



Career progression and continuing professional development for school staff.

A third of new teachers quit the job within five years.

www.telegraph.co.uk/news/2016/10/24

In order to create and retain good teaching staff, and to show them that you value them, it is vital to offer them clear pathways for progression, and the means by which to achieve that progression.

The question, *where would you like to be in three years' time?* is not just for the initial job interview, but one that should be asked as an integral part of performance management.



Standard for teachers' professional development

Effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress. High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching.

The design of high-quality professional development is as complex a discipline as the design of high-quality teaching. It requires the planning of programmes of connected activities with clarity about intended outcomes, and evaluation.

Effective professional development relies upon teachers, headteachers and leadership teams in schools and organisations providing professional development, being clear about their respective roles and working together effectively.

Professional development can take many forms, but the best available evidence shows that the most effective professional development practices share similar characteristics.

Effective Professional Development

Effective teacher professional development is a partnership between:

- Headteachers and other members of the leadership team;
- Teachers; and
- Providers of professional development expertise, training or consultancy.

In order for this partnership to be successful:

- 1. Professional development should have a focus on improving and evaluating pupil outcomes.**
- 2. Professional development should be underpinned by robust evidence and expertise.**
- 3. Professional development should include collaboration and expert challenge.**
- 4. Professional development programmes should be sustained over time.**

And all this is underpinned by, and requires that:

