

BECOME A VISITING FELLOW

Our Visiting Fellows are the course facilitators who deliver the NPQ courses. This is a fantastic opportunity for current leaders to further develop their own leadership and facilitation skills. You will gain first-hand experience of delivering nationally accredited leadership courses and be at the heart of CET's Leadership Development.

Is it right for you?

There is a commitment to becoming a Visiting Fellow. Dependent on the NPQ you wish to deliver, there are different commitments with each, as detailed below:

Specialist NPQs



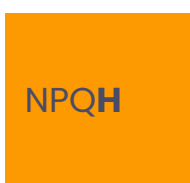
Over 12 months, you will lead on:
1 full-day conference (6 hours)
5 x 2-hour clinics
1 x 2-hour assessment clinic

Leadership NPQs



Over 18 months, you will lead on:
2 full-day conferences (6 hours each)
6 x 2-hour clinics
1 x 2-hour assessment clinic

Headship NPQ



Over 18 months, you will lead on:
2 full-day conferences (6 hours each)
8 x 2-hour clinics
1 x 2-hour assessment clinic

Comprehensive training will be available. Ambition Institute provide all of the course delivery materials. Remuneration will also be offered to successful candidates.

If you are interested in finding out more, please contact Nic Tweddle, Leadership Development Lead, at ntweddle@workingtonacademy.org.



**BE THE
BEST YOU
CAN BE**

What resources are provided?

The programmes are designed for participants to engage in different learning opportunities (synchronous (live facilitated sessions) and asynchronous (modules that can be completed at any time), to embed and apply the necessary knowledge to be even better school leaders.

Below is a guide to what Ambition Institute are responsible for and what you will be responsible for:

Ambition Institute are responsible for:

- Designing session materials; presentations, participant workbooks etc
- Preparing a suitable range of resources, examples and suggested scripts for exposition
- Preparing a primer and facilitator guidance document
- Providing a briefing video for facilitators.

You will be responsible for:

- Preparing session delivery by reviewing the provided resources to ensure clarity around content, programme thread and intended outcomes
- Supplement provided resources with suitable further examples (setting, phase or subject specific)
- Contextualise content to ensure it is meaningful for the participants involved and their contexts
- Deliver session content with fidelity to the intended design, keeping on time so that participants benefit from all of the session content
- Engage in the quality assurance process to help ensure that all programmes are as impactful as possible.

Attending conferences

Conferences are 6-hour, face-to-face events for all participants on the NPQ programmes. For specialist NPQ's, there is one conference in the first half term. For leadership NPQ's, there are two conferences, one at the beginning of the programme and one at the start of course 5.

The aim of the conference is to enable participants to develop a deeper understanding of the programme and build a community among other participants.

As a visiting fellow you will receive a 'facilitator pack' 3 weeks prior to the conference date. The facilitator pack will include:

- Powerpoint slide and notes
- Facilitator preparation and guidance workbook
- Participant workbook
- Primer
- A video briefing
- Opportunity for questions via a Q&A system.

Clinics

Clinics are 2-hour, facilitated sessions that aim to check participants' understanding of the content delivered through insight and application modules in previous courses, address common misconceptions, further contextualise the content and support the building of a community/network.

How many clinics are there?

For Specialist NPQ's, there are 5 clinics and 1 assessment clinic.

For the NPQ for Early Years Leadership and Senior Leadership, there are 6 clinics and 1 assessment clinic.

For the NPQ for Headship, there are 8 clinics and 1 assessment clinic.

A maximum of 15 participants will attend each clinic.

Commitments

Visiting fellows will commit to the following:

- Attend all training sessions and briefings provided by Ambition Institute.
- Complete pre-reading associated with the specific content as set by the Learning Design Team; this must be completed ahead of the facilitator briefing.
- Engage with the content (primer, slide deck, workbook and any other session materials) ahead of the facilitator briefing and bring any questions along to the briefing. The content will be shared three weeks prior to the event, with briefings held one to two weeks prior to an event.
- Attend the facilitator briefing prior to the event which might last for a maximum of 90 minutes.
- Work with the co-facilitator and any others as appropriate to ensure you are able to effectively deliver the session.
- Provide any feedback as requested by Ambition Institute.
- Engage with any feedback shared with you based on the observation of your facilitation and feedback received from participants.
- Act as a representative of Ambition Institute in your engagement and communication with all parties.

Training

Visiting Fellows will be provided with the following to support their facilitation of the NPQ programmes:

- Two-days of training on the latest thinking around the NPQs, the programme, and techniques to support teacher and leadership development
- Access to online learning to explore aspects of facilitation to develop their skills and support them in the NPQ programme curriculum.

Am I qualified to deliver an NPQ course?

It is recommended that all Visiting Fellows meet the person specification below:

- Qualified to teach in the UK (hold QTS)
- Experience of teacher education at school and/or MAT level
- Holds, or has held, a relevant leadership role in a school (e.g. if delivering the NPQH, relevant experience as a headteacher would be beneficial)
- Track record of excellent teaching/leadership and delivering exceptional outcomes in a similar context of the schools they are supporting (e.g. pupils with low prior attainment or schools with above national average levels of pupil premium)
- Strong understanding of best practice in teaching and learning
- Good understanding of, and commitment to, the relevant NPQ framework
- A commitment to engage in our quality assurance process and a drive to keep getting better.

There are specific requirements for individual NPQ's, as detailed below:

NPQLBC	<ul style="list-style-type: none">• An experienced middle leader or senior leader• Has responsibility for leading behaviour at year group, phase or whole school level• Knowledge of behaviour and culture (and preferably the ECF framework).
NPQLT	<ul style="list-style-type: none">• An experienced middle leader or senior leader• Has responsibility for leading teaching at department, phase or whole school level• Knowledge of teaching, curriculum and assessment (and preferably the ECF framework).
NPQLTD	<ul style="list-style-type: none">• An experienced middle leader or senior leader• Has responsibility for teacher development at department, phase or whole school level• Knowledge of teacher development (and preferably the ECF framework).
NPQLL	<ul style="list-style-type: none">• An experienced middle leader or senior leader• Has responsibility for literacy at a whole school level• Knowledge of how to lead literacy through curriculum, culture and motivation.
NPQLPM	<ul style="list-style-type: none">• An experienced and current educational leader, with current experience of leading Maths• A minimum of 1 year's participation on the Teaching for Mastery (NCETM) or equivalent• You must have knowledge of up-to-date theory and practice of maths teaching and pedagogy
NPQEYL	<ul style="list-style-type: none">• An experienced middle leader or senior leader within an Early Years setting• Has responsibility for all aspects of Early Years provision• Knowledge of the EYFS framework and curriculum.
NPQSL	<ul style="list-style-type: none">• An experienced senior leader (or headteacher)• At least 3 years of relevant experience (i.e. as an Assistant or Deputy Head).
NPQH	<ul style="list-style-type: none">• A serving school leader in a headship role or in a more senior role but with headship experience (e.g. an EL)• Suitable experience in leading a whole school or group of schools.

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