Quality Assurance Policy
ECF and NPQ Programmes

Manor Teaching School Hub

Quality Assurance Policy 2024-2025

"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them", EEF

Rationale:

Manor Teaching School Hub is committed to the highest quality CPD for all settings who wish to engage with its services. We believe in the quote above and that "If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve", Dylan Wiliam.

We therefore aim to Quality Assure all our Facilitators at least once per year. This process will allow Manor Teaching School Hub to ensure high quality facilitation of the programmes we offer. Each programme will be delivered with fidelity to the Ambition Institute programme and curriculum materials, with the flexibility for out facilitators to contextualise the materials to ensure a high quality experience and maximised impact for each participant. The process will also allow for ongoing development and self-improvement of Manor Teaching School Hub.

Overarching Aims:

Through rigorous quality assurance of all NPQ and ECF programmes, the aims are to ensure that:

➢ teachers, leaders and support staff are learning as a result of the professional development and that the learning is sustained over time.
➢ there is a deliberate and intended impact upon pupil outcomes and/or teacher outcomes as a result of the development.
➢ facilitation and strategies for delivery are enhanced, are of the highest quality and are evidence informed.
➢ the NPQ or ECF experience is value for money and reflects the time invested.
➢ the climate for learning generates maximum impact upon participants.
➢ expectations from the DFE and lead provider (Ambition Institute) are upheld.

Three Stages of Quality Assurance

Quality assurance with Manor Teaching School Hub consists of three stages:

Stage 1: Recruitment and Development of Facilitators

We require prospective facilitators to complete an Expression of Interest form/ (Appendix 1), detailing their background and experience as well as a recommendation from their Head/CEO.

We will only consider teachers who have a track record of producing positive outcomes and good progress over time for the pupils they teach. Ideally, prospective facilitators will have experience of facilitating CPD to trainees, ECTs or peers within a school context.

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Each recruited facilitator will be provided with a job description and person specification specific to the programme they will deliver (Appendix 2 – 4)

New facilitators will take part in Ambition Institute training and be required to watch a short training video provided by Manor Teaching School Hub detailing facilitation strategies and how to flex and contextualise their programme. Facilitators will then respond, in no more than 200 words, to the learning from the video by answering the following question: 'How will you flex your delivery of each session to meet the needs of your cohort, whilst ensuring fidelity to the programme?'

Feedback from Quality Assurance observations will be developmental, ensuring that both observer and Facilitators have the opportunity to share their thoughts and opinions about the session.

Feedback will focus on ways for improving the participants learning and focus on the impact of the facilitator in this process.

Stage 2: Planning and Facilitation

Manor Teaching School Hub will use a combination of Ambition Institute Quality Assurance materials alongside adapted quality assurance documents constructed from a range DfE accredited lead providers with a focus on the following:

1. **Facilitator Behaviours**: Situational Interaction/Awareness and control of self.

2. **Climate and Environment**: Supportive environments

3. **Learner Engagement**: How do facilitators ensure high levels of engagement from participants?

4. **Reflective Practice**: Are participants encouraged to reflect/make connections?

5. **Expert Knowledge and Challenge**: Is knowledge advancing the learners and are they being challenged fully? Do the facilitators flex and contextualise the session to meet the needs of the group?

6. **Application of the Policy/Impact**: Are the core policies for impact being shared?

New facilitators should firstly be observed using Ambition's facilitation baseline (Appendix 5). Upon successfully meeting the baseline, the progression model (Appendix 6) is a tool to support continued professional development. This framework can be used for self-reflection, peer coaching, line manager of cohort lead coaching, or group feedback. Given the nature of this framework, it will only be effective alongside a meaningful reflection or discussion around the decisions facilitators make when working with participants, and the thinking behind those decisions.   This is likely to be most effective during a coaching conversation. We would expect facilitators to be addressing **only one area of this framework** at a given time, and would recommend **regular, low-stakes** coaching to support the development of facilitator expertise over time.

Our coaching conversations will take the form of developmental webinars with ECF or NPQ facilitators, providing feedback from Quality Assurance, and an open discussion of good practice, what has worked well and any areas for development. Facilitators will equally

identify strengths in practice when facilitating, having the opportunity to share this with others. These meetings will take place once per term.

All observation of facilitation will be supportive and developmental, with self-reflection and review central to the process.

New facilitators will be quality assured twice over a year – one conference and one clinic. New programmes will have a conference and two clinics quality assured over the course of their duration to ensure that the programme is fit for purpose, the facilitators have a clear understanding of the materials and participants gain the necessary learning for assessment. Existing programmes and facilitators will have one conference and one clinic quality assured over the duration of the programme.