- 5. Professional development must be prioritised by school leadership.**

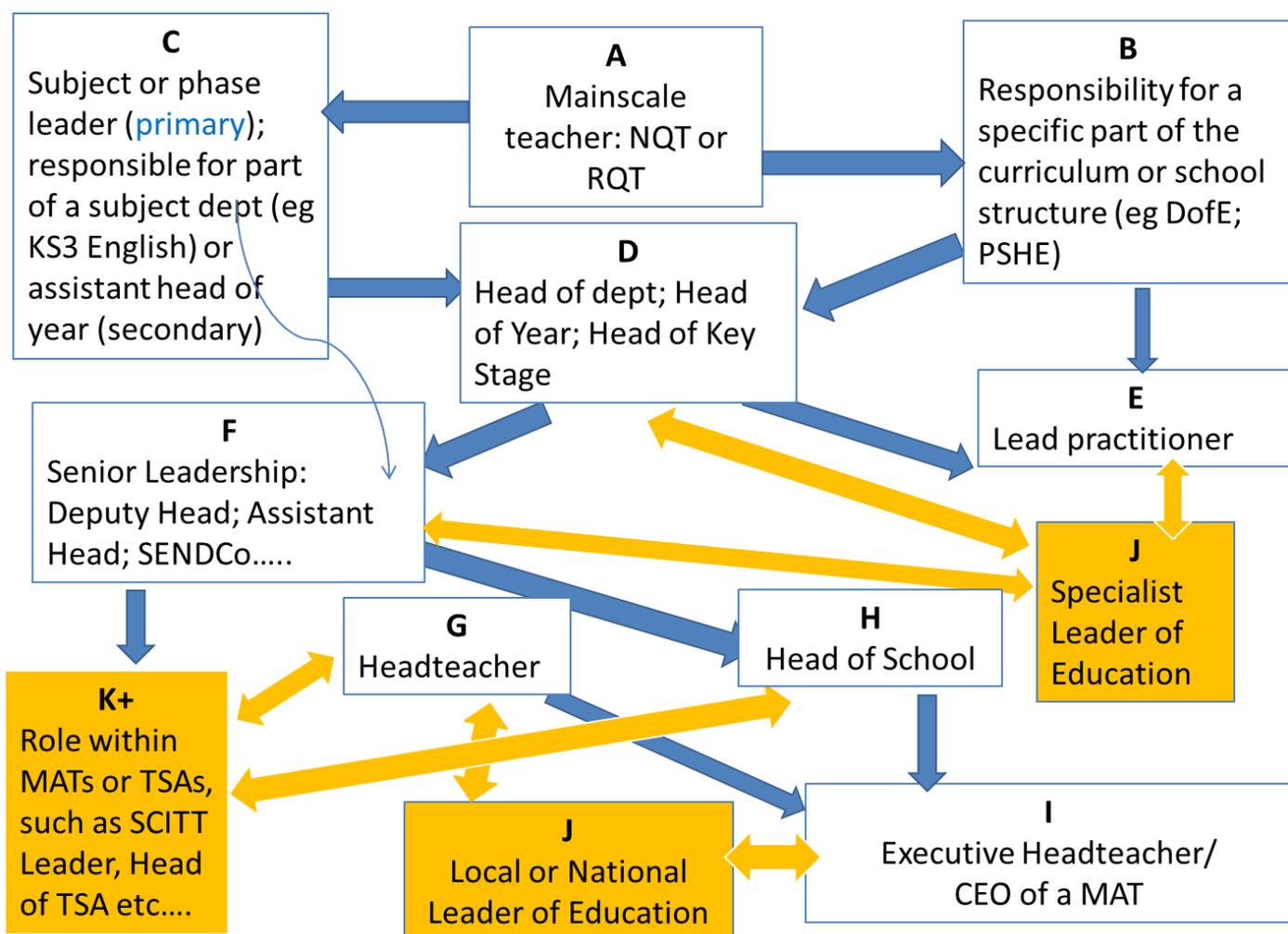


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Newly Qualified and **Recently Qualified** Teachers are a valuable asset to the school. NQTs, and those who have just completed their NQT year, often feel overwhelmed by the workload, and lack confidence in aspects of their practice, especially once they no longer have a mentor as they had during induction. They need nurturing!

What could the school do to support RQTs?

- ◆ Continue to provide them with a mentor on a more informal basis – perhaps they could meet once a half term, to discuss issues and for the mentor to suggest ideas.
- ◆ Set up a support network so that they have regular contact with other RQTs, either within the school/Trust or in the local area. This could be an online forum or a regular meeting.
- ◆ Invest in their ongoing professional development – support them in their areas of need but also in their areas of interest. There are lots of training opportunities for NQTs and RQTs, offered by local Teaching School Alliances and by the Local Authority. See [here](#) for details of what is currently on offer.
- ◆ If they would like to move into a leadership responsibility of some kind, arrange for them to shadow a particular postholder, in your school or outside it, or for them to have a mock interview for a leadership position and provide them with feedback.

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Responsibility for a specific part of the curriculum or school structure

Teachers can be offered responsibility for specific areas of the curriculum or school structure, either as a stepping stone towards one of the other [roles detailed in the diagram](#), or in a role unique to your school. This could be a permanent TLR, or rewarded with an honorarium or some extra PPA time, as appropriate and as agreed with the individual. Examples include responsibility for:

- ♦ Curriculum enrichment – eg school trips, ‘experience days’ etc.
- ♦ Duke of Edinburgh’s Award, Public Speaking Competitions or similar
- ♦ Student voice - interviewing students about their views of the school and their own experience
- ♦ A specific aspect of Teaching and Learning – an RQT could carry out some action research into a T&L method, or the use of a particular resource, and report on their findings at a staff meeting.

Look out for CPD opportunities which might support these roles: <https://www.cambridgeshiretsas.org.uk/>

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Subject or phase leader (primary); responsible for part of a subject dept (eg KS3 English) or assistant head of year (secondary); Head of dept; Head of Year; Head of Key Stage

Subject, phase and pastoral leaders generally have a specifically defined responsibility for their area, the details of which will vary according to the school setting. The role would usually include some responsibility for performance management of other staff, and accountability for the progress of the pupils.

How can the school support middle leaders?

Make sure that they are confident about:

- ♦ understanding and using data (for example RaiseOnline)
- ♦ lesson observation: what to look for, how to feed back and how to follow up
- ♦ people skills: how to manage and support other staff
- ♦ Provide a support network: an environment in which middle leaders can share concerns with and provide advice to each other.
- ♦ Invest in their ongoing professional development – support them in their areas of need but also in their areas of interest. There are lots of training opportunities, including National Professional Qualifications: see [here](#) for details of what is currently on offer.

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Lead Practitioner

This role varies from school to school, but generally describes a responsibility to model excellent practice and help others to achieve it, in a specific curriculum area. It has replaced roles such as Advanced Skills Teacher and Excellent Teacher.

