



**National Professional Qualification**  
Facilitator Job Description - Specialist Programmes  
Leading Teaching, Leading Teacher Development, Leading Behaviour and Culture

**Role Summary:**

To act as a facilitator of NPQ Specialist Programmes for Vantage Teaching School Hub.

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 middle and senior leadership and your impact on student outcomes, to develop a cadre of highly skilled programme participants responsible for the development of teachers across a school
3. To act as an ambassador for The Vantage Teaching School Hub (VTSH)

<b>Role</b>	Facilitator for Specialist NPQs	
<b>Duration</b>	One year	
<b>Payment</b>	£400 per day / £50 per hour (1 day = 8 hours)	
<b>Reports to</b>	Director of The Vantage Teaching School Hub / NPQ programme lead	
<b>Time commitments related to different delivery activities<sup>1</sup></b>	<b>Delivery Activity</b>	<b>Time allowance</b>
	Lead 2x5 hour face to face conferences	2 days (planning and delivery)
	Deliver 4x2 hour webinars	0.5 day per webinar (planning and delivery)
	Support 4x2 hour webinar <sup>2</sup>	Payment per hour
	Quality assurance and participant support	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) <sup>3</sup>		

**Key responsibilities**

- Act as a facilitator for specialist NPQ programmes, including online facilitation and face to face sessions (referred to as synchronous delivery)
- Contribute to the planning, adaptation and delivery of training materials and processes for synchronous sessions to meet the need of participants and their context

<sup>1</sup> 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.

<sup>2</sup> Delivery activity subject to cohort size.

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

- 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 standards<sup>4</sup>
- 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 Framework<sup>5</sup>
- 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, experience and employer support**

- Degree-level qualification and Qualified Teacher Status or equivalent
- At least three years' leadership experience, leading all or some of the following: the development of curriculum and assessment, teachers and leaders at different levels of the profession, behaviour and pastoral support systems
- Has secured a commitment from school leadership team and governors to support them in undertaking this role and to give the time required to deliver different delivery activities effectively
- Experience of training and leading teachers / school leaders at the relevant level
- Experience of working outside own school 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

#### **Required skills and knowledge**

- Knowledge and an understanding of the reformed NPQ Frameworks, particularly NPQLTD
- Knowledge that professional development in pedagogy, leadership and teacher development should be underpinned by robust evidence and expertise
- Understand and know how to achieve high standards of teaching and school leadership which leads to positive educational outcomes
- Extensive subject and content knowledge about teacher professional development, or able to signpost or collaborate with other facilitators
- 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

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<sup>4</sup> See Ofsted inspection framework for NPQ Lead Providers due for publication Spring 2022

<sup>5</sup> Para 11.2 EDT NPQ Handbook for delivery partners V1

- Excellent communication and IT skills
- Knowledge and application of the DfE Standard for teachers' professional development
- 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.