Where causes for concern arise from Quality Assurance observation, one to one feedback and discussion will take place, VFs will be offered the opportunity to observe good practice and further Quality Assurance observations will take place.

Stage 3: Sustainability and Impact
The sustainability of programmes and the level of impact is a vital factor in the quality assurance process.
Direct feedback from participants throughout the programme
Following each session, feedback from participants will be gained to measure the learning and impact throughout the programme.
ECT/NPQ participants will be surveyed termly to gain insights into satisfaction on the programme and with the user experience (Steplab/Ambition/Manor Teaching School Hub) This is equivalent to formative assessment in a school environment and is shared with facilitators. This enables the facilitators to act on feedback promptly and adapt future sessions or communicate with participants to maximise the learning journey.
Feedback will also be gained at the end of the programme and at the end of each academic year by Manor Teaching School Hub through surveying participants to gaining insights into the impact on teaching and learning of the NPQ or ECF programmes.

Manor Teaching School Hub will also seek to collate the impact measures over a more sustained period, building case studies against each programme. This will then be captured, presented, and published on the Teaching School Hub website as appropriate.
The Teaching School Hub will survey Heads/CEOs of establishments who have been served by us. This will be captured in a format such as the one below:
  ➢ What was implemented?
  ➢ The actions which have been undertaken to generate an impact – during the programme.
  ➢ Impact over time, eg, 1 year after the programme has been completed.
  ➢ Progression to leadership beyond a participant's current role or progression within the role at a greater level

The DfE will also gather information at the end of each academic year, to gain an understanding of the impact of the programme overall. This is equivalent to summative assessment in a school environment.

Analysis

Each feedback form will be analysed and summarised. The focus will be on participant experience, participant learning and how they have used this in their teaching and/or school context.

The feedback and analysis gathered will support reporting to the DfE, our Strategic Partners and Committee members.

Written feedback will also be shared with facilitators to strengthen practice following the input.

Who is involved?

The quality assurance model will be undertaken by well-trained, suitably experienced persons to ensure the process is rigorous and fair, not insular, biased or privilege certain types of content, provision, or providers.

We have a small number of internal facilitators who can complete the QA. Each facilitator will be allocated a rotation of conferences and clinics throughout the year.

These are:

➢ Director of the Teaching School Hub
➢ Deputy Director of the Teaching School Hub
➢ Advisor to the Director of the Teaching School Hub
➢ Members from a local TSH

The process at every level will ensure that all forms of CPD are evaluated thoroughly with a developmental and supportive approach. The QA process aims to ensure that those involved in the process will:

➢ carry out the role of quality assurance with professionalism, integrity and courtesy.
➢ evaluate objectively.
➢ report accurately and fairly and respect the confidentiality of the information gained.
➢ report without bias or conflict with the organisation to which they belong.
➢ align with the Teaching School Hub vision, values and behaviours.

A schedule of observations is established at the beginning of each academic year to ensure coverage across the programmes and facilitators.

Appendices

Appendix 1
Facilitator expression of interest

General Guidance

This form is set out in two sections. Once you have completed section 1, the form should be emailed to your line manager to complete the reference section. They should then submit the form on your behalf. The contract will be with the organisation you work for, and the time you give will be payable to your employer to backfill your time (unless you are self-employed).

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Please see job description for details of Facilitator requirements and ensure that you evidence these through your statement.

Headteacher, Executive Headteacher, CEO or Chair of Governors reference

You are required to provide a reference from your Headteacher, Executive Headteacher, CEO or Chair of Governors that supports your application and validates both your eligibility and capacity to perform the role, including time commitment.

Section 1
Application form *(to be completed by the applicant)*

Applicant details

Your title	
First name	
Surname	
Role	
School	
Organisation/Trust (if applicable)	
School/organisation Phone number	
Mobile number	
Your school/organisation email address	

Please indicate which programme you wish to facilitate:

Early Career Framework	
NPQ: Leading Behaviour and Culture	
NPQ: Leading Teaching	
NPQ: Leading Teacher Development	
NPQ: Leading Literacy	
NPQ: Leading Primary Maths	
NPQ: Senior Leadership	
NPQ: Early Years Leadership	
NPQ: SENCO	
NPQ: Headship	

Statement
Please tell us why your skills, experience and expertise qualify you for the role of Hub Facilitator, providing evidence of how you meet the criteria in the job description.

