

**THE UNIVERSITY OF MANCHESTER**  
**PARTICULARS OF APPOINTMENT**  
**FACULTY OF HUMANITIES**  
**SCHOOL OF ENVIRONMENT, EDUCATION & DEVELOPMENT**  
**DIVISION OF EDUCATION**  
**LECTURER IN INITIAL TEACHER EDUCATION**  
**VACANCY REF: HUM-028599**

**Salary:** £41,671 - £57,422 per annum depending on experience

**Hours:** 14 hours per week (0.4 FTE)

**Duration:** Permanent

**Location:** Oxford Road, Manchester

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**Enquiries about the vacancy, shortlisting and interviews:**

Name: Andrew Howes

Email: [andrew.j.howes@manchester.ac.uk](mailto:andrew.j.howes@manchester.ac.uk)

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**Essential reading associated with the role:**

The ITT Core Content Framework

[:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974307/ITT\\_core\\_content\\_framework\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)

The Teachers' Standards:

<https://www.gov.uk/government/publications/teachers-standards>

The Ofsted Initial Teacher Education Inspection Framework and Handbook:

<https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook/initial-teacher-education-ite-inspection-framework-and-handbook>

### **Overall purpose of the job:**

The Manchester Institute of Education is seeking to appoint an experienced and inspirational Primary PGCE lecturer to work as a primary PGCE Professional Tutor. You will work as part of a team contributing to Primary PGCE provision which includes both university-based and school-based work. You will be responsible for: training a group of between 20 and 30 trainee teachers; building, developing and actively working with a cluster of approximately 20 primary schools in a region of Greater Manchester; undertaking appropriate management and administrative duties; university-based teaching (dependent on course requirements).

A PGCE qualification and Qualified Teacher Status (QTS) or equivalent is essential for this role, together with recent and relevant experience of teaching/working in a primary school at a senior leader level (in the last three years[1]) Some primary Initial Teacher Education experience and/or previous work with Early Career Teachers is also beneficial.

Please note that flexibility in working patterns and a willingness to travel to schools in the greater Manchester area is a requirement of this role.

Footnote: [1] Excluding periods for parental/carer leave or significant periods of ill-health.

### **Person specification**

#### **Essential knowledge, skills and experience:**

- An appropriate first degree; a PGCE qualification; Qualified Teacher Status (QTS) or equivalent
- Recent, successful primary school experience as a class teacher or senior leader in a primary school in the last three years [1] preferably in a school following the DfE National Curriculum for England
- Experience of mentoring trainee teachers on placement and / or experience of mentoring Early Career Teachers in a school
- Sufficient breadth and depth of specialist knowledge in a primary national curriculum subject (e.g. a core subject or foundation subject) or professional studies (e.g. SEND, inclusive practice, assessment, behaviour management, mental health)
- Excellent interpersonal and communication skills
- Experience in planning, working collaboratively as part of a team and delivering results
- The ability to engage the interest and enthusiasm of students and inspire them to learn.
- to deliver effective written and verbal feedback to trainee teachers which facilitates development and progress
- Familiarity with, and understanding of, a variety of strategies to promote and assess the teaching quality of trainee teachers' teaching
- An understanding of recent developments in Initial Teacher Education (e.g. an awareness of the ITE Ofsted inspection framework and the DfE's Core Content Framework (CCF) for ITE.)

- The ability to use IT effectively, for example: use of video conferencing tools for hybrid lectures/seminars/meetings, Padlet, Google documents, MS Word, Excel, Powerpoint, VLE platforms, electronic calendars and email
- An understanding of equal opportunities, diversity, disability and issues relating to student need and a willingness to undertake UoM training
- Flexibility of working hours to accommodate the programme and placement timetables (an indicative timetable of tutor contact hours is included below).
- Willingness to travel to schools in Greater Manchester, Derbyshire and/or Lancashire, sometimes at short notice.

**Desirable knowledge, skills, experience and qualifications:**

- Academic qualifications beyond a first degree: e.g. Masters or PhD qualification, or a willingness to engage in further study to a higher level
- Professional qualifications: NPQs, SEND, etc
- Experience of teaching at undergraduate or postgraduate level and/or teaching adults within a HE environment
- Successful mentoring outcomes for trainee teachers and/or ECTs
- Recent senior leadership experience in a primary school setting (in the last three years[1]) (eg as a head teacher, deputy head, assistant head, phase leader, senior leader)
- Provision of continuous professional development for school staff
- School-based performance management experience as a leader

**Key responsibilities, accountabilities and duties:**

As a University of Manchester primary PGCE staff member you will:

- Promote equal opportunities and inclusion in all aspects of your practice.
- Ensure that the highest standards of professional performance are maintained.
- Work as part of the wider PGCE tutor team; attend and actively contribute to PGCE team meetings, joint ITE meetings and department meetings
- Act as a responsible team member and develop productive working relationships with trainees, other members of staff and partnership schools.
- Participate in and develop external networks, secure student placements, market the institution, interview candidates for future cohorts and build relationships for future activities.
- Model and uphold at all times the professional expectations for all teachers as outlined in the Teachers' Standards part 2 (DfE, 2012)
- Contribute to continuous improvement of standards and quality on the programme.
- Design, plan, resource and lead tutorials linked to the ITE curriculum and CCF; some seminar teaching and lecturing may also be required depending on the requirements of the programme.

