



Hoo St Werburgh Primary School & Marlborough Centre Career Pathways



Aims of the pathways:

- To provide real career progression for staff within our school.
- To ensure good transition arrangements for key roles and opportunities to gain experience through our shadowing programme.
- To ensure that leadership at all levels within school is of good quality.
- To help staff to develop their skills within our school and be in a position to share those skills more widely if they leave us.
- To retain good staff and their skill set through making them feel valued.
- To encourage potential teachers to join the profession and good teachers to take their first steps into leadership positions.

Apprenticeship pathway For: those wishing to explore a career in education

We offer a 2 year apprenticeship to become a specialist sports TA NVQ 2. These trainees undertake the normal TA role in class, supporting all subjects and delivering interventions but also gain coaching qualifications and support the delivery of PE across the school. At the end of the apprenticeship trainees join our TA team and become mentors for our next cohort of apprentices.

TA pathway For: All TAs in school

We offer fortnightly dedicated TA meeting and training sessions using our 'TA toolkit'. All TAs are trained to our own set of standards and expectations in addition to being qualified. The toolkit supports TAs to evidence the impact of their work on pupil outcomes.

Specialist TA pathway For: TAs who show aptitude in a specialist area.

We support specialist training for TAs who can manage and deliver their own programmes.

Examples of this are:

1st Class at number
Phonics (RWInc)
Sports

Numbers counts
Project x code

Speech and Language
Numicon

HLTA pathway For: TAs who wish to develop their role further within school

We support TAs to train as HLTA using a range of external providers.

All HLTA posts are advertised and staff go through a competitive process to retain its status. Appointment to an HLTA role is not automatic following qualification.

Teaching pathway For: HLTA and TAs with an aptitude for teaching

We support these staff members to train to become teachers within or beyond the school.

This can be through School Direct for those with a degree or on the part-time Canterbury Christchurch University (CCCU) 3 year undergraduate programme. We offer school based teacher training, time off for placements and have 3 trained mentors on the staff.

Leadership pathway For: All class teachers and middle leaders

We build in opportunities so subject leadership development is not a list of jobs that subject leaders 'do' it is a series of experiences that help them grow into their leadership role and 'own' their subject. For those taking their first steps into subject leadership the IoE Early Leadership programme is arranged locally through our teaching school alliance.

We follow a fairly standard pattern of development for our subject leaders. These experiences are cumulative and are usually undertaken in the following order

- Mini project (in-school) e.g. newspaper, digismart, club
- Mini project (network) e.g. Heritage film project / shared focus with local subject network
- Joint monitoring e.g. book look/observations with middle & senior leaders
- Joint data trawl – September & February
- Supported whole school initiative – e.g. healthy schools, global links
- Staff meeting time – e.g. moderation, CPD, project launch
- Feedback to governors and SLT as appropriate
- INSPIRE / PROFILE RAISING e.g. organising a whole school event – values week
- Engagement with action research with optional accreditation through CCCU

We have a specific set of subject leadership support materials and a training session which is repeated each year to complement the external leadership training brokered by school. Facilitated subject leader time during the year allow joint working and peer scrutiny between main school and Centre. Engaging with HEI and school based research is a key part of this strategy. Particularly using design based action research.

The leadership pathway includes delivery of local sessions for NPQML and NPQSL as part of an accredited programme or progression to 'widening leadership' with the IoE. All staff are supported and funded to apply if they wish. This also includes other leadership programmes such as Ambition School Leaders which has become our preferred route for middle to senior leadership development.

Our shadowing programme means that staff interested in a particular leadership role can be appointed as the 'shadow' which means they work alongside that leader to develop their skills to either step in when that leader is promoted or apply for that role in another organisation.

Impact 2014 – 2017

Impact is monitored to ensure that the programmes in place are resulting in staff progression, recruitment and retention where needed.

Staff	Outcome	Benefits
Cleaners/Kitchen staff/Midday Meal supervisors/parent volunteers	5 are now TAs	Providing staff who are fully signed up to the school's vision, values and high expectations from the start.
Apprentices (3 teenage recruits every 2 years)	3 have completed the programme and are now qualified TAs. 3 are currently undertaking training with us.	Providing strong male role models in our female heavy primary setting. We are now able to access funding to run this programme through the apprenticeship levy as we are part of a trust.
TAs/HLTA	All have or are undertaking L3 NVQ, 4 have entered teacher training (2 with us)	Their coursework aligns with the school development plan and contributes to improving the school. NVQ courses are fully funded so no cost to the school.
School Direct	5 teachers trained across main and special plus 2 more from Sept 2018	Enables us to identify talent and retain it. More recently we have been able to source and train talented TAs from across our trust.
Teachers	Leadership posts at all levels in school are the result of internal promotion of teachers	The leadership team have high credibility with staff and are fully behind the school's vision, values and the drive to improve.
Middle leaders	4 assistant headteachers have secured promotion to senior leadership (externally and internally)	This has extended our network and allowed effective joint working for example sharing training sessions and sharing expertise. Freeing up middle leadership posts has allowed us to promote and retain our talented

Training and accreditation

- 10 x Early Leadership
- 4 x NPQML, 2 X NPQSL, 1 x NPQH
- 2 x Ambition School leadership
- 1 x Widening school leadership (IOE)
- 5 x school direct
- 4 x NVQ 3
- 4 x research projects involving various staff across the school (Spoken English/Written English, Peer maths tutoring, maths assessment, Growth Mindset)

All advertised vacancies have been filled since the launch of this programme, recruitment is no longer a problem for the school.