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Section 2

References *(to be completed by the Headteacher, Executive Headteacher, CEO or Chair of Governors)*
Please review the accompanying job description and person specification.
Hub Facilitators are high-performing colleagues who will engage others and act as an advocate for the hub's vision and values. All applicants must meet the essential criteria to be accepted as a Hub Facilitator (please refer to the job specification).

Details of the Headteacher, Executive Headteacher, CEO or Chair of Governors

Name	
Confirmation of role	
Trust/school name	
Email address	
How long have you known the applicant?	

1.   *Please confirm the applicant's current role.*

2.   **Please evidence in the box below how you consider the applicant meets the criteria in the job description, including their:**
- **impact on the quality of education and student outcomes**
- **leadership experience**
- **mentoring/coaching skill and experience**
- **facilitation of professional development (remotely and face-to-face)**

3. Do you support this application and agree to the applicant being released from the school for a mutually agreed allocation of time?
Yes ☐   No ☐

Signature:	Date:

Thank you for taking the time to complete this form.
The application will not be considered until this process has been completed.
In accordance with the Data Protection Act, the applicant you are providing a reference for has the right to view the reference, should he or she ask to do so. Please do not include any information that you would not be happy to discuss with the applicant as part of a professional conversation.
Please return this form to:
Email: info@manorteachingschoolhub.com

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Appendix 2

Early Career Framework Facilitator job description and person specification

Job Title: Early Career Framework Facilitator	Contract: Two years (minimum)
Payment to school to backfill time spent on the programme: for preparation, conferences, and clinics.	Time commitment over two years: **ECT Programme**: 3 full day conferences, plus preparation time 6 x 1.5 hour clinics **ECT Mentor Programme:** 2 full day conferences, plus preparation time 3 x 1.5 hour clinics

Overall Purpose of Role:
- ✓ To act as facilitator of the Early Career Framework on behalf of Manor Teaching School Hub (MTSH)
- ✓ To ensure the high quality and fidelity of the Ambition Early Career Framework programme materials through expert delivery, quality assurance and support for other facilitators.
- ✓ To ensure high quality outcomes for all participants.
- ✓ To act as an ambassador for Manor Teaching School Hubs (MTSH).

Main Responsibilities:
- ✓ Act as facilitator for the Early Career Framework, including face to face and virtual sessions.
- ✓ Liaise closely with Manor Teaching School Hub to support the effective and engaging delivery of the programme.
- ✓ Develop and maintain positive relationships with participants to ensure maximum participation and successful completion of the programme.
- ✓ Be fully prepared for the sessions being delivered, arriving in time to set up, managing the time and ensuring a high-quality learning experience for all participants.
- ✓ Adaption of materials to ensure the best possible outcomes for your participants in relation to contextual factors and their individual needs.
- ✓ Working collaboratively with a co-facilitator where required.
- ✓ Offer and receive developmental feedback on facilitation skills, style and effectiveness.
- ✓ Participate in Manor Teaching School Hub facilitator induction, development and training opportunities with other facilitators across the hub area.
- ✓ Monitor engagement and attendance and ensure accurate records are disseminated to the MTSH.
- ✓ Provide formal feedback of session materials to enhance future content and delivery.
- ✓ Act as an advocate for the MTSH and the programmes on offer

General:
- ✓ You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay.
- ✓ You will participate in training and other learning activities and performance development as required.
- ✓ You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.
- ✓ You will ensure strict confidentiality in all areas of work.
- ✓ You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).
- ✓ You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records).
- ✓ You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.

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- ✓ You will always comply with Manor Multi Academy Trust's policies and procedures.
- ✓ You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation

Behaviours:
- ✓ Be punctual and reliable, including the ability to work flexibly and to meet deadlines.
- ✓ Ability to secure trusting and supportive relationships with participants and the teaching school hubs' team.
- ✓ Able to deconstruct learning – the ability to help the group make sense of the learning and the process of professional development.
- ✓ Commitment to high standards of teaching 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, and attendance at the Teaching School Hub Facilitator Development Programme

Knowledge, Skills and Experience

Essential	Desirable
✓ Degree-level qualification and Qualified Teacher Status ✓ An excellent classroom practitioner, experienced in working as a mentor and coach ✓ Secured a commitment from their school leadership team to support them in undertaking this role and to give the time required to do this effectively, and undertake further training and development appropriate to the role ✓ Experience of training and leading the development of teachers successfully ✓ Have experience of face-to-face and online facilitation of professional learning ✓ Enhanced DBS	✓ Have a good understanding of the Early Career Framework – its contents and purpose ✓ Knowledge and application of the DfE Teacher Standards ✓ An ability to employ a variety of facilitation techniques, adapting the approach in accordance with the needs of the group and to ensure maximum engagement ✓ Knowledge and understanding of the current education sector and the challenges faced by teachers and school leaders at all levels, and in your local context with a focus on improving pupil outcomes ✓ Experience of working outside own schools and/or in partnership with other schools ✓ Knowledge of key research and evidence in pedagogy and leadership ✓ Experience in facilitation of blended learning in a range of professional development contexts ✓ Evidence of training and relevant qualifications in educational and school leadership and management ✓ Excellent communication and IT skills, including the use of virtual conferencing