The role of a professional tutor in initial teacher education has two crucial elements:

**Element 1: Responsibility for university-and school-based work with trainee teachers**

You will be required to:

- Take responsibility for the professional and personal development of a tutor group of between 22 and 30 trainees. This includes pastoral care, training and monitoring and assessing their professional development. Tutors will be expected to be accessible to trainees and colleagues and contactable by email and phone. This could include occasional communication responding to trainees' needs in evenings and at weekends.
- Participate in the university-based sessions to:
  - plan and teach tutorial group seminars
  - monitor and audit the training profiles for the trainee teachers in your tutor group
  - Engage in CPD which may include attending any professional studies lectures/workshops which are linked to tutorials
  - attend and contribute to programme team meetings (PTMs) and 3x primary partnership committee meetings (PPC) per year
  - attend professional tutor away days (full day meetings)
  - interview candidates for each new cohort
  - lead large group seminars/lectures relating to an aspect of the PGCE curriculum (dependant on programme requirements)
- Adhere to all assessment and reporting deadlines (detailed in the relevant course handbooks).
- Collate and report data relating to assessment of trainees' teaching
- Supervise and train trainee teachers on professional placements by observing, providing feedback and monitoring and assessing their progress
- Be willing to support trainees and school-based mentors with additional school visits / pastoral meetings according to need
- Collaborate with colleagues to identify and respond to trainees' needs in a timely manner
- Challenge thinking, foster debate and develop the ability of trainee teachers to engage in critical discourse and rational thinking.
- Monitor and track trainees' progress and attainment during both major placements and all short placements; monitor and provide feedback on the trainees' progress towards completing their Trainee Portfolio, electronic teaching files and placement tasks throughout the year
- Maintain high expectations of all trainees in order to support them to meet or exceed the Teachers' Standards by the end of the programme in both key stages
- Work closely with school-based mentors during placements to ensure that the trainees' entitlement to effective training is in place.

- Be responsible for writing and updating references for trainees for trainees' first ECT job and jobs in the future
- Monitor, assess and report trainees' progress towards meeting the Teachers' Standards at a level appropriate for recommendation for QTS by the end of the programme. This includes formative assessments against the curriculum strands and CCF during the programme and summatively against the Teachers' Standards at the end of the programme
- Monitor and report trainees' attendance
- Be prepared to address issues with trainees during the university-based taught course element of the programme; inform the trainee teacher of any serious shortcomings that might threaten the successful completion of the programme.

## **Element 2: Responsibility for a cluster of primary schools**

You will be required to:

- Act as the university representative for a cluster of schools in a region of Greater Manchester, upholding at all times the core values and principles of UoM and maintaining its reputation
- Take responsibility for the appropriate management and administrative duties for a cluster of approx. 20 schools within your allocated region
- Build effective relationships with all school representatives in the cluster you are responsible for
- Liaise closely with the cluster hub school head teacher to actively build capacity in the cluster for future placements
- Organise and lead three cluster meetings per year using agendas agreed with the partnership lead tutor (including taking and submitting meeting minutes)
- Source all school placements and inform the trainee of the details of the placement
- Train and brief school-based mentors in advance of each long teaching placement; ensure that all school-based mentors have been trained and understand the expectation and requirements of their role, providing additional bespoke mentor training sessions where necessary
- Liaise closely with all school-based mentors to ensure that trainee teachers receive their entitlement to be trained effectively during placements
- Be prepared to address issues arising during placements. This will require candid, honest and sometimes difficult discussions with trainees, mentors, ITT coordinators and/or head teachers to resolve matters in a timely manner

For information about the University of Manchester Primary PGCE programme please visit: <https://www.manchester.ac.uk/study/masters/courses/list/02846/pgce-primary/> Further information about the University can be found at [www.manchester.ac.uk](http://www.manchester.ac.uk)

If you have any questions about the role or the application process, please contact the programme co-directors Rebecca Phillips and Liz Birchinall: [primarydirector@manchester.ac.uk](mailto:primarydirector@manchester.ac.uk)

Footnote [1] Excluding periods for parental/carer leave or significant periods of ill-health

## **The University Of Manchester**

### **Initial Teacher Education**

Initial Teacher Education at the University of Manchester is recorded as having a long and successful history dating back to 1858. As such, it is believed The University of Manchester established one of the first teacher education programmes within a university and the strong moral purpose of equity and tackling disadvantage through teacher education is embedded in the history of the university.

