



**EVERY CHILD  
DESERVES TO GO TO  
A GREAT SCHOOL**

# Career Pathways

## Saffron Academy Trust Primary Schools



# Introduction

At Saffron Academy Trust, we believe that every child deserves to go to a great school, and to ensure we have great schools, we need great teachers. Our teachers are our most valued and vital resource, and we are committed to identifying, developing and nurturing talent and providing opportunities for growth, development and progression at all stages for all teachers.

All Early Career Teachers receive a robust package of training designed to help them fully master the craft of the classroom. Beyond this, our 5 Career Pathways programme maps the different roles and opportunities open to teachers within primary schools in the trust so that they can shape their own career.

## 5 Career Pathways in Saffron Academy Trust

- Teaching Pathway
- Teacher Training and Coaching Pathway
- Teaching, Learning and Curriculum Pathway
- Pastoral, Behaviour and Culture Pathway
- Leadership Pathway

Our 5 Career Pathways programme outlines the different roles and responsibilities open to teachers and also allows for a flexible and intuitive cycle of continuous development which encompasses both accredited routes – including our NPQ package - alongside bespoke in-school opportunities which reflect the context of our settings and the dynamics of Primary teaching.

Although some teachers choose to follow one pathway, others like to embrace a range of challenges and find themselves moving between pathways and enriching their chosen pathway through research and development or by becoming system leaders.



# Accredited Development

## Early Career Teacher

A statutory programme for teachers in their first two years of teaching to run alongside statutory induction, provided in partnership with STSH & EDT

## Teachers

### Chartered College Certificate in Evidence Informed Practice

A 3-month programme for teachers and leaders to develop their understanding of evidence-informed practice and gain credits towards Chartered Teacher status

## Middle Leaders

### NPQ Leading Teacher Development

For those interested in developing the skills to successfully lead a subject, year group, stage or phase

### NPQ Leading Teaching

For those interested in becoming a teacher education and supporting teachers in school to expand their skills

### NPQ Leading Behaviour & Culture

For those interested in creating a culture of good behaviour and high expectations in which staff and pupils can thrive

### NPQ Leading Literacy

For those interested in how to effectively teach and promote literacy across the whole school, year group, key stage or phase

## Senior Leaders

### NPQ Senior Leadership

For those interested in developing leadership knowledge and expertise to improve outcomes for teachers and pupils in a school

### NPQ Headship

For those interested in developing the knowledge that underpins expert school leadership and applying it to become an outstanding headteacher

### NPQ Executive Leadership

For those interested in developing the expertise needed to become an outstanding executive leader, leading change and improvement across a group of schools or multi-academy trust

### NPQ Early Years Leadership

For those interested in developing expertise in leading high-quality early years education and care, as well as effective staff and organisational management

### NASENCO SEND Award

For those interested in specialising their practice to provide expert coordination and strategic support for pupils with additional needs

# Early Career Teacher

As an early career teacher (ECT) within Saffron Academy Trust, you can feel confident that your training and development will be of paramount importance, and that you will have the time, tools and support you need to succeed.

Our ECT Programme is delivered over a carefully sequenced two year period, building on your foundational knowledge through to more complex ideas and concepts. This immersive framework includes opportunities for revisiting, deepening and consolidating practice in line with your growing experience.

## Year 1 Overview

During the first year, you will benefit from a ringfenced timetable reduction of 10%, allowing you time to focus on developing your expertise through observation and directed study. You will also engage in weekly sessions with your mentor; these sessions allow time for personal reflection and professional discussion. In the first year, the ECF is divided into six modules and is designed to build upon the learning of your ITT year with the ongoing experiences of your teaching in the classroom. The modules include: establishing a positive climate for learning; memory and cognition in students; classroom practice – teaching and adapting; the importance of subject and curriculum knowledge; assessment, feedback and questioning; working with colleagues and parents. Each module includes a combination of videos, online materials and reading to support your reflection on your practice. Your mentor will also work with you using the same materials to help you apply them to your own lessons and classes. In the spring term of your first ECT there is also an all-day conference where you can meet other ECTs and share your experiences.

## Year 2 Overview

In year two, your timetable will be reduced by 5% - this is a new element in our induction programme. Saffron Academy Trust recognises that you are still embedding and refining your practice at this stage in your career. As part of this recognition you will be supported by modules 7 to 12 of the ECF which revisit the themes of the modules in year 1 but in a manner that is designed to deepen your expertise within the very specific context of your department. Where possible, you will work with the same mentor to ensure the experiences of year 1 are built upon and consolidated. The second year of teaching is an exciting time and the ECF is a key element providing reflection as you grow professionally and begin to think about your next steps.

