



THE  
**NEW GUILD**  
TRUST

Career Progression Plan

This policy has been adopted on behalf of all academy schools in The New Guild Trust:

**Moorpark Junior School**  
**Jackfield Infant School**  
**Alexandra Junior School**  
**Alexandra Infants' School**

**Approval and Review**

Committee to Approve Policy	Trustee Board
Date of Trustee Board / Academy Committee Approval	June 22
Chair of Trustee Board / Academy Committee	Mrs L Eagle
Signature	<i>L. Eagle</i>
Accounting Officer	Mrs K Peters
Signature	<i>K. Peters</i>
Policy Review Period	12 months
Date of Policy Review	June 2023

<b>Version Control</b>			
<b>Version</b>	<b>Date Approved</b>	<b>Changes</b>	<b>Reason for Alterations</b>
Initial	Jan 2021	New policy.	
	May 2022	No changes.	



# THE NEW GUILD TRUST

The New Guild Multi Academy Trust is committed to providing a wealth of CPD opportunities for staff across a range of stages in their careers. The CPD we offer is varied and responds to the needs of the schools, the staff and the Multi Academy Trust. Staff from across the MAT access a shared CPD calendar and are able to attend CPD offered by any of the schools within The New Guild Trust.

The New Guild MAT leads a 3 year Teaching and Learning cycle, which is shared by all schools, and this drives part of the CPD programme. Our Teaching and Learning focus, Responsive Teaching, is at the heart of our CPD.

Examples from The New Guild Trust MAT CPD include:

<u>Role</u>	<u>Career Development Steps/Expectations</u>	<u>Other Information</u>
<p><b>Career Path into Teaching</b></p>	<p>To access the following training the staff member must have a foundation degree or equivalent and have experience of working as a HLTA.</p> <ul style="list-style-type: none"> <li>• Assessment only route supported by Keele.</li> <li>• Teach First.</li> <li>• Teacher Apprenticeship – delivered through Wolverhampton/Derby Universities.</li> <li>• KNSTE – supported by Keele University</li> <li>• Opportunity to access training in all schools across the MAT and complete teaching placements in all Key Stages.</li> <li>• All schools are able to host teacher training placements.</li> <li>• Personal mentor and coach.</li> <li>• Access to all CPD in school.</li> </ul> <p>Expectations:</p> <ul style="list-style-type: none"> <li>• Regular check-ins with mentor.</li> <li>• Meet all deadlines for submission.</li> <li>• Attend all face to face sessions and training opportunities.</li> <li>• Meet all targets set and provide evidence.</li> <li>• Successful completion of the course.</li> </ul>	<p><a href="https://knste-shaw.org.uk/assessment-route/">https://knste-shaw.org.uk/assessment-route/</a></p> <p><a href="https://www.wlv.ac.uk/business-services/apprenticeships/apprenticeship-courses/postgraduate-teaching-apprenticeship-primary--secondary/">https://www.wlv.ac.uk/business-services/apprenticeships/apprenticeship-courses/postgraduate-teaching-apprenticeship-primary--secondary/</a></p> <p><a href="https://www.derby.ac.uk/apprenticeships/level-6-teacher-apprenticeship/">https://www.derby.ac.uk/apprenticeships/level-6-teacher-apprenticeship/</a></p> <p><a href="https://knste-shaw.org.uk/">https://knste-shaw.org.uk/</a></p>