Over recent years we have continually been ranked as one of the leading providers of teacher training for our Primary and Secondary PGCE programmes. Internally, student satisfaction rates are very high with end of course and employer surveys all confirming that the programmes we run are intense, high quality and rigorous.

A central feature of Initial Teacher Education at the University of Manchester is that all tutors are encouraged to be members of one of the thematic research groups in Manchester Institute of Education and are expected to engage in research or scholarly activities, which feed directly into enriching trainee and partnership school experiences. Research is shared with our partnership schools via different forums and partnership schools are active collaborative partners in numerous research activities. This philosophy extends across the University of Manchester particularly through the 'widening participation' agenda and through our commitment to social responsibility.

### **Manchester Institute of Education**

The Manchester Institute for Education (MIE) has a commitment to addressing social justice, and to enabling evidence informed educational change through both scholarly activities and collaborative partnerships with professionals. Its work builds upon a longstanding reputation for excellence in educational research and teaching with a tradition stretching back to 1890, when education was first established as a focus for study within The University of Manchester. MIE is a department within the School of Environment, Education and Development.

### **The School of Environment, Education and Development and Development**

The School of Environment, Education and Development (SEED) represents one of the most innovative academic structures of The University of Manchester. It forges an interdisciplinary partnership combining Geography, Planning and Environmental Management, the Manchester School of Architecture, the Manchester Institute of Education and the Global Development Institute, thus uniting research into social and environmental dimensions of human activity. The School has nearly 200 academic and research staff, over 1000 undergraduate and 1750 postgraduate students, of whom around 330 are research students.

### **Faculty of Humanities**

With the creation of the new University of Manchester in 2004, a Faculty of Humanities was formed encompassing academic areas as diverse as Arts, Education, Law, Development, Social Sciences, Business and Management, and Information Technology. With over 18,000 students and some 1000 academic staff, the Faculty is equivalent to a medium-sized university in the UK. MIE and SEED are in the Faculty of Humanities.

## **The University**

The University of Manchester, formed in 2004 by bringing together The Victoria University of Manchester and UMIST, is Britain's first chartered university of the 21st century. With some of the highest quality teaching and research, and the broadest spread of academic subjects, the university competes with the best universities in the world. The university's vision for the future is the creation of a 21st century institution that will become an international research powerhouse and a favoured destination for the world's best students, teachers, researchers and scholars. Library facilities include the John Rylands University Library and the Manchester Central Reference Library. The John Rylands library is the largest non-legal-deposit academic library in the United Kingdom, providing services and resources to students, researchers and academic staff as well as members of the public, schools and commercial companies. It holds the widest range of electronic resources of any UK Higher Education library. General information about the University can be found on the university website ([www.manchester.ac.uk](http://www.manchester.ac.uk)).

## **The City and the Region**

Manchester is one of the great European cities and the university's main campus is within walking distance of the city centre. The city's architecture represents one of the high points of Victorian achievement. The modern city is a major centre of banking, commerce and manufacturing, and hosts MediaCity UK, the country's most significant centre for creative and digital businesses. Manchester has a highly cosmopolitan atmosphere and its cultural life is internationally renowned. The cultural institutions of Manchester Museum and the Whitworth are part of the University of Manchester. Within a fifteen minute walk from the campus there is the outstanding Royal Exchange theatre company, the Lowry, the Palace Theatre, Opera House, Bridgewater Hall (home of the Hallé orchestra and BBC Philharmonic orchestras, the HOME Arts Centre, City Art Gallery, various cinemas and Europe's fastest-growing Chinatown.

Manchester is renowned internationally for sport: it is a venue for Test cricket and the home of Manchester United and Manchester City football teams. The Commonwealth Games were held in Manchester in 2002. The University is a stakeholder in the Commonwealth Pool – now known as the Manchester Aquatics Centre – which offers on campus, world-class swimming facilities. Housing is varied, plentiful and, by English standards, moderately priced. Schooling ranges from world-famous private schools (such as The Manchester Grammar School and Withington Girls' School) to excellent sixth-form colleges, comprehensive/grammar schools and primary schools.

Manchester is well served by a major international airport, with direct scheduled flights to many destinations in Europe as well as North America and Asia. Manchester Piccadilly railway station is served by inter-city and other train services, with a direct link to Manchester Airport. The expanding network of Metrolink tram services offers an alternative mode of public transport from certain parts of the conurbation. Some of the most beautiful countryside in Europe is just over a thirty minute drive from the university, in the Peak District National Park, while the Yorkshire Dales, Lake District and Snowdonia are also within easy reach.