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Appendix 3

Leadership NPQ Facilitator job description and person specification

Job Title: Leadership NPQ Facilitator (NPQH, NPQSL, NPQEYL, SENCO)	Contract: 18 months
Payment to school to backfill time spent on the programme (unless self employed): for preparation, conferences, and clinics and communities.	**Leadership Programme time commitment**: 2 full day conference, plus preparation time 7/8 x 2 hour clinics 4/5 x 1 hour 15 minutes communities

Overall Purpose of Role:
- ✓ To act as facilitator of an NPQ for Manor Teaching School Hub (MTSH).
- ✓ To ensure the high quality and fidelity of the Ambition NPQ Framework programme materials through expert delivery, quality assurance and support for other facilitators.
- ✓ To ensure high quality outcomes for all participants.
- ✓ To act as an ambassador for Manor Teaching School Hub (MTSH).

Main Responsibilities:
- ✓ Act as facilitator for the NPQ Framework, including face to face and virtual sessions.
- ✓ Liaise closely with Manor Teaching School Hub to support the effective and engaging delivery of the programme.
- ✓ Develop and maintain positive relationships with participants to ensure maximum participation and successful completion of the programme.
- ✓ Be fully prepared for the sessions being delivered, arriving promptly, managing the time and ensuring a high-quality learning experience for all participants.
- ✓ Adaption of materials to ensure the best possible outcomes for your participants in relation to contextual factors and their individual needs.
- ✓ Working collaboratively with a co-facilitator where required.
- ✓ Offer and receive developmental feedback on facilitation skills, style and effectiveness.
- ✓ Participate in Manor Teaching School Hub facilitator induction, development and training opportunities with other facilitators across the hub area.
- ✓ Monitor engagement and attendance and ensure accurate records are disseminated to the MTSH.
- ✓ Provide formal feedback of session materials to enhance future content and delivery.
- ✓ Act as an advocate for the TSH and the programmes on offer

General:
- ✓ You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay.
- ✓ You will participate in training and other learning activities and performance development as required.
- ✓ You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.
- ✓ You will ensure strict confidentiality in all areas of work.
- ✓ You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).
- ✓ You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records).

- ✓ You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.
- ✓ You will always comply with Manor Multi Academy Trust's policies and procedures.
- ✓ You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Behaviours:
- ✓ Be punctual and reliable, including the ability to work flexibly and to meet deadlines.
- ✓ Ability to secure trusting and supportive relationships with participants and the teaching school hubs' team.
- ✓ Able to deconstruct learning – the ability to help the group make sense of the learning and the process of professional development.
- ✓ Commitment to high standards of teaching 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, and attendance at the Manor Teaching School Hub Facilitator Development Programme

Knowledge, Skills and Experience	
Essential	Desirable
✓ At least four years' senior leadership experience, ideally around leading the development of teachers, and with leadership relevant to the NPQ being delivered. ✓ A track record in a senior leadership 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 or a clear commitment and capacity if self employed. ✓ Knowledge and a good understanding of the NPQ frameworks required and their foundation in evidence-based practice. ✓ Strong and engaging facilitation skills using a range of processes to secure engagement. ✓ Knowledge and understanding of the current education sector and the challenges faced by school leaders at all levels, and in your local context with a focus on improving and evaluating pupil outcomes. ✓ Excellent communication and IT skills ✓ Knowledge and application of the DfE Standard for Teachers' Professional Development	✓ Experience of working outside own schools and/or in partnership with other schools ✓ Knowledge of key research and evidence in pedagogy and leadership ✓ Has experience of face-to-face and online facilitation of professional development. ✓ Evidence of training and relevant qualifications in educational and school leadership and management ✓ Excellent communication and IT skills, including video conferencing software. ✓ Ideally, has undertaken an NPQ successfully.