How can the school support Lead Practitioners?

Make sure that they are confident about:

- ♦ lesson observation: what to look for, how to feed back and how to follow up
- ♦ people skills: how to manage and support other staff
- ♦ up to date research and pedagogy in their subject area
- ♦ Ofsted criteria for teaching and learning judgements.

Invest in their ongoing professional development – give them the opportunity to meet lead practitioners from other settings and share good practice. (This could be via an online forum). See [here](#) for details of what is currently on offer.

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Senior Leadership: Deputy Head; Assistant Head; SENDCo.....

These roles vary from school to school, but generally speaking an assistant or deputy head will have a specific whole school responsibility. Examples of job titles from online adverts include:

- ◇ Deputy Head: Teacher Student Welfare and Inclusion
- ◇ Deputy Head: lead on teaching and learning and assessment
- ◇ Deputy Headteacher: pastoral
- ◇ Assistant Head of School to lead on School Improvement
- ◇ Assistant Principal KS4 Achievement

Headteacher/Head of School

The role of Head of School is relatively new and generally used for an individual school within a Multi Academy Trust or Federation, which has an Executive Principal/CEO with overall responsibility for all the schools in the group.

How can the school support senior leaders?

There are professional qualifications which can be gained – the NPQH or the National Award for Special Educational Needs Co-ordinator (this latter is compulsory for SENDCos). See here for details of what is currently available.

Surveys of aspiring and new senior leaders indicate that **finance** and **HR** are two areas in which they feel the need for training and development.

Make sure senior leaders have regular opportunities to network with their peers – at informal meetings arranged with geographical neighbours, or via CSH and CPH, the two Cambridgeshire groups for secondary and primary headteachers.

Encourage senior leaders to develop and share their skills by becoming an SLE or LLE .

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Executive Headteacher/CEO of a MAT

There is no one job description for this, but generally it refers to the person who has overall responsibility for a group of schools, and not for one single school. Often when a group of schools enters into a formal partnership such as a MAT or a federation, it will appoint one of the Headteachers to this position, and the others will become 'Head of School'.

How can the Board of Trustees support an Executive Headteacher?

A new national professional qualification for Executive Heads is being developed for September 2017. Skills that are likely to be needed for this position include

- ◆ building a vision and culture across schools, ensuring it is translated into every level of school improvement
- ◆ change management and the importance of fostering cultures of collaboration
- ◆ undertaking strategic planning across multiple schools and setting organisational priorities
- ◆ effective use of data
- ◆ ensuring your vision is translated into teaching and learning strategies across schools
- ◆ finance and curriculum, including approaches across your schools
- ◆ staff management, the legalities of HR, and effective CPD programmes
- ◆ understanding effective models of governance across multiple schools and accountability structures.
- ◆ marketing, media training and community engagement

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Specialist, Local or National Leader of Education (SLE, LLE, NLE)

This is not a standalone role, but one that you can apply for if you are a successful senior leader or Headteacher.

An **NLE** will be an outstanding serving headteacher with at least 3 years of headship experience. His/her school will have been judged as outstanding by Ofsted, showing consistently high levels of pupil performance and progress or continued improvement over the last 3 years, and will have outstanding senior and middle leaders who have demonstrated that they have a strong track record and the capacity to provide significant support to under-performing schools

NLEs usually work with schools identified as being in need of significant improvement by the Department for Education, Ofsted, a teaching school or a local authority.

An **LLE** will have at least 3 years of experience as a serving Headteacher, and will have an Ofsted rating of at least good. His/her school will show consistently high levels of pupil performance or continued improvement and will have experienced senior leaders with capacity to work with other schools.

The majority of the work of a local leader of education is one-to-one support of another headteacher. Typical activities include: negotiating objectives for improvement; coaching and mentoring the headteacher to develop skills, judgement and professional effectiveness; supporting or arranging coaching or training for staff in the supported school.

An **SLE** will have been in a leadership role for at least 2 years and will have a successful track record of working effectively within his/her own school and/or across a group of schools, successfully using coaching and/or facilitation skills to bring about sustainable improvements.

