes
- When providing participant support, establish and maintain contact with participants including tutoring (tutoring involves making initial contact with participants and providing some support during the programme)
- Be fully prepared for the session being delivered, planning carefully, arriving promptly, managing the time, and ensuring a high-quality learning experience for all participants
- Ensure effective programme delivery that meets the highest inspection standards⁴
- Be prepared to stand in for other facilitators in the event of unplanned absence
- Work collaboratively with a co-facilitator where required
- Offer and receive developmental feedback on facilitation knowledge, skills and experiences as featured in the Core Skills and Expertise Framework⁵
- Feedback on and input into programme design and resources
- Work with VTSH leaders and other programme facilitators to contribute to quality assurance including peer review
- Attend NPQ facilitator training and VTSH NPQ steering group meetings (half termly)
- Act as an advocate for the VTSH and the programmes on offer

Required qualifications and experience

- Degree-level qualification and Qualified Teacher Status or equivalent
- At least four years' senior leadership (for NPQSL) or headship experience, ideally with some experience of executive leadership (for NPQH / ASO)
- A track record in a senior leadership/headship role of upholding ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Has secured a commitment from school or trust leadership team and governors to support them in undertaking this role and to give the time required to do this effectively
- Experience of training and leading teachers / school leaders at the relevant level
- Extensive experience of working outside own schools and/or in partnership with other schools
- Has experience of face-to-face and online facilitation of professional development
- Has led on NPQs or CPD delivery at an organisational level
- Ideally, has undertaken an NPQ successfully

⁴ See Ofsted inspection framework for NPQ Lead Providers due for publication Spring 2022

⁵ Para 11.2 EDT NPQ Handbook for delivery partners V1

Required skills and knowledge

- Knowledge and a good understanding of the NPQ frameworks up to and including the level of NPQSL and NPQH / ASO
- Knowledge that professional development in pedagogy, leadership and teacher development should be underpinned by robust evidence and expertise
- Skilled in the design and delivery of evidence based professional development programmes (face to face and online)
- Strong and engaging facilitation skills using a range of processes to secure engagement
- Knowledge and understanding of the current education sector and an awareness of challenges faced by school leaders across the region, and in your local context with a focus on improving pupil outcomes
- Excellent communication and IT skills
- Knowledge and application of the DfE Standard for teachers' professional development and Head Teacher Standards
- To promote and uphold principles of diversity, equality and inclusion in all aspects of NPQ facilitation

Required qualities

- An ability to engage, inspire and motivate programme participants
- Demonstrate credibility whilst also acting with authenticity and humility
- Ability to secure trusting and supportive relationships with NPQ participants and the VTSH team
- Ability to work flexibly and to deadlines set by VTSH and the lead provider
- High quality, open and reflective communication skills, including explanations, listening and questioning
- Ability to listen deeply and with integrity (to hear different viewpoints without judging them)
- Skilled at facilitating groups, using a range of processes to secure full engagement and learning
- Able to deconstruct learning – the ability to help the group make sense of the learning process at a meta-level
- Reflection – the ability to reflect alone and with the group on individual and group behaviours, on insights gained in the process about content, learning and process
- Commitment to high standards of teaching, school leadership and educational excellence
- Commitment to equality of opportunity and inclusion
- Ability to work efficiently and maintain high professional standards
- Commitment to professional development, including the giving and receiving of feedback
- Self-aware about own professional bias and sensitive to colleagues' varying contexts, drawing on research evidence as a touchstone
- Able to analyse, summarise and synthesise discussion