

# Associate Professional Learning Partner (Leadership and Teaching)

## JOB DESCRIPTION

### POST IDENTIFICATION

<b>Post Title:</b>	Associate Professional Learning Partner (Leadership and Teaching)
<b>Salary:</b>	Soulbury 8 – 11 (14 inclusive of SPAs)
<b>Location</b>	Tredomen Gateway, Ystrad Mynach
<b>Responsible To:</b>	Professional Learning Partner (Leadership and Teaching)

### JOB PURPOSE

To implement, support and contribute to the development of the consortium's work relating to:

- Coordinate, repurpose, and quality assure the virtual professional learning offer for all staff who support induction of newly qualified teachers.
- Coordination of newly qualified teachers (NQTs) to external verifiers across the region.
- To lead training of external verifiers and school based induction mentors across the region.
- To support schools with NQTs during the induction process with advice and training.
- To link with existing and future regional Graduate Teaching Programme (GTP) arrangements and relevant partners (e.g. Higher Education Institutions (HEIs), Initial Teacher Education (ITE), schools, etc.).
- Collaborate with strategic partners in who support initial teacher education and early career support for teachers.

### KEY RESULT AREAS

- To ensure the effective development of existing and future regional GTPs aimed at securing and retaining high quality graduates into the profession.
- To ensure the provision of high quality support and training opportunities at regional, school, and individual teacher level to secure the professional development of leaders, teachers, and support staff.
- To ensure planned initiatives and developments for induction of NQTs in conjunction with the National and Regional Professional Learning Schools:
  - are appropriately matched to the needs of schools and staff.
  - are presented to schools and staff in a way that consistently reflects the high quality of the EAS service.
  - secure measured impact on learner outcomes over time.

- build the capacity of schools to develop professional learning for student teachers as well as early career teachers without the need for external intervention.
- Engage, encourage, and lead on the development of the self-improving system across all schools in addition to the cluster-based approach.

## DETAILED TASK PROFILE

- To support the management, delivery and innovation of professional learning activities associated with teachers working towards qualified teacher status, induction, including the NQT and GTP professional learning offer.
- Manage the logistical arrangements associated with induction of NQTs, including allocation of all NQTS to external verifiers across the region, maintaining accurate records of NQTs, managing regional and national moderation, accessing, and completing induction across the region, supporting schools and NQTS who require additional support.
- To support the identification and dissemination of good practice through a range of initiatives including the partnering of schools to support one another.
- To plan and deliver designated professional learning induction programmes for teachers working towards qualified teacher status, NQTs, at school and consortium level and contribute to activities designed to support and develop the role teachers and subject leaders.
- To support the self-evaluation processes of the EAS.
- To support the monitoring and evaluation of the impact of relevant support and intervention programmes.
- To assist with the management and quality assurance of support and training opportunities at regional, school, and individual teacher level to secure the professional development of leaders, teachers, and support staff.
- To model excellent practice at classroom level to support schools to improve the quality of teaching and learning.
- To collaborate effectively with colleagues across the EAS to ensure consistency of approach and continued sharing of best practice, particularly in Leadership and Teaching.
- To collaborate effectively with strategic partnership organisations, including consortia, Welsh Government, High Education Institutes (HEI) and Estyn, to ensure consistency of approach and continued sharing of best practice, particularly in Leadership and Teaching.
- Have a secure understanding of external evaluation models that support and reflect on initial teacher education and induction.
- Actively share skills, knowledge, and experience to the benefit of the service and the company.
- Work as part of the wider EAS team to identify, support and implement strategies for continuous business improvement.
- To act as an ambassador for the region, ensuring the work of the EAS is promoted, understood, and recognised.

- To be accountable for personal performance through meeting agreed personal targets and through undertaking planned programmes of professional development.

## GENERAL

- Will be required to work out of different locations, to suit the requirements of the business.
- Will be required to work flexibly and vary working hours, to suit the requirements of the business.
- To carry out duties placed on employees by the Health and Safety at Work Act 1974.
- To comply with relevant aspects of the Welsh Language Measure (2011), Equality Impact Measures and to ensure compliance with the General Data Protection Regulations (GDPR).
- To work within the Company's policy and procedures in respect of equal opportunity and anti-discriminatory practices and to observe confidentiality in all aspects of work.
- To react positively and flexibly to change and to have a 'can do' attitude demonstrating a willingness to undertake training and development opportunities to improve skills.
- To undertake any other duties and/or times of work as may be reasonably required of you, commensurate with your grade or general level of responsibility within the organisation, at your place of work or based in any other establishment.

