

# Career Pathways

SAFFRON ACADEMY TRUST  
SECONDARY SCHOOLS



# Introduction

At Saffron Academy Trust, we believe it is our responsibility to nurture and grow our staff so that they can be fulfilled and successful. 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 the secondary 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

Not only does our 5 Career Pathways programme outline the different roles and responsibilities open to teachers, but it also captures further training, accredited qualifications, outreach opportunities and placements within other SAT schools that will help enrich knowledge and experience of education. 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.



# Early Career Teacher

As an early career teacher (ECT) within Saffron Academy Trust, we will make sure that your career gets off to the best start.

In year one, your timetable will be reduced by 10% to allow you the time to focus on developing your subject and professional expertise. You will have a weekly mentor session with your own departmental mentor; these sessions are opportunities to reflect on your experiences and practice supported by the Early Career Framework (ECF) programme.

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.

In year two, your timetable will be reduced by 5% - this is a new element in our induction programme. Saffron Academy Trust recognises that in year 2 you will be growing and developing as a teacher. 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.

## Instructional Coaching

**Every Saffron Academy Trust school has a team of trained Instructional Coaches who support teachers at all stages of their career: starting with Early Career Teachers. Instructional Coaching involves an expert working with a teacher in regular one-to-one sessions to gradually improve both their performance in the classroom and their students' learning.**

# Teaching Pathway

## Who would suit this pathway?

This career pathway would suit anyone who is a passionate classroom practitioner, interested in perfecting their craft and working towards sharing their practice to develop others.

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

## Spotlight on 'NPQLL'

**The NPQ Leading Literacy is for teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase.**



**“I love teaching and I love teaching my subject and definitely feel my career is in the classroom. I would like opportunities to really develop the craft of teaching and improve my classroom practice. I am passionate about my subject and would like to help early career teachers, perhaps by becoming a mentor. I would also enjoy leading CPD activities for the whole school and perhaps beyond at some point.”**

# Teacher Training & Coaching Pathway

## Who would suit this pathway?

This career pathway would suit teachers who are keen to use their experience and expertise to support the development of the next generation of teachers. They have a passion for getting the best out of others and a high level of emotional intelligence.

Teachers on this pathway could also use their skills to undertake further training and become a coach that supports others at all stages of their career.

## Spotlight on 'NPQLTD'

**National Professional Qualification for Leading Teacher Development (NPQLTD) – for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school, or specifically trainees or teachers who are early in their career.**



**“My experience of learning to teach has made me certain that I want to help others on that journey. I’ve heard a lot about coaching and doing some training in this area is something that I would love to do. I feel I would be a good mentor and could see myself doing a qualification in teacher training at some point.”**



# Teaching Learning & Curriculum Pathway

## Who would suit this pathway?

This career pathway would suit teachers who are interested in developing their subject specialism into leadership. They are passionate about the curriculum of their subject - not just what is taught but how it is taught.

They also like to engage with educational research and debate about the teaching of their subject to understand what makes for the very best 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'

**National Professional Qualification for Leading Teaching (NPQLT) – for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.**



**“I have always loved my subject and would eventually like to be a Head of Department; I would like opportunities that would help me build towards this goal. I am really interested in curriculum design and know I would need to learn more about managing people so would like training to do this and perhaps a chance to put theory into practice. I also want to learn about how you lead curriculum and teaching in my subject ”**

# Pastoral, Behaviour and Culture Pathway

## Who would suit this pathway?

This career pathway would suit teachers who want to become pastoral leaders. They are interested in the development of the child and keen to develop a culture and environment in which everyone can thrive.

Teachers on 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 with SEND.

## Spotlight on 'NPQLBC'

**National Professional Qualification for Leading Behaviour and Culture (NPQLBC) – for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.**



**“I came into teaching to make a difference and I have always wondered if the pastoral route is for me. I love the idea of perhaps one day being a Head of Year and having my own year group. I also feel passionate about making sure every child gets the best education possible and I would like to play a part in making this happen.”**

# Leadership Pathway

## Who would suit this pathway?

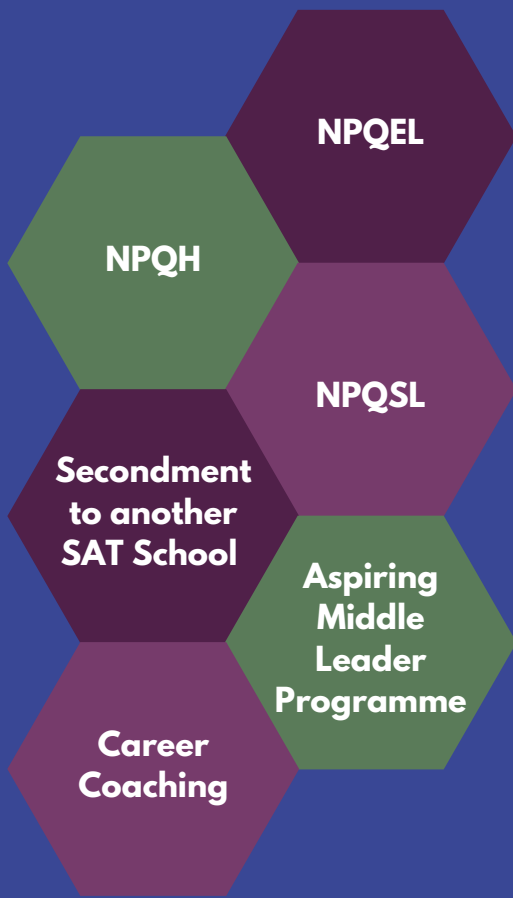
This career pathway would suit teachers who want a significant role in leading a school and in ensuring young people receive a first-class education. They will aspire to senior leadership, have an excellent knowledge of the life of a school and will be fascinated by school culture and wider educational 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