SLEs focus on developing other leaders so that they have the skills to lead their own teams and improve practice in their own schools.

Details of how to apply for these roles can be found via the Teaching School Alliances' websites, links to which can be found [here](#).

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Roles within MATs or TSAs

Different institutions and groups of schools have different positions of responsibility. If a school is the Lead school of, or part of a Teaching School Alliance, it may need people to lead areas such as initial teacher training, or the TSA's CPD offer. Similarly, a Multi-Academy Trust may need people to lead cross-school networking, or to develop a particular area of need.

The CPD offer for Cambridgeshire from the Teaching School Alliances and the Local Authority can be found [here](#).

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CPD at Newton Primary School

In organising the development of CPD for staff at Newton Primary and its impact on the wider environment the following are taken into consideration:

the broad implications of CPD and the benefits it may have for individual staff, the wider team, colleagues and the pupils at our school

the impact on teachers' confidence and competence in their day to day work and ability to deliver high quality provision

how CPD may help staff stay engaged and strive towards excellence

Key questions to ask ourselves when implementing CPD

How does teachers' participation in CPD affect their practice and performance?

How does participation in CPD contribute to improvements in pupils' outcomes?

As a school can we identify examples of good or innovative practice in CPD?

As a school can we identify examples where CPD may have contributed to changes to an individual's practice and/or changes to the way care is provided either by a team or individual?

As a school can we identify examples of barriers encountered by individuals or organisations when implementing aspects of or learning from CPD and how these barriers can be overcome?

CPD AT NEWTON PRIMARY SCHOOL

TEACHER A

Teacher A was employed by the school as a Newly Qualified Teacher in September 2012 in Year 5 and 6. Following her successful NQT year, her maths teaching was noted as a strength by the school and external moderators and as a result the impact of her teaching was shown through the outcomes at the end of Y6. Through the St Neots Forum of Schools, teachers were invited to attend *Think Plan and Communicate Mathematically* (TPCM), a series of INSET sessions and professional development opportunities which were cascaded to other staff in the school. This led on to TPCM 2. Following this, the teacher was encouraged to apply for the MAST course and is now in the final stages of the MASTERS course with the University of Northampton. The project focus has been mathematics throughout, the development of reasoning and problem solving in maths, and vocabulary enrichment in mathematics. The impact of the CPD was linked with improvements in both teaching and learning and many of these were substantial.

The positive outcomes for the teacher have included increased confidence and competence in her day to day work and her ability to deliver high quality provision and strive towards excellence for herself and the pupils in her care. The outcomes in mathematics attainment and progress have also seen an upward trajectory resulting in 2016 of 94% achieving ARE+ and 44% achieving a scaled score of 110+ with a progress measure of +1.1.

Since the teacher has worked with other colleagues to develop maths in the school they report:

greater confidence in maths

enhanced beliefs amongst teachers in their power to make a difference to their pupils' learning

a greater commitment to changing practice and willingness to try new things; and enhanced knowledge and practice

The positive outcomes for the children were focused on measured improvement in:

demonstrable enhancement of pupil motivation to learn

more positive responses to specific subjects

improvements in performance such as improved test results

Further developments for the teacher are to work collaboratively with another small school and share her practice and expertise with other colleagues.

**focus on the National Standards for HLTA status improved staff development and deployment has given the HLTAs confidence in leading and managing visits with the schools external moderator eg: Personal development, behaviour and welfare
lead visits with other TAs in our small cluster of schools to share good practise
has enabled our HLTAs to take classes and so releasing teachers to develop middle leadership skills within their own subjects**

TEACHER B

Teacher B was employed by the school in September 2012 as a part time teacher covering PPA time. Her contract has changed over the years and she is now employed full time and has joint responsibility for a Year 5/6 class. In the past four years, she has shown a considerable desire for leadership progression which is hard to achieve in a small school.

Her first step to success was to undertake NPQML to develop middle leadership skills through learning how to implement whole-school policies with a school team in a systematic and consistent way, to develop her own leadership style and to further develop, improve and sustain high-quality teaching within a team and identify strategies to help close gaps in attainment. Alongside this the teacher has participated in the *Sustaining Healthy and Effective Leadership* programme, which has allowed her to participate in activities such as Myers Briggs, coaching, knowing and understanding leadership styles and how to adapt them to different circumstances.