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✓ An ability to employ a variety of facilitation techniques, adapting the approach in accordance with the needs of the group and to ensure maximum engagement ✓ Enhanced DBS	

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Appendix 4

Specialist NPQ Facilitator job description and person specification

Job Title: Specialist NPQ Facilitator (NPQLL, NPQLTD, NPQLT, NPQLM, NPQLBC, NPQLPM)	Contract: 12 months
Payment to school to backfill time spent on the programme: for preparation, conferences, clinics and communities.	**Specialist Programme time commitment**: 1 full day conference, plus preparation time 6 x 2 hour clinics 3 x 1 hour 15 minutes communities

Overall Purpose of Role:
- ✓ To act as facilitator of an NPQ on behalf of Manor Teaching School Hub.
- ✓ To ensure the high quality and fidelity of the Ambition NPQ Framework programme materials through expert delivery, quality assurance and support for other facilitators.
- ✓ To ensure high quality outcomes for all participants.
- ✓ To act as an ambassador for Manor Teaching School Hub.

Main Responsibilities:
- ✓ Act as facilitator for the NPQ Framework, including face to face and virtual sessions.
- ✓ Liaise closely with Manor Teaching School Hub to support the effective and engaging delivery of the programme.
- ✓ Develop and maintain positive relationships with participants to ensure maximum participation and successful completion of the programme.
- ✓ Be fully prepared for the sessions being delivered, arriving in time to set, managing the time and ensuring a high-quality learning experience for all participants.
- ✓ Adaption of materials to ensure the best possible outcomes for your participants in relation to contextual factors and their individual needs.
- ✓ Working collaboratively with a co-facilitator where required.
- ✓ Offer and receive developmental feedback on facilitation skills, style and effectiveness.
- ✓ Participate in Manor Teaching School Hub facilitator induction, development and training opportunities with other facilitators across the hub area.
- ✓ Monitor engagement and attendance and ensure accurate records are disseminated to the TSH.
- ✓ Provide formal feedback of session materials to enhance future content and delivery.
- ✓ Act as an advocate for the TSH and the programmes on offer

General:
- ✓ You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay.
- ✓ You will participate in training and other learning activities and performance development as required.
- ✓ You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.
- ✓ You will ensure strict confidentiality in all areas of work.
- ✓ You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).
- ✓ You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records).
- ✓ You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.
- ✓ You will always comply with Manor Multi Academy Trust's policies and procedures.

	You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation

Behaviours:
- ✓ Be punctual and reliable, including the ability to work flexibly and to meet deadlines.
- ✓ Ability to secure trusting and supportive relationships with participants and the teaching school hubs' team.
- ✓ Able to deconstruct learning – the ability to help the group make sense of the learning and the process of professional development.
- ✓ Commitment to high standards of teaching 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, and attendance at the Manor Teaching School Hub Facilitator Development Programme

Knowledge, Skills and Experience

Essential	Desirable
✓ At least three years' experience of leading the development of teaching and learning across a school, with a focus on excellent outcomes for students. ✓ Understand and know how to achieve high standards of teaching and learning which leads to positive educational outcomes. ✓ Has secured a commitment from school leadership team and governors to support them in undertaking this role and to give the time required to do this effectively or a clear commitment and capacity if self-employed. ✓ Experience of training teachers/school leaders at the relevant level. ✓ Knowledge and application of the DfE Standard for Teachers' Professional Development. ✓ An ability to employ a variety of facilitation techniques, adapting the approach in accordance with the needs of the group and to ensure maximum engagement. ✓ Knowledge and understanding of the current education sector and the challenges faced by teachers and school leaders at all levels, and in your local context with a focus on improving pupil outcomes. ✓ Knowledge and a good understanding of the specialist NPQ Frameworks being delivered and their foundation in evidence-based practice. ✓ Extensive subject and content knowledge in the specified area, or able	✓ Experience of working outside own schools and/or in partnership with other schools ✓ Knowledge of key research and evidence in pedagogy and leadership ✓ Experience in facilitation of blended learning in a range of professional development contexts ✓ Evidence of training and relevant qualifications in educational and school leadership and management ✓ Excellent communication and IT skills, including video conferencing software. ✓ Ideally, has undertaken an NPQ successfully

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to signpost or collaborate with other Hub facilitators. ✓ Enhanced DBS	

Appendix 5

Ambition Institute

Facilitation baseline

Purpose

This framework outlines the approaches to facilitation that are essential for the effective implementation of Ambition Institute programmes. The approaches ensure that programme curricula are implemented as intended, and that participants have a valuable training experience during facilitated sessions. Our approach to facilitation is centred around ensuring that all participants are able to:

> Be Present

> Participate

> Develop their understanding

> Feel that they belong

Use

Facilitators across all programmes are supported to work in line with the framework through induction and facilitator support provided alongside session materials. New facilitators should be observed delivering either one full training session or 15-20 minute sections of 3-4 training sessions during their first term; across these sessions, all aspects of this framework should be evident. Where this is not the case support will be provided until facilitators are demonstrating all aspects of the framework through their facilitation. In order to guide and support the continued development of our facilitators a progression model is available here, which outlines further considerations in the areas outlined in this baseline.

