

Information Pack Teaching Posts – Allhallows Primary Academy

*Chairman: Mr M Costello • CEO: Mr G Vyse
Maidstone Road • Rochester • Kent ME1 3EL
Tel: 01634 844008 • Fax: 01634 818303 • E-Mail: office@sjwms.co.uk
Company Registration No: 7569727
<http://www.thewilliamsontrust.co.uk/>*



CEO Welcome

Dear Colleague

I am delighted to welcome you to The Williamson Trust and our family of schools. We hope that the information we have provided will give you a flavour of our ethos and that you decide to join our exceptional and talented staff body.

We passionately believe that when we work together as members of a supportive, cohesive community built on aspiration, high expectations, and pride in their own and each other's achievements, there are no limits to what can be achieved. Our values and ethos are firmly rooted in traditional values with an uncompromising culture of no excuses, and we insist on high standards for staff and pupils. We mean this, we follow it and we refer to it every day because we believe in it. Every pupil matters, every pupil can achieve, every lesson counts. We make no excuses and we expect none from pupils or staff.

We offer staff a unique opportunity to experience other contexts and phases and to network with colleagues in other Trust schools. We will support you to be the best you can be. Great schools are built by committed staff who believe there is no ceiling to pupil's achievement. We know our staff within our schools work hard and aim to recognise this wherever possible. For all staff we take professional development seriously and have created career pathways to help you map out your career aspirations. Additionally, we provide an array of professional development programmes for our staff including NQT, middle and senior leader programmes supported by the MTSA. In October, we offer pupils and staff a two-week half term.

We want our teachers to concentrate on what they do best – teach. We have clear, consistent behaviour systems and every teacher has their own classroom. Our teachers plan the curriculum together allowing them to share expertise as well as the workload. This enables our teachers to retain autonomy in planning to meet the needs of their classes thereby developing a creative approach to teaching and learning. Our pupils will strike you with their confidence, respectful and caring manner. Together teaching and support staff form part of a vibrant, inclusive team which is helping to change our pupils' lives.

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Please look at our website, read our school inspection reports and think about what you would like from a school where you will build your career. We are very ambitious for our pupils who deserve the best. Many of our pupils start with disadvantages and we need to work hard to support them to realise their goals. Sometimes this success isn't won easily but you have opportunity to change the lives of pupils.

I am looking to recruit the very best teachers to join our committed, hardworking and talented team. In particular, if you are:

- An outstanding classroom teacher looking to make a difference to children's lives
- Looking for a real challenge and want to progress your career – we want to work with teachers who are ambitious for pupils and for self
- Want to be recognised professionally for your achievements and have access to professional development opportunities

- Truly believe that pupils are at the centre of everything we do and are willing to support pupils to succeed and really care about them
- Inspire pupils through the delivery of your teaching that empowers our pupils and allows them to unlock their potential to make the maximum progress.

We work in an external environment that is constantly changing where standards are incredibly high not only for our pupils but for our staff as well. Not only are we willing to invest in you but will do all we can to remove distractions and competing demands so that you can focus on teaching and learning.

We are looking for teachers at the start of their career, exceptional classroom practitioners who can complement our existing staff and those teachers who are looking for leadership opportunities. Our current team are highly reflective and many will be modest about their achievements. Your talent and ability will enrich our family of schools and further develop our practices.

As part of your decision making we are open to discussions around preferences in terms of the academy you would like to work for, each of our academies have their own unique character all working towards the same goal – that our children receive the best education they possibility can. We will also understand that staff may choose to work flexibility and will accommodate this wherever possible.

Please take time to read through the remainder of this document which will provide you with information on career pathways, NQT arrangements