<p><b>NQT</b></p>	<ul style="list-style-type: none"> <li>• Bespoke training through MAT. Access to accredited teaching school/awarding body: C2C, Paisley, Potteries Teaching Alliance.</li> <li>• Access to MAT Network Group.</li> </ul> <p>Expectations:</p> <ul style="list-style-type: none"> <li>• Regular check-ins with mentor/coach.</li> <li>• Seek support/advice from specialist for specific subject areas.</li> <li>• Meet termly set targets.</li> <li>• Evidence to show the meeting of all teachers' standards.</li> </ul>	<p><a href="https://c2cteachingalliance.co.uk/nqt-development-programme-201819/">https://c2cteachingalliance.co.uk/nqt-development-programme-201819/</a></p> <p><a href="https://potteriestsa.org.uk/itt-and-nqt/">https://potteriestsa.org.uk/itt-and-nqt/</a></p> <p><a href="https://www.painsleytsa.co.uk/Early-Career-Teacher-Support/">https://www.painsleytsa.co.uk/Early-Career-Teacher-Support/</a></p>
<p><b>RQT/Subject Leader</b> <b>MPS</b></p>	<ul style="list-style-type: none"> <li>• Access to MAT Network Group.</li> <li>• Bespoke training programme, including coaching and mentoring and all areas of subject leadership development. (EYFS – Year 6)</li> <li>• School-to-school good practice visits.</li> <li>• Access to external CPD opportunities as identified on individual CPD plan/MAT development needs.</li> <li>• Opportunity for funded NPQML accreditation.</li> </ul> <p>Expectations:</p> <ul style="list-style-type: none"> <li>• Triangulation of own teaching and learning is at least good.</li> <li>• Triangulation of evidence to show impact on teaching and learning in area of subject leadership.</li> <li>• Work closely with SLT coach/mentor and reflect on and implement the development points agreed.</li> <li>• Annual/termly reports to the Local Community Governing Body (LCGB) and Link Governor.</li> <li>• Keeping staff up to date with the latest research and good practice for their subject area(s).</li> <li>• Seeking own opportunities to conduct evidence based research to improve practice.</li> </ul>	<p><a href="https://www.gov.uk/guidance/national-professional-qualification-for-middle-leadership-npqml">https://www.gov.uk/guidance/national-professional-qualification-for-middle-leadership-npqml</a></p>

	<ul style="list-style-type: none"> <li>• Lead network groups across the MAT.</li> <li>• Work alongside School Business Manager/SLT to manage the impact of funding.</li> <li>• To demonstrate drive and a clear vision for your subject area e.g. Lead staff meetings, audit CPD needs and address gaps, strong role model for their subject etc.</li> </ul>	
<p><b>UPS 1</b></p>	<p>As above and:</p> <ul style="list-style-type: none"> <li>• Coaching and mentoring training to support the development of other leaders in school.</li> <li>• Provide a support network of experienced leaders.</li> <li>• The freedom to implement evidence based research.</li> <li>• A pathway into Senior leadership (see below box).</li> </ul> <p>Expectations:</p> <ul style="list-style-type: none"> <li>• Make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards. E.g. proactively promoting the ethos of the school and ensure it is maintained by all staff and be prepared to discuss issues with staff and pupils where the vision and values are not being observed.</li> <li>• Teachers are expected to contribute significantly to implementing work based policies and practice.</li> <li>• They will demonstrate consistently outstanding/good teaching which can be modelled to others.</li> <li>• To inspire, communicate and implement a clear vision for your subject area. E.g. Clear rationale for each subject identified, based on the needs of the school...what makes history unique to your school? How does it impact on the children's lives?</li> </ul>	

<p><b>UPS 2</b></p>	<p>As above and:</p> <p>Expectations:  <b>Progression on UPS is based on two successful consecutive performance management reviews.</b></p> <p>A successful performance review as prescribed by the appraisal regulations involves a performance management process of:</p> <ul style="list-style-type: none"> <li>• Performance objectives</li> <li>• Classroom observation</li> <li>• Other evidence</li> </ul> <p>To ensure that the achievements and contribution have been substantial and sustained, that performance review will need to assess that the teacher has:</p> <ul style="list-style-type: none"> <li>• Continued to meet threshold standards; and</li> <li>• Grown professionally by developing their teaching e.g. evidence of self-evaluation and the impact of this, coaching and mentoring across the school and within a variety of circumstances.</li> <li>• Expertise post threshold e.g. what whole school impact can be demonstrated?</li> </ul>	
<p><b>UPS3</b></p>	<p>As above and:</p> <p>Expectations:  UPS3 teachers are expected to proactively play a <b>critical role</b> in the life of the wider school and across the Trust to secure the best possible outcomes.</p> <ul style="list-style-type: none"> <li>• Provide a role model for teaching and learning across the Trust.</li> <li>• Make a distinctive contribution to the raising of pupil standards including and beyond their own classroom.</li> <li>• Contribute effectively to the work of the wider team.</li> <li>• Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.</li> </ul>	

