



**KING
EDWARD'S
CONSORTIUM**
BECOME A TEACHER | CHANGE LIVES



**KING EDWARD VI
CAMP HILL
SCHOOL FOR GIRLS**

Educational excellence for our City

Assistant Director of Initial Teacher Training

Information for applicants

From April 2026 (negotiable)
Initially a fixed, 5-term contract

Dear Applicant,

Thank you for requesting information about our Assistant Director of Initial Teacher Training post.

Founded in 2004, we are a well-established group of 23 excellent schools in the Birmingham area. The strength of our partnership lies in its diversity, longevity and experience – a mixture of comprehensive, selective, independent, mixed, single-sex, 11-16 and 11-18 schools. We also have excellent relationships with primary and special schools in the area who host annual visits for our trainees. King Edward VI Camp Hill School for Girls is the Lead School in the partnership and the successful candidate can anticipate working closely with the Headteacher.

We wish to appoint a well-qualified, exceptional communicator who will be able to quickly build positive and supportive relationships with trainees, local and national bodies and partnership schools. They should also have an active interest in (and up-to-date knowledge of) the ITT landscape including educational pedagogy and research.

What we offer you in return is:

- Immersive experience with a training provider recognised as exceptionally successful in its work and the quality of its new teachers;
- An opportunity to work with committed and talented staff, mentors and trainees, in a well-structured and well-resourced environment;
- Professional development opportunities to deepen skills and increase knowledge;
- A leading role in the dissemination and development of good practice;
- Membership, at an influential level, of the King Edward VI Academy Trust Birmingham and its networks.

The post arises as we consider how we will continue our growth. The KEC is committed to ensuring a steady supply of high-calibre entrants to the teaching profession and to supporting the discussion around teacher training, recruitment and retention at a national level. If we are to continue to be able to transform the lives of children and young people, the importance of training high-quality teachers is essential. With my own retirement and therefore succession planning in mind, we have decided that it is time to explore the appointment of a part-time Assistant Director of Initial Teacher Training.

I very much look forward to receiving your application and hope that you will find the enclosed information helpful. If there is any area you would like to know more about, please get in touch.

With very best wishes,

Annie Gouldsworthy

Director of Initial Teacher Training, The King Edward's Consortium



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Staffing

The staffing is currently as follows:

Annie Gouldsworthy	Director of Initial Teacher Training
Ruth Penn	Registrar and Course Administrator
Aidan Sammons	KEC Professional and Academic Tutor (0.2 secondment)

Accommodation and resources

The KEC training centre is on site at King Edward VI Camp Hill Girls School, the Lead School. Being at the heart of the school site is a significant advantage. The training centre, housed in the sports hall complex, comprises an office, large training room and a kitchen. The training centre also benefits from a library and associated teaching materials.

What courses do we offer?

We offer full-time, one-year, SCITT (fee-paying) PGDipEd (QTS) and QTS-only programmes in the following subjects:

Art and Design, Biology, Chemistry, Classics (Latin and Ancient Greek), Computing, Drama, English, Geography, History, Mathematics, MFL (French, German, Spanish), Music, Physics, Psychology and RE.

Occasionally we also train School Direct (salaried) trainees for our state and independent schools.

We are currently exploring the possibility of a part time programme and the prospect of offering an apprenticeship route into teaching.

The trainees

The KEC trainees come to us from all walks of life – high-flying graduates with a clear commitment to a career in teaching who have the potential to become outstanding teachers and future leaders. They are highly professional and knowledgeable, generous and passionate – passionate both about their subjects and about the power that education has to change lives. From the very start of the programme, they make a huge difference to the children they work with and are highly-sought-after for employment once they qualify.

KEC trainees are in school from day one, there at the start of the academic year and treated as members of staff. They are part of the fabric of their schools – in addition to teaching their subjects, they become form tutors and contribute to wider school life. For seven weeks in the spring term, they also have a second, shorter placement in a contrasting school.

Ours is a small, close-knit community. KEC trainees gather weekly at our training centre. We are proud that each cohort forms both a strong professional network and lasting friendships. We care about our trainees as individuals and want the very best for each and every one of them.

