

Terms of Reference for Facilitators of NPQ Programmes

This Terms of Reference document is intended to support our Delivery Partners with effective recruitment of facilitators.

Project:	National Professional Qualifications
Term of engagement:	Academic Year 2022 - 2023

To ensure that NPQ Participants are fully supported in their professional development journey, it is essential that the facilitators in place are suitably qualified and have significant experience in their fields. Education Development Trust's Delivery Partners are responsible for the selection, recruitment and quality assurance of these key individuals who will provide both face-to-face and virtual training. This Terms of Reference document is intended to support our Delivery Partners with effective recruitment of facilitators.

EDT will provide central induction and training for all facilitators on each NPQ programme. This includes attending train-the-trainer events delivered by Education Development Trust for their own briefing/training.

Qualities and attributes required to deliver EDT NPQs:

Self-awareness

- emotionally self-aware (understanding how emotions affect performance)
- accurate in self-assessment (actively seeking and responding to feedback from peers and participants)
- self-confident, demonstrating presence, credibility and relevant experience (so that people are engaged and trust in their knowledge)

Social awareness

- showing empathy (actively seeing things from others' perspectives and allowing for difference of opinion)
- demonstrating contextual awareness (questioning prevailing cultures and values to reinforce those that relate to and strengthen learning in professional contexts)

Self-management

- exhibiting self-control (staying composed in stressful situations)
- demonstrating achievement orientation (always seeking to improve on past best)
- showing adaptability (able to change plans and activities at short notice while preserving the integrity of the Programme)

Relationship management

- proving commitment to developing others (helping and encouraging others to create their own learning strategies and partnerships)
- adopting a coaching style (avoiding taking ownership of others' issues but facilitating resolution and solutions)
- promoting collaborative approaches (creating coherence within the Programme from a variety of sources and contributions)

Learner management and strategies

- able to balance the diverse needs of individuals, ensuring equity of contribution
- adopting strategies to manage dominant group members and include more thoughtful and reticent participants
- devising and managing activities that encourage participants to try things out and de-construct their experiences
- supporting participants in reflection and self-directed learning approaches.

Core Skills and Expertise for facilitators of NPQs

Facilitators should demonstrate the following core skills, knowledge and expertise that relate to EDT's underlying principles of programme design and delivery:

EDT's Principles of professional development design	Essential facilitator skills, knowledge and experience
<p><i>Applying science of learning</i></p> <ul style="list-style-type: none"> • Develop existing knowledge and encounter new knowledge • Make connections between their knowledge and the wider evidence base • Establish routines to apply and reflect on knowledge in context • Establish opportunities to deliberately practise 	<ul style="list-style-type: none"> • Confidence and understanding of the core and locally contextualised content of the NPQ • Skill in structuring learning opportunities for participants to connect knowledge to their prior experience and the wider evidence base • Experience of applying NPQ content knowledge in their own context
<p><i>Providing structured, purposeful collaboration</i></p> <ul style="list-style-type: none"> • Engage in robust and evidence-informed dialogue on professional practice • Respond to expert challenge • Reflect on their evolving practice 	<ul style="list-style-type: none"> • Knowledge of the wider evidence base underpinning the NPQ content • Skills and experience in facilitating dialogue, debate and personal reflection that integrates participant experience, expert challenge and the wider evidence base • Experience of facilitating collaborative groups for school improvement
<p><i>Supporting theory into action</i></p> <ul style="list-style-type: none"> • Understand and apply features of effective implementation • Understand and apply change management strategies 	<ul style="list-style-type: none"> • Knowledge of and critical engagement with the evidence and practice of implementing change at relevant scale • Skills in facilitating thinking and planning for effective implementation and change management • Experience of effective implementation

<p><i>Being contextually relevant</i></p> <ul style="list-style-type: none"> • Use evidence-informed and expert-led examples • Encounter meaningful and relevant content • Engage in tasks that are recognisable in 'real life' and applicable to context 	<ul style="list-style-type: none"> • Knowledge and understanding of the wider evidence base and ability to reference expert-led examples of practice • Relevant local knowledge (phase, specialisms, communities, local context) and experience to exemplify core and locally contextualised content • Skills in drawing on the lived experience of participants and linking this to key Programme content
<p><i>Sustained and flexible</i></p> <ul style="list-style-type: none"> • Accessible options for engagement • Meaningfully sequenced and varied activities • Delivered in a medium fit for purpose 	<ul style="list-style-type: none"> • Skills in using a variety and appropriate blend of presentations, inputs, materials and activities in delivery, providing maximum opportunity for participant engagement • Knowledge and understanding of adult learning principles and how they relate to both a face-to-face and virtual delivery context • Experience and proven track record of facilitating and training leaders and teachers at an appropriate level for each NPQ

Person Specification:

Essential Skills:

- Significant teaching experience covering at least 5 years
- Demonstrable experience supporting teachers and/or leaders with professional development
- Relevant experience in a role appropriate for the NPQ they will be facilitating
- Knowledge of the areas of practice outlined in the National Professional Qualification curriculum
- Strong up-to-date understanding of education research and evidence and how this relates to teaching practice
- Deep knowledge of the most effective pedagogical approaches and how people develop and learn
- Understanding of best practice in terms of teaching and learning
- Experience of facilitating and of delivering a wide variety of training
- Open to feedback and willing to continually learn and improve

Desirable skills:

- Currently in a teaching role
- Experience of being a mentor or supporting a mentor
- Experience of delivering training remotely e.g. webinars
- Experience of delivering large scale training events, such as across a Trust or MAT
- Enhanced qualifications. E.g. Masters/PHD in a relevant subject