**National Professional Qualification for Senior Leadership (NPQSL)** – for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.

**National Professional Qualification for Headship (NPQH)** – for school leaders who are, or are aspiring to be, a Headteacher or Head of School with responsibility for leading a school.

**National Professional Qualification for Executive Leadership (NPQEL)** – 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”**



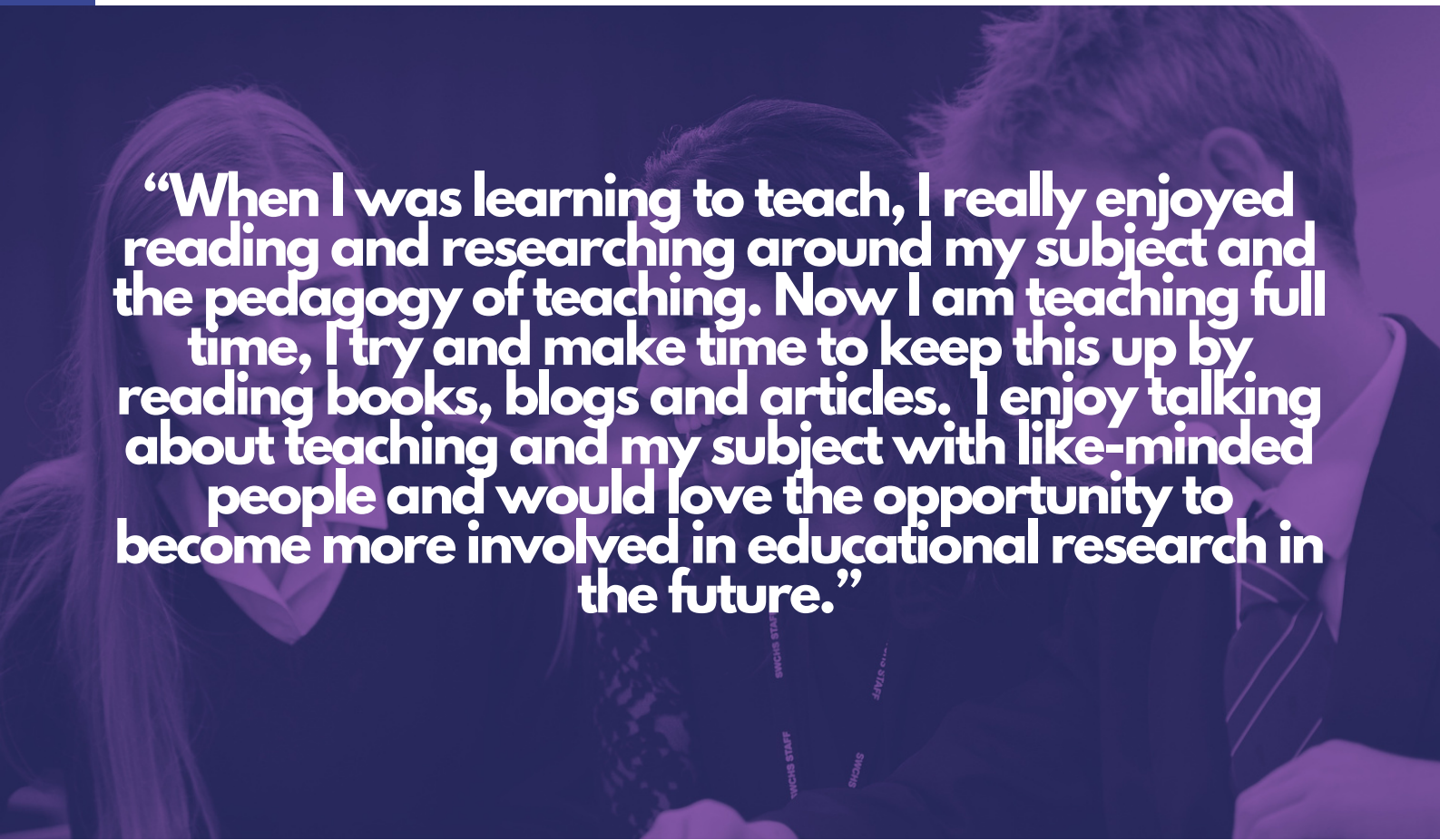
# Enriching Your Pathway

## Research and Development

Saffron Academy Trust recognises the vital importance research and development plays in the life of our schools. All teachers are encouraged to become scholars of their subject, cultivating a research-based approach to developing their practice. We encourage teachers to ask challenging questions about 'what works' and engage with wider educational debates.