Framework

Section	Observable features
Learning environment: setting the culture and conditions for professional development	> Articulate the value of teacher and leader professional development. > Establish credibility by sharing professional background and motivation for delivering professional development. > Greet participants. > Manage resources, learning space or virtual platform to avoid distraction and encourage participation (e.g. providing time to refer to workbooks, ensuring slides are visible to all participants).
	> Outline the values and associated behaviours that will be used to support a productive environment for all participants. > Model the values used to support a productive environment. > Address a lack of participation in private (e.g. at the end of a session or via the chat function) and offer support for the participant to engage.
Facilitating curriculum content	> Clearly communicate the session aims. > Clearly communicate the link between the session aims and the overall programme journey. > Ensure that all session aims are addressed within the session time by utilising session resources. > Ensure that adaptations to the session, e.g. a different model or example, support the session aims. > Communicate key ideas clearly and accurately, including the limitations of any evidence base referred to. > Where relevant, articulate the value of deliberate practice. > Where relevant, ensure that modelling ahead of deliberate practice evidences the success criteria.
Responsive facilitation	> Contract for particular methods to gathering participant feedback, e.g. cold calling, hinge questions. > When gathering feedback from participants ensure that a range of voices are invited to contribute. > Provide opportunities for participants to ask questions. > Uncover participant misconceptions by utilisng the checks for understanding within sessions. > Address participant misconceptions that relate to the session aims that arise through feedback activities.

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Appendix 6

Ambition Institute

Facilitation progression model

Purpose

This framework is intended to support the development of facilitators across Ambition Institute programmes. The framework outlines possible approaches facilitators could take when working through the problems they face in delivering high quality professional development. The framework should not be considered an exhaustive list of the behaviours of excellent facilitators, but rather a guide that can be consulted when negotiating some of the complex work of teacher and leader professional development. Our aim is that all participants on Ambition programmes experience excellent professional development. To that end, our approach to facilitation is centred around ensuring that all participants are able to:

> Be Present
> Participate
> Develop their understanding
> Feel that they belong

Use

New facilitators should firstly be observed using the facilitation baseline, that can be found here. Upon successfully meeting the baseline, this progression model is a tool to support continued professional development. This framework can be used for self-reflection, peer coaching, line manager of cohort lead coaching, or group feedback. Given the nature of this framework, it will only be effective alongside a meaningful reflection or discussion around the decisions facilitators make when working with participants, and the thinking behind those decisions. This is likely to be most effective during a coaching conversation. We would expect facilitators to be addressing only one area of this framework at a given time, and would recommend regular, low-stakes coaching to support the development of facilitator expertise over time.

Framework

Section	Problem	Possible approaches	Further development
Learning environment: setting the culture and conditions for professional development	Establishing credibility and group norms	> Articulate the value of particular approaches to professional development, e.g. evidence-based approaches. > Model your own engagement with professional development. > Attend to participants' inclusion, e.g. check the pronunciation of any unfamiliar names; ask if they have any access needs; share housekeeping notices (prayer room, breaks, etc). > Contract for any specific aspects of the session that might veer away from the session aims. Encourage participant input when deciding these e.g. any	> Use relevant anecdotes from your professional experience to continue to build credibility over time. > Acknowledge challenges that exist in the sector, clarify the issues in and out of scope for the session and programme. > Invite participants to co-create behaviours for the shared values for the session (for example, agreeing how the facilitator will request attention of the group). > Follow up with participants to unpick barriers to participation where there