The mentors and the training

A wide circle of people are strongly invested in the trainees' development as teachers. We are relentless in our pursuit of excellence; our training and our pastoral care are exceptional.

Our trainees work every day with their subject mentor – a subject specialist and expert teacher in their school. They provide high-quality mentoring and support trainees as they learn how best to use their subject knowledge in the classroom.

As well as having a weekly one-to-one tutorial with their Subject Mentor, trainees also have regular meetings with their Professional Mentor. Professional Mentors are experienced middle and senior leaders who oversee the school-based training for trainees and review trainee progress over time. They are also an invaluable source of wisdom and advice.

Trainees also receive observations and tuition from their KEC Subject Leader and from the Director of ITT in their capacity as Lead Mentor.

KEC trainees gather every Monday for centre-based learning at the KEC training centre in Kings Heath. The training is led by central KEC staff and external speakers, many of whom graduated from KEC. For years after trainees have qualified, they tell us that this is the thing they miss most. This is where we study together the things that make great teaching and great teachers, we share ideas from across our diverse group of schools, experience and encouragement.

We want trainees to hit the ground running as teachers on the first day of the academic year. For this reason, the programme starts before the summer holiday with three days of induction in July – two at the training centre and one in school. The induction allows trainees to meet one another, to begin to engage with some key issues in teaching and to familiarise themselves with the school department in which they will be based for the year.

In September, trainees will be in the classroom from day one. Trainees begin by shadowing experienced teachers and, in the presence of their Subject Mentor, they gradually step into leading a teaching timetable of not more than 12 hours per week. This leaves time during the school day for lesson observation, reading, reflection, planning, assessment and assignment writing. Outside of their subject, as a form tutor and through extra-curricular activities, they get to know their students and they are mindful of their own and their students' welfare.

The Director of ITT visits trainees in school, supervises trainees' development and welfare, offers extensive support with job applications and interviews. We have a 100% employment rate.

Every teacher is different. We deliberately recruit small cohorts of trainees and pride ourselves that we can and will respond to each and every one as an individual.

Our trainees become part of the KEC family – receiving support from a very close-knit group of fellow trainees, former trainees and colleagues across our schools. A strong professional network and lasting friendships sustain trainees well beyond the training year as they develop as teachers and leaders.

The best of both worlds: study at Master's level whilst training in a school

We believe that teachers should have the opportunity to practise the craft of teaching in the classroom whilst at the same time engaging with education research. Our PGDipEd (QTS) programme gives trainees the best of both worlds; the combination of academic rigour and immersion in school life is what makes our course special.

Trainees receive small-group teaching and individual tutorials from KEC central staff. They have the same opportunity for intellectual exploration that university students enjoy, but not in a lecture theatre. KEC staff are both practising teachers and Recognised Lecturers of the University of Birmingham.

KEC trainees tell us that Master's level study has a significant impact on their teaching. It raises their game in the classroom, is rewarding and challenging in itself, and lays the foundations for future leadership.

Our PGDipEd (QTS) programme is accredited by the University of Birmingham. It confers 120 Master's level credits, taking our trainees two-thirds of the way towards the University of Birmingham MA in Teaching Studies.

Making an application

Applicants should complete the application form and include the names, addresses and, if possible, telephone numbers and e-mail addresses of two referees. In addition, a concise but comprehensive letter of application (of not more than two sides of A4) addressing the key responsibilities outlined in the Job Description which follows should be enclosed.

Applications can be sent by post to Miss Annie Gouldsworthy, Director of Initial Teacher Training, King Edward's Consortium, King Edward VI Camp Hill School for Girls, Vicarage Road, Kings Heath, B14 7QJ or by email to our Registrar and Course Administrator, Ruth Penn at ruth.penn@teachkec.org.uk.

Deadline: **Friday 13 February 2026, 12.00 noon. Interviews likely to be held w/b 2nd March.**

Candidates who would like postal applications acknowledged are asked to include a stamped, addressed envelope. Candidates who send their application by email are advised to telephone reception to confirm safe receipt (0121) 441 6680. If you have any specific questions about the post, please contact Annie Gouldsworthy.