Whether teachers choose to follow curriculum, pastoral, or leadership pathways, we actively support them to engage with research and development as part of their professional learning.

As a starting point, teachers can attend 'Teach Meets', 'Subject Networks', participate in whole school training or engage with blogs and articles. As confidence and knowledge grows, they can lead whole school training, take on an action-research project, undertake a post-graduate degree or play a part in national research projects with Saffron Hub.



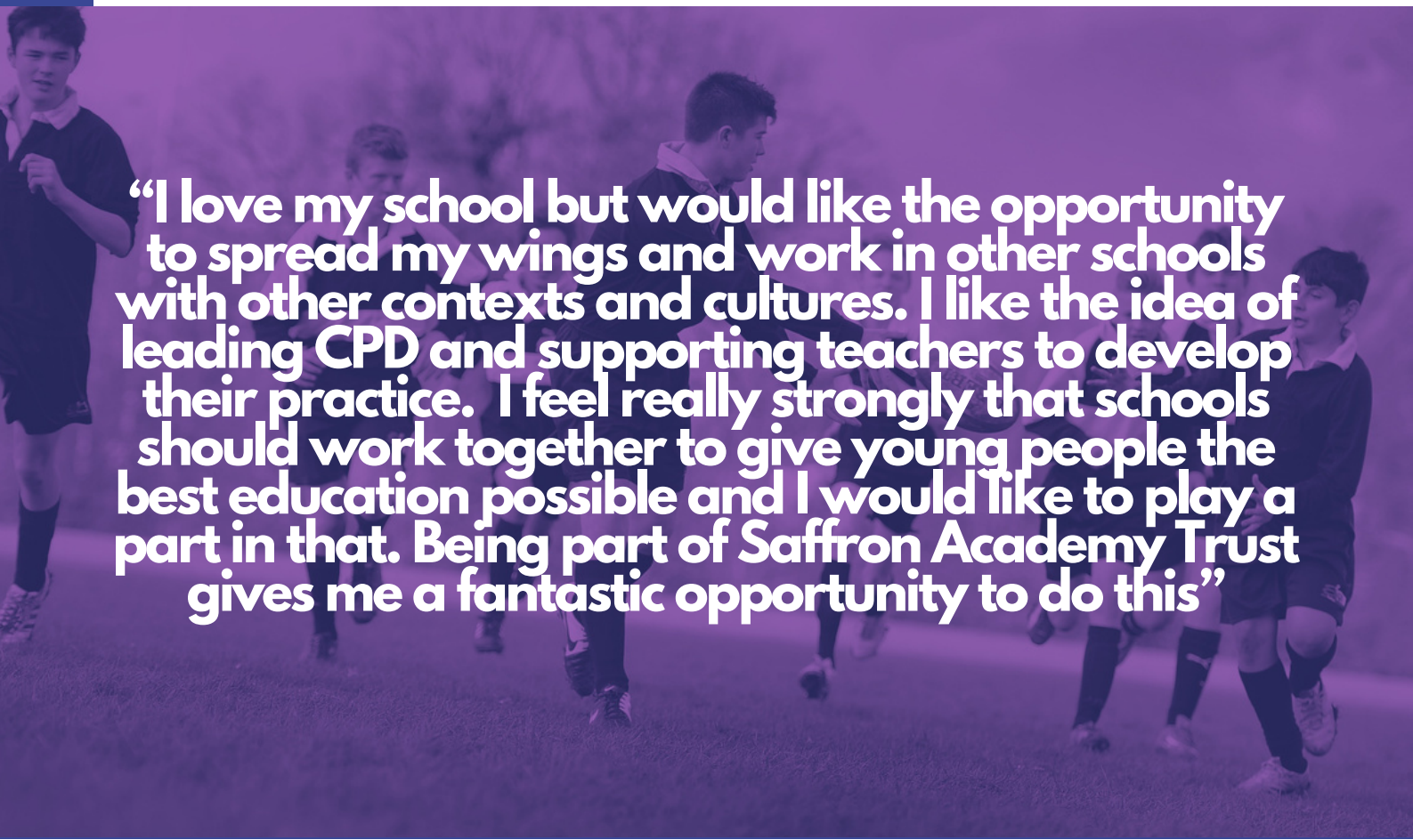
**“When I was learning to teach, I really enjoyed reading and researching around my subject and the pedagogy of teaching. Now I am teaching full time, I try and make time to keep this up by reading books, blogs and articles. I enjoy talking about teaching and my subject with like-minded people and would love the opportunity to become more involved in educational research in the future.”**

# 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



**“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”**