## Next Steps: Chartered College - Certificate in Evidence Informed Practice

The *Certificate in Evidence-Informed Practice* is perfect for teachers wishing to further develop their understanding of evidence-informed practice and gain recognition for their expertise. This qualification is perfect for teachers with 3 to 6 years of experience, and successful completion awards participants with a certificate in evidence-informed practice and credits towards Chartered Status.



# Teaching Pathway

## Who would suit this pathway?

Career progression does not have to mean stepping out of the classroom. Teaching is at the very heart of what we do and there are a wealth of options to diversify and progress while maintaining your focus on your class.

This pathway is ideal for passionate classroom practitioners, interested in perfecting their craft, showcasing their expertise and working towards sharing their practice to inspire, support and develop others.

They might be interested in working towards leadership of either a subject or a key stage, or leading teaching and learning more widely across a school.

### Spotlight on ECT Mentoring

The Early Career Framework is where *golden thread* of professional development begins, and underpins excellence in our schools. Mentors are at the heart of the process, supporting practitioners as they navigate their first teaching posts, and providing expert guidance on Quality First Teaching principles. Mentors benefit from full training on all aspects of the role, including coaching for impact.



**“Teaching is the most rewarding and exciting profession and I love the excitement and creativity that being in the classroom offers. As a lifelong learner, I am always challenging myself to be at the forefront of developments in education and enjoy innovating my practice through research and new initiatives. I am passionate about my practice, and would love to positively impact others through sharing my knowledge and experience.”**

# Teacher Training & Coaching Pathway

## Who would suit this pathway?

Outstanding teachers need outstanding teachers – not only to inspire them but to lead, guide and train them. Through collaborative coaching to one-to-one mentoring, this pathway is suited to teachers who are keen to use their knowledge and expertise to develop the next generation of teachers.

Practitioners following this pathway have excellent interpersonal skills, high levels of emotional intelligence and an ability to positively influence change.

## Spotlight on NPQLTD - Leading Teacher Development

This 12 month programme has a strong focus on effective mentoring and coaching of teachers at various stages in their careers - in particular ETC's.

Participants will learn how to sequence and implement ongoing professional development which meets the needs of the whole school while supporting individual teachers.



**“I felt so lucky to have a fantastic mentor when I was training, and the example they set along with the knowledge they imparted still impacts my practice today. I would love to positively influence someone’s journey into the profession and help them navigate their way through the challenges of the year. I would be interested in developing my skills as a coach and working with ECT’s in the future.”**



# Teaching Learning & Curriculum Pathway

## Who would suit this pathway?

This career pathway would suit teachers who are interested in developing a phase or subject specialism into leadership. They are passionate about subject knowledge and the pedagogical approaches to teaching as well as developing, implementing and evaluating approaches and policies that contribute to school improvement.

They also like to engage with educational research and are at the forefront of developments in practice.

Once this is identified, they want to share this expertise with their subject teams, supporting and guiding them to deliver the best classroom experience.

## Spotlight on NPQLT - Leading Teaching

Designed with busy teachers in mind, this blended Learning Programme provides participants with the knowledge, skills and expertise to lead high-quality teaching and curriculum development within their schools.

The learning programme is full of practical and tangible examples which can be implemented in your practice and delivered through a blend of online self-study materials to interactive conferences and seminars.



**“After becoming a Maths Subject Leader, I was invited to enrol on a Mastery Specialist course with the NCETM. Through participation in the programme, I became an expert in embedding mastery approaches into practice and supporting other schools in my area to develop, embed and sustain their mastery curriculum.”**

# Pastoral, Behaviour and Culture Pathway

## Who would suit this pathway?

Excellent pastoral care is an essential element of Primary practice, and one of the most rewarding roles in education. This career pathway would suit teachers who are committed to ensuring equality and equity in opportunity; professionals who understand the plethora of barriers to learning and strategies to overcome them and are sensitive to the diverse community they serve and supporting children and families to thrive.

Teachers following this pathway could also specialise in the leadership and management of recognised groups of children in a school environment, such as those identified as pupil premium or children with Special Educational Needs.

### Spotlight on NPQLBC - Leading Behaviour and Culture

This programme is for teachers and leaders who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.

Hallmarks of the course include developing whole school culture, managing complex behavioural needs and ensuring pupil wellbeing.



**“I came into teaching to make a difference to the lives of the children and communities I serve. I have always valued the importance of an holistic approach to teaching and learning and ensuring that every child has access to a high quality educational experience, regardless of barriers and background.”**



# Leadership Pathway

## Who would suit this pathway?

This career pathway would suit teachers who want a significant role in leading a school and in ensuring young people receive a first-class education. They will aspire to senior leadership, have an excellent knowledge of the life of a school and will be fascinated by school culture and wider educational debate. For those aspiring to Headship, it is desirable to have experienced a combination of curriculum and pastoral pathways in order to accumulate a broad understanding of school life.