Further sources of information about The King Edward's Consortium

www.teachkec.org.uk

Job Description

Post: Assistant Director of Initial Teacher Training

Line Managers: Director of Initial Teacher Training, King Edward's Consortium;
Headteacher of King Edward VI Camp Hill School for Girls (Lead School).

Work base: King Edward's Consortium Training Centre, King Edward VI Camp Hill School for Girls,
Vicarage Road, Kings Heath, Birmingham, B14 7QJ

Values, knowledge and understanding

- Uphold the King Edward's Consortium's relentless pursuit of excellence;
- Maintain a thorough and up-to-date knowledge of the ITT criteria, the Initial Teacher Training and Early Career Framework (ITTECF) and the Teachers' Standards;
- Maintain a thorough and up-to-date knowledge of educational pedagogy and cutting-edge research to support the development of trainees;
- Keep up-to-date with developments in the sector by attending regional and national events e.g. Chartered College of Teaching, West Midlands ITE Partnership, NASBTT meetings, Ofsted conferences, etc.

Recruitment

- Shadow and participate in the KEC recruitment strategy;
- Assist the Director of ITT in reviewing *DfE Apply* and self-funded application forms, making decisions about invitations to interview;
- Shadow and participate in interviewing applicants and in assessing their centre-based tests;
- Lead internal recruitment events and attend external recruitment events e.g. local HEI events, DfE Get into Teaching events.

Training

- Assist in the design and delivery of the centre-based learning programme for SCITT and salaried trainees;
- Support the training of school-based mentors (Subject Mentors, Subject Leads and Professional Mentors).

Advice and guidance

- Assist with the induction of trainees;
- Support the KEC's approach to mental health, well-being and managing workload;
- Provide pastoral support, professional advice and guidance for trainees, liaising where appropriate with placement schools.

Assessment, quality assurance and evaluation

- Assess and monitor trainee progress through lesson observations during school visits, review of trainees' reports, discussions with school-based mentors and assessment of written assignments;
- Apply for and maintain status as a Recognised Lecturer of the University of Birmingham;
- Mark and give feedback to trainees on PGDipEd (QTS) (M Level) and QTS-only assignments;
- Monitor trainees' weekly reviews, trainees' October and February Reviews and mentors' Autumn, Spring and Summer Reports;
- Contribute towards quality assurance, evaluation and compliance processes.

Compliance and administration

- Ensure that KEC remains compliant with the ITT Criteria and all other relevant legislation;
- Uphold the principles and practices set out in the *King Edward VI Academy Trust Data Protection Policy*;
- Carry out administrative duties and responsibilities required for effective programme management.

Notes: The Director of Initial Teacher Training reserves the right to alter the content of this job description after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility;

- a) The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with King Edward VI Academy Trust Birmingham's Equal Opportunities Policy. *Please see the Person Specification.*

Person specification

Post: Assistant Director of Initial Teacher Training

Please find below the selection criteria for all applicants:

	Essential	Desirable
Good honours degree	x	
Qualified Teacher Status	x	
Master's degree relevant to Education studies		x
Track record of outstanding teaching (at secondary or university level)		x
Experience of initial teacher training and/or the professional development of early career and experienced teachers	x	
Experience of leadership or senior whole school responsibility		x
Clear philosophy about the value and teaching and teacher education	x	
Up-to-date knowledge of curriculum and assessment	x	
Ability to make accurate judgements about teaching and learning in lessons	x	
Ability to give constructive feedback to improve teaching and learning	x	
Evidence of leading effective professional development for colleagues	x	
Excellent communication skills	x	
Excellent inter-personal skills	x	
Effective time management	x	
Reliability and integrity	x	
Evidence of undertaking personal professional development	x	
Passionate commitment to education	x	
Interest in education research	x	
Commitment to high expectations for all	x	
Ability to command credibility, to influence and enthuse others	x	
Understanding of and commitment to equal opportunities	x	
Understanding of safeguarding and safer recruitment processes	x	
Understanding of the ITTECF	x	
Understanding of the Ofsted ITE inspection framework	x	
Athletic sense of humour		x