

Role Description: Chartered College of Teaching Research Champion

Role overview

The Chartered College of Teaching Research Champion will play a crucial role as a liaison between the Chartered College of Teaching (CCT) and their school. They will serve as advocates for the Chartered College and actively support colleagues in engaging with CCT resources and content, with the primary objective of promoting ongoing professional learning and the adoption of evidence-informed approaches within their school context.

Key responsibilities for this role might include:

Facilitating engagement with Chartered College of Teaching content:

- Assist colleagues in effectively accessing and utilising the resources provided by the CCT.
- Support the implementation of evidence-informed practices within the school by promoting the use of CCT content.
- Direct colleagues to relevant platforms like MyCollege and Impact, ensuring they are aware of the various content and resources available.
- Provide guidance and assistance to colleagues in accessing and benefiting from CCT webinars, courses, and Chartered pathways.
- Help colleagues integrate CCT content into their ongoing professional learning and development plans.

Integrating CCT content into their school's CPD provision:

- Identify opportunities to incorporate CCT content, courses, and resources into the school's Continuing Professional Development (CPD) programs.
- Contribute to the development of an evidence-informed CPD strategy for the school.
- Utilise CCT resources to design and deliver effective CPD sessions tailored to the specific needs of the school context.
- Act as a leader in promoting evidence-informed practices and encouraging colleagues to engage with CCT content.

Disseminating research opportunities:

- Contribute to CCT research initiatives by sharing relevant research opportunities with colleagues.
- Encourage colleagues to participate in research projects promoted by the CCT.

The Research Champion will play a pivotal role in fostering a culture of evidence-informed practice and continuous professional development within the school. By effectively engaging colleagues with CCT resources, promoting their usage, and integrating them into the school's CPD provision, the Research Champion will support the growth and development of teachers and contribute to the improvement of teaching and learning outcomes.

Who can be a Chartered College of Teaching Research Champion?

There are no strict eligibility requirements, and anyone can be nominated as the Chartered College of Teaching's Research Champion within your school or trust. The Research Champion could be

- An individual who has been nominated as the main contact to promote evidence-informed practice within your school.
- A middle leader or senior leader who holds a responsibility for supporting teacher development.
- A practitioner who is focused on implementing research engagement within your context.
- One of many Research Champions within your school or trust, allowing for a collaborative approach.
- An individual with a passion and interest in evidence-informed practice.

We welcome individuals from all backgrounds and roles to join us in this exciting opportunity.

What are the benefits of becoming a Research Champion?

Becoming a Chartered College of Teaching Research Champion can bring several benefits to both individuals and their schools.

Benefits for Individuals:

Professional Growth: Serving as a Research Champion allows individuals to enhance their knowledge and understanding of evidence-informed practices in education. They gain exposure to cutting-edge research, resources, and expertise provided by the Chartered College of Teaching (CCT). This experience can contribute to their professional development and improve their teaching practice.

Leadership Development: The role of a Research Champion offers opportunities for individuals to develop their leadership skills. They can take on a proactive role in promoting evidence-informed approaches, guiding colleagues, and leading professional development initiatives within their school.

Collaboration: As a Research Champion, individuals have the opportunity to connect with like-minded educators who are passionate about evidence-informed practice. Research Champions can build a network of colleagues within their school and beyond, fostering collaborations, sharing ideas, and exchanging best practices.

Recognition and profile building: Being appointed as a Research Champion signifies recognition of an individual's commitment to evidence-informed practice and their expertise in the field. This role can enhance their professional profile and open doors for future career opportunities.

Benefits for schools and trusts:

Enhanced teaching and learning: By having Research Champions within the school, there is a greater emphasis on evidence-informed practice. This can lead to improved teaching methodologies, increased use of research-backed strategies, and enhanced student learning outcomes.

Professional learning community: Research Champions facilitate the engagement of colleagues with CCT resources and content. This fosters a collaborative and supportive professional learning community within the school, where educators can share knowledge, ideas, and experiences related to evidence-informed practice.

Improved CPD provision: Research Champions play a crucial role in integrating CCT content, courses, and resources into the school's CPD programs. This ensures that professional development opportunities are aligned with the latest research and evidence, providing teachers with valuable resources to enhance their practice.

Culture of research and inquiry: Having Research Champions promotes a culture of research and inquiry within the school. It encourages educators to critically analyse their practice, engage with research findings, and continuously seek ways to improve their teaching methods.

Collaboration with the CCT: The presence of Research Champions establishes a stronger connection between the school and the Chartered College of Teaching. This opens avenues for collaboration, access to additional resources, and potential participation in research projects, initiatives led by the Chartered College of Teaching or accreditation through the College's pathways to Chartered Status.

Frequently Asked Questions (FAQ's)

Is the Research Champion a voluntary role?

Yes, the Research Champion is an unpaid voluntary position.

How much time would I be expected to dedicate to the Research Champion role?

The Research Champion role is flexible, and there is no set minimum or maximum time requirement. We recognize that educators have varied professional obligations and personal commitments. As a Chartered College of Teaching Research Champion, you can dedicate as much time as you are willing and able to invest in the role.

What support will I get from the CCT when I undertake the role?

As a Chartered College of Teaching Research Champion you will be provided with a Research champion toolkit (accessed online) which will guide you through the support you will receive and help you to set up an evidence-informed culture within your school.

You will also receive: practical resources to help support engagement with the Chartered College in your school and a termly newsletter which will outline some helpful resources and content which you can share with your colleagues.

Moving forward, we hope to offer further opportunities for training, support and networking, giving you the opportunity to further build your understanding of supporting evidence-informed practice in your setting, as well as the opportunity to connect with like-minded individuals who can support you to access and implement evidence-informed practice within your school.

My school or trust already has a Chartered College of Teaching Research Champion, can I still apply?

Yes, you can be one of a number of Chartered College of Teaching Research Champions in your school. For example, some schools may choose to have a CCT Research Champion across each key stage or in every department or year group.