## Person Specification

	ESSENTIAL	DESIRABLE
<b>QUALIFICATION</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree or equivalent qualification relating to the subject specified within the post title.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further professional development</li> <li>• Post Graduate qualifications relevant to the post title.</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Excellent knowledge of effective teaching and learning in Leadership and Teaching.</li> <li>• Excellent knowledge of effective strategies to support and challenge all groups of learners.</li> <li>• Secure understanding and application of NQT induction requirements including using the professional learning passport.</li> <li>• Secure knowledge of the regional approach to induction including the role of all key stakeholders, including NQTs, Induction mentors, external verifiers, and the role of the Awarding Body.</li> <li>• Secure understanding of the requirements associated with teachers working towards qualified teacher status.</li> <li>• Secure knowledge of the national accreditation process of initial teacher education, including an understanding of the process and role of external review of Estyn within this process.</li> <li>• Advanced understanding of the new professional teaching and leadership standards and how these can be used to identify professional learning needs and promote effective.</li> <li>• Secure understanding of national priorities and the Welsh education context including the impact of Covid has on ITE and Induction provision across Wales.</li> <li>• Secure understanding of the most recent changes and developments of the partnership between HEI and induction provision.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to teaching and leadership including coaching and mentoring, curriculum for wales and the wider educational reform.</li> </ul>	
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Recent and relevant excellent classroom practice and the ability to: <ul style="list-style-type: none"> <li>○ secure high levels of performance in Leadership and Teaching.</li> <li>○ model effective planning, assessment, and classroom deliverance.</li> <li>○ develop planning and assessment approaches in line with the Curriculum for Wales guidance and exam specifications.</li> </ul> </li> <li>• Strong leadership skills and the ability to: <ul style="list-style-type: none"> <li>○ engage, enthuse, and inspire leaders and practitioners in Leadership and Teaching.</li> <li>○ influence, challenge and mentor teachers and heads of department.</li> <li>○ articulate approaches that have led to high quality learning and strong pupil progress in their own classrooms.</li> <li>○ think strategically and convey a clear vision for improving Leadership and Teaching.</li> <li>○ communicate effectively in speech and writing and relate to a wide range of audiences and stakeholders.</li> </ul> </li> <li>• Secure significant improvement in Leadership and Teaching across all age appropriate schools.</li> </ul>	
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Strategic Experience of leading NQT induction and undertaking the external verifier role across a school.</li> <li>• Strategic Experience of leading NQT induction, including the coordination and management of external verifiers including the role of quality assurance of external verifiers.</li> <li>• Working strategically with HEI partnerships in developing national ITE provision, as well as with regional schools who facilitate ITE professional learning.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Experience of supporting lead ITE and partner schools in delivering high quality professional learning.</li> <li>• Experience of working with strategic partners to support initial teacher education and induction including consortia, partner HEI, Open University, Welsh Government, Estyn, EWC.</li> <li>• Experience of the national ITE accreditation processes, including an understanding of the process and role of external review of Estyn within this process.</li> <li>• Proven record of effective practice in Leadership and Teaching.</li> <li>• The knowledge and skills necessary to use ICT effectively in day to day work.</li> </ul>	
<p style="text-align: center;"><b>OTHER</b></p>	<ul style="list-style-type: none"> <li>• The ability to work flexibly and effectively across all authorities within the region and with all stakeholders.</li> <li>• Ability to travel across and throughout the five Local Authorities and other locations as required.</li> <li>• Willing to attend occasional events and meetings at evenings and weekends.</li> <li>• Highly motivated, dynamic, and enthusiastic individual who can use their own initiative and is not easily discouraged.</li> <li>• The ability to work to deadlines in a pressurised and political environment.</li> <li>• The personal capacity to deliver rigour in all aspects of service delivery in the interests of securing better outcomes for learners.</li> <li>• The resilience to sustain the focus on improvement in the event of disengagement or resistance.</li> </ul>	

*The Education Achievement Service is committed to safeguarding and promoting the welfare of young people. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.*