### Spotlight on Leadership NPQs

**NPQ Senior Leadership:** for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.

**NPQ Headship:** for school leaders who are, or are aspiring to be, a Headteacher or Head of School with responsibility for leading a school.

**NPQ Executive Leadership:** for school leaders who are, or are aspiring to be, an Executive Headteacher or have a school trust CEO role with responsibility for leading several schools.



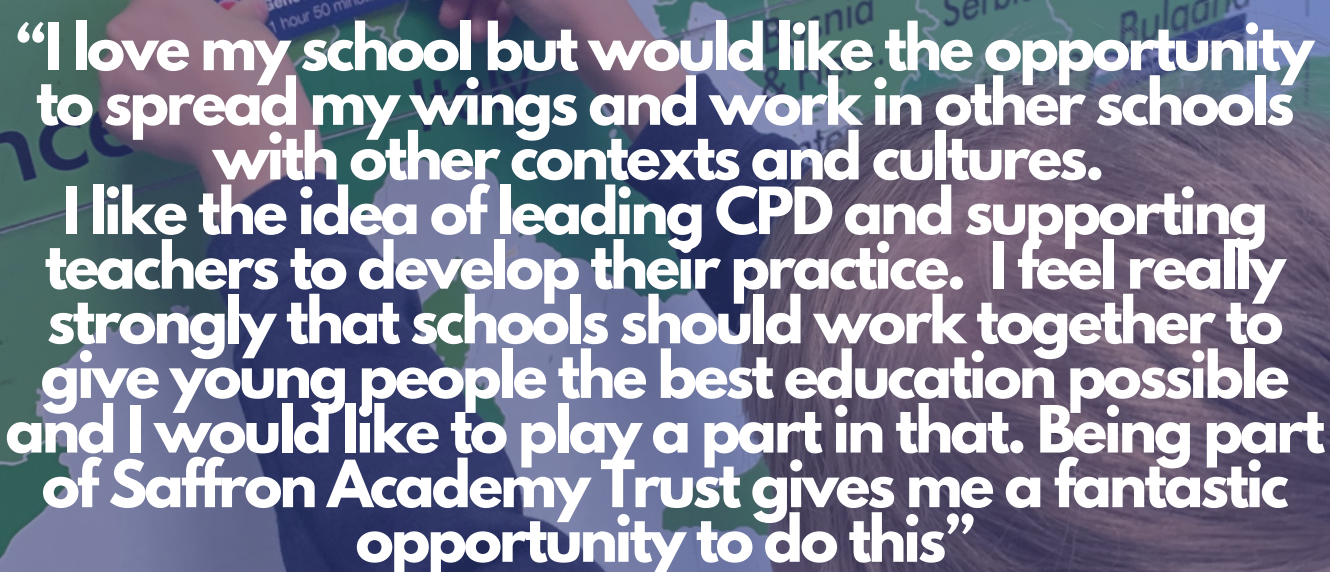
**“I like to challenge myself and think I would like to learn more about leadership. I want to know that I will be supported every step of the way in developing the knowledge, skill and confidence needed to take the next step. Ultimately, I like the idea of making a difference for young people and I want to be in position where I can make that happen ”**

# Enriching Your Pathway

## System Leadership

Saffron Academy Trust believes it has a responsibility to work in partnership with schools, both within the trust and beyond, to ensure they deliver the very best education to young people. As teachers become middle and senior leaders on their chosen pathway, they may have opportunities to become System Leaders, working beyond their own school to share successful practice with colleagues in another school, provide specialist coaching and play a critical role in driving school improvement. System Leaders are highly-skilled practitioners with an excellent knowledge of evidence-informed practice and finely-honed coaching skills.

- Specialist Leaders of Education (SLE) - experienced middle or senior leaders with a specialism, who work to develop other leaders so that they have the skills to lead their own teams and improve practice in their own schools
- Evidence Lead in Education (ELE) - experienced middle or senior leaders who understand what outstanding leadership of evidence-informed school improvement looks like and are skilled in helping other leaders to achieve it in their own context
- National leaders of education (NLE) - outstanding headteachers who, together with their national support school, work with schools in challenging circumstances

A photograph showing a person's hands holding a travel card over a map of Europe. The card is blue and white with a red and white circular logo. The map shows countries like Switzerland, Austria, Croatia, Serbia, and Bulgaria. The text is overlaid on the image.

**“I love my school but would like the opportunity to spread my wings and work in other schools with other contexts and cultures. I like the idea of leading CPD and supporting teachers to develop their practice. I feel really strongly that schools should work together to give young people the best education possible and I would like to play a part in that. Being part of Saffron Academy Trust gives me a fantastic opportunity to do this”**