This year Teacher B has moved into the NPQSL programme.

The positive outcomes for the school has been:

improved outcomes at the end of key points in English across the whole school

confidence in Teacher B enabling her to take on additional responsibilities in the school, to take responsibility in the absence of the HT and DHT

to lead a cluster of schools in the development of English in respect of moderation and standardisation activities

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The Diamond Learning Partnership Trust

The Trust is also a Teaching School Alliance, and runs its own NQT programme, delivered by Specialist Leaders of Education.

Co-ordinators of literacy, numeracy etc from individual schools run Professional Development Sessions across the whole Trust. NQTs are all given the chance to shadow a co-ordinator to understand the role and inform their own career progression.

RQTs are offered the opportunity to mentor School Direct trainees or NQTs.

Network meetings are held within the Trust – for example, all the Maths leaders meet together to work out what training is needed for all the teachers within the Trust; Independent School Improvement Advisers work with the less experienced/newly appointed Headteachers.

One career opportunity unique to the DLPT is that of **School Improvement Teacher**: a non-teaching post which involves supporting teachers or subject areas where they might be struggling to improve. This role is similar to that of an Advanced Skills Teacher or Lead Practitioner, but is not necessarily subject-specific. See below for a description of her role from a current SIT:

I have worked for the Diamond Teaching School Alliance as a School Improvement Teacher for the past 4 years and I feel very fortunate to be in the position of supporting Leaders and teaching staff to help develop practices and improve the provision for learners in our schools.

The role is extremely varied and, as well as providing the rewarding experience of developing skills and knowledge in teaching, I feel I also learn a huge amount from working with a range of personnel from a variety of backgrounds and experience.

A large part of the role is coaching and mentoring individual teachers to help them improve their practice in the classroom. This involves coaching discussions to identify the colleagues needs and evaluate current practice; learning walks to familiarise with an individual's working style; supported planning; team-teaching and modelling of effective strategies to support learning and monitoring the long-term sustainability of the improvements made. I have found this cycle of support to be extremely effective in bringing about rapid improvements in teaching and learning, as well as being a supportive and hands-on approach to staff development and the monitoring of practice.

In addition to working with individuals, I am also involved in carrying out Teaching and Learning Review across a whole school. This process involves working with School Leaders, evaluating all aspects of learning from classroom practice through to attainment and progress. In doing this, I am able to advise Leaders on key strengths and areas for development that will make a difference to pupil outcomes.

Following on from the support given in class and the Teaching and Learning Review process, I am heavily involved in designing and delivering training programmes for the Trust to target identified areas for development.

As well as the challenge this role provides, I thoroughly enjoy being involved in this continuous cycle of improvement and find the balance of hands-on classroom support and contribution to strategic Leadership a highly motivating and rewarding experience. I would recommend this route to anyone looking to further their teaching and leadership career in an innovative way.

The Cambridge Meridian Academy Trust (CMAT)

One of CMAT's core values is 'valuing people': as part of this they have developed a retention strategy underpinned by the following principles:

CMAT will offer career education, information and guidance for all staff;

CMAT will, by agreement, promote, foster and enable staff to move within and between Trust schools

CMAT will actively promote, through performance management, the opportunities for development offered through training and progression in other Trust schools.

To ensure adherence to the principles above, CMAT will offer:

- A mentoring and coaching programme to those who line manage;
- A tailored personalised career development plan;
- Systems and processes to enable staff to move between schools either full time or on secondment;
- A learning directory of CPD opportunities within the Trust, including those offered by the Teaching School Alliance and other CMAT associated training providers including Eastern Leadership Centre.

An NQT and RQT programme has also been developed which includes:

- ⇒ Three CMAT wide development meetings including training on behaviour management and on career progression within CMAT;
- ⇒ Visiting another school within the Trust to carry out a peer observation and a learning walk, focusing on how the school promotes CMAT's core values;
- ⇒ Gaining the CAMSTAR qualification which includes core and personalised reading and presentation to CMAT senior leaders on an aspect of pedagogy.

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