<p><b>Senior Leadership</b></p>	<ul style="list-style-type: none"> <li>• SLE.</li> <li>• NPQSL/NPQH.</li> <li>• MAT2MAT work with other MATS.</li> <li>• Good practice visits across the MAT.</li> <li>• Coaching and mentoring on identified areas of development for next stage in career.</li> </ul> <p>Expectations: As above plus:</p> <ul style="list-style-type: none"> <li>• Lead the improvement of agreed areas from the School Development plan (SDP).</li> <li>• Engage professionally with all stakeholders.</li> </ul>	<p><a href="https://www.gov.uk/guidance/national-professional-qualification-for-senior-leadership-npgsl">https://www.gov.uk/guidance/national-professional-qualification-for-senior-leadership-npgsl</a></p> <p><a href="https://www.gov.uk/guidance/national-professional-qualification-for-headship-npqh">https://www.gov.uk/guidance/national-professional-qualification-for-headship-npqh</a></p>
<p><b>Support Staff – Office</b></p>	<p>Admin Apprentice</p> <ul style="list-style-type: none"> <li>• Level 2 Administration qualification progressing to role within office as Admin assistant.</li> </ul> <p>Admin/Finance assistant – office/reception</p> <ul style="list-style-type: none"> <li>• Level 2 Administration Qualification</li> <li>• School Administration Foundation certificate (SAFC)</li> </ul> <p>Academy Secretary</p> <ul style="list-style-type: none"> <li>• Level 2 Administration Qualification/Level 3 Administration Qualification</li> </ul> <p>Office/Admin Manager</p> <ul style="list-style-type: none"> <li>• Level 3 Administration Qualification.</li> <li>• Certificate in School Business Management (CSBM Level 4 Diploma)</li> </ul>	<p><a href="https://www.sbmpartnership.org.uk/level-4-diploma-csbm/">https://www.sbmpartnership.org.uk/level-4-diploma-csbm/</a></p>



	<p>Finance Officer</p> <ul style="list-style-type: none"> <li>• Certificate in School Business Management (CSBM Level 4) - Can complete individual unit on Finance and/or HR.</li> </ul> <p>SBM – now called Business Operations Manager</p> <ul style="list-style-type: none"> <li>• Level 3 Administration Qualification.</li> <li>• Certificate in School Business Management (CSBM Level 4).</li> <li>• Diploma in School Business Management (DSBM Level 5 Diploma).</li> <li>• CIPFA – Financial Reporting for Academies.</li> <li>• Association of Accounting Technicians (AAT) – Level 2, 3.</li> </ul>	
<p><b>Premises Officer, Assistant or Manager</b></p>	<p>Premises Officer</p> <ul style="list-style-type: none"> <li>• Annual site training - LA provided.</li> <li>• Annual Working at Heights/COSHH/Manual Handling/Fire Safety/ Legionella/Asbestos training.</li> <li>• Managing Health and Safety in schools training/Certificate (may also be offered by LA).</li> </ul>	<p><a href="https://www.forumbusinesstraining.co.uk/product/managing-health-and-safety-in-schools-certificate/">https://www.forumbusinesstraining.co.uk/product/managing-health-and-safety-in-schools-certificate/</a></p>