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		reasonable adjustments to overcome barriers or challenges to participant engagement. > Return to the values and associated behaviours during the session to reinforce the learning environment.	is an on-going lack of engagement.
	Developing relationships over time, based on a shared purpose	> Use unstructured time to chat with participants, learning about their contexts, experiences and motivations. > Where appropriate, build in opportunities for participants to report back on their progress since the previous session.	> Make reference to participant contexts during the session to support them to see the relevance and feel represented. > Refer back to goals set by participants at the end of previous sessions as a way of encouraging them to reflect on their progress.
	Communicating high expectations	> Make careful choice of key vocabulary when explaining concepts to participants (e.g. high prior attaining rather than high ability, or socio-economically disadvantaged rather than disadvantaged).	> Use opportunities presented in sessions to discuss the use, and impact, of ways of describing students that communicate low expectations (e.g. 'our students can't be expected to do that' or assuming pupils with a SEND will always be lower attaining).
Facilitating curriculum content	Session preparation	> Dedicate time to engage fully with briefing, primer, pre-reading and all session materials to ensure a strong understanding of the session content and how this is communicated. > Identify the key learning in supporting the session aims and plan opportunities to refer to this throughout the session. > Identify the key learning for the programme and plan opportunities to refer to links between individual sessions and the programme aims. > Script and practise key session inputs, e.g. expositions, models, questions. > Collaborate with a co-facilitator to prepare for session delivery.	> Use references in session materials to engage with the original research that informs session design and associated resources. > Use your knowledge of the curriculum and individual session thread to distinguish between where building on participants' contributions might be beneficial, or where agreeing to return to them later (in the session or further on the curriculum) will better retain session focus. > Draw upon the expertise of your co-facilitator at strategic points.
	Making links to prior knowledge and professional contexts	> Select the most relevant prior knowledge and make explicit links at the most appropriate moments during the session. > Select and create examples and models carefully to best match participant contexts.	> Draw out links to wider programme or domain knowledge at appropriate moments during the session.
	Communicating ideas with clarity	> Avoid splitting attention, e.g. splitting attention by revealing a slide and reading from it at	> Build up a range of examples, non-examples and analogies that suit the

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		the same time. Give participants reading time. > Script and deliver clear, concise and precise expositions using the following techniques where appropriate: concrete examples, non-examples, visuals and analogies. > Ensure that you acknowledge limitations and counter-arguments to key ideas to encourage a critical approach. > Produce your own models outlining the thought processes you have followed – labelling the steps clearly as per the session design.	needs of different audiences. > Frame carefully introductions to key ideas: balancing nuance with narrating the thinking behind our best bets. > Where relevant, rreference points where your model may differ from those produced by a participant – the subject, phase or context specific features. > Highlight principles behind examples and strategies to draw attention away from superficial features.
	Leading deliberate practice	> Ensure that the delivery of the model demonstrates successful application of the active ingredients/key features/success criteria. > For performance-based models, maintain authenticity by staying in role as teacher throughout. > Share and/or model the process involved in practice as appropriate. > Prior to practice, inform participants of what, how and why you will monitor > As appropriate, use positive framing techniques to encourage high levels of engagement with practice. > Share key observations and reflections that reinforce the value of engaging with the practice.	> Consider the prior knowledge and needs of the group to inform decisions around breaking down the practice process. > When planning how to support practice, take into account the needs and relationships of the group, the logistics of the practice process and the aims of the practice. > Consider the prior knowledge, needs and experience of the group when deciding on what level of detail to share in the thinking/decision making process underpinning the model. > Pay close attention to how participants are engaging with practice and, where necessary, provide specific support to ensure high levels of engagement and rigour. > Make explicit links to demonstrate how the practice has built on the prior knowledge of participants and therefore developed mental models.
Responsive facilitation	Establishing participant prior knowledge	> Use retrieval activities or session pre-work (where applicable) to establish participant baseline knowledge.	> Focus follow-up questions after retrieval practice on the most important and relevant concepts for the forthcoming session.
	Identify and pre-empt misconceptions	> Identify likely misconceptions and distractions during session preparation. Prepare to address these pre-emptively during expositions.	> Frame resources, e.g. case studies or videos, addressing potential distractions. Support participants to attend to the key features.
	Managing responses	> Build in time throughout the session to seek out questions from participants.	> After validating participants' challenges or concerns set out the

		> Validate participants' challenges or concerns using a non-judgmental tone, then offer an alternative viewpoint where appropriate. > Seek feedback from a range of participants during sessions, ensuring a useful representation from across the group. > Be aware of subconscious biases that might be present (e.g. dominant groups contributing more) and use this knowledge to encourage participation from a diverse range of participants. (E.g. when participants are working in groups: "I welcome responses from everyone, so I would like each member of the group to share their ideas for two minutes each").	parameters of the issue they're questioning: alternative viewpoints, factors that might affect different interpretations or applications. > Use a range of feedback approaches so that you gather feedback from a meaningful sample of participants within the group, consider representation of as many groups as possible.
	Uncovering participant understanding	> Use session notes to script out the key questions needed at important moments during the session. Focus on probing participant understanding of the key ideas from the curriculum. > Deliver hinge questions with a neutral tone; use questioning techniques (e.g. Cold Call; Strategic Sampling) to unpick and respond to participant answers. > Pre-empt participants' negative emotions when giving incorrect answers by framing these sections as particularly tricky and hinge questions as relying on semantics. > Share clear expectations of quality and specificity of feedback. > Model the use of scaffolds (such as cheat sheets) if provided to support high quality feedback.	> Respond to participant answers by asking follow-on questions which aim to identify and unpick the root cause of any errors or misconceptions in their answers.
	Developing participant understanding	> Summarise key points from participant responses and link them back to the session aims. > Use reflection opportunities to support participants to actively reflect upon the potential impact of session content on their own development.	> Draw participant attention to assumptions underlying the wrong answers to develop their understanding. > Highlight key themes in relation to the session thread from participant contributions and support participants to make connections both with the thread of learning and their own contexts. > Use action planning, questions and scaffolds to support the transfer of

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			knowledge, by encouraging participants to think about how an approach could be applied to different contexts/scenarios.

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Appendix 7
Quality Assurance observation proforma

Observer Name and Role			
Date of Session			
Start Time		End Time	
ECF or NPQ			
Facilitator Name(s)			
Area	**Strengths**		**Possible Areas of Development**
Preparation Is the facilitator clearly familiar with the structure of the session? Does the facilitator have the resources they need to effectively deliver the session? Can the facilitator demonstrate a good understanding of the structure of the delivery model? Can the facilitator articulate where this session fits in the curriculum?	- Pre-programme information is shared if necessary, to enhance learning on the day - ICT equipment is checked and is working sufficiently - Safety procedures are shared with participants - Catering and expectations are made clear to participants - Initial set-up/room layout enhances/enables learning - Time management is accurate and enhances learning - Management of resources and the medium for delivery is fit for purpose and enhances learning-Whether face to face or virtual, session design employs a variety and appropriate blend of inputs, materials, and activities		
Learning environment Is the set up for the session effective in ensuring a positive welcome? Are the participants welcomed appropriately? (Developing relationships over time) Does the session start on time? Does the facilitator model desired behaviours? (Communicating high expectations) Does the facilitator set expectations ensuring trust and mutual respect in the session?	- Most participants are engaged in the learning throughout the session - The facilitator enables understanding of key concepts through clarity of delivery and sequential presentation of information, thus engaging learners - Facilitator checks understanding and manages responses effectively - Facilitator actively listens to responses and values input - Clarity of roles assigned in group activities - Responds to individual needs effectively throughout the session - Recognises possible tensions within the group and addresses it - Changes pace/activity to increase engagement where necessary		-

(Establishing credibility and group norms) Are positive relationships forged? If the session is online/virtual, does the facilitator make good use of the technology available? E.g., Polls and breakout rooms.		
Facilitating curriculum content How does the facilitator establish opportunities for the participants to deliberately practise? How does the facilitator consider the prior learning of participants? (Making links to prior knowledge and professional contexts) How does the facilitator support the participants to make effective links between theory and practice? How does the facilitator support participants to make connections between their knowledge and the wider evidence base? (Communicating ideas with clarity)	- Develops exiting knowledge of participants - Demonstrates/imparts expert knowledge which challenges learners - Gaps in learner knowledge are addressed - Challenges and probes with high expectations of learners with thought provoking questions, initiating and inviting debate - Enables candidates to challenge each other safely, engaging in evidence-informed dialogue on professional practice - Knows which candidate contributions to build into the learning process - Appropriately challenges expectations which are low in aspirations for pupils/other staff, as benchmarked against the national standards (research/data/frameworks/TS Standards.) - Uses evidence informed/expert led examples	-
Responsive facilitation (Flex, fidelity and contextualisation) Is the pitch, pace and register appropriate for the group of participants to support progress and learning? (Establishing participant prior knowledge)	- Time is created for effective reflection and consolidation of key learning in context - Links learning back to the intended outcomes and objectives - Supports participants to link the concepts and make connections effectively e.g. between their knowledge and the evidence/prior learning. - Grounds concepts in 'contextual examples' and ensures that individuals can link theory and learning to own circumstances - Encouragement to evaluate own and group outcomes - Signposts to a further reading/support/challenge opportunities	

How does the facilitator support the participants to apply the framework content and knowledge confidently in their own context? (Uncovering participants' understanding) How effective is the facilitator in facilitating dialogue, debate and personal reflection that integrates participant experience, expert challenge and the wider evidence base? (Managing responses) Does the facilitator make any adaptations or contextualisation of the materials to suit the needs of the group whilst ensuring fidelity to the curriculum? (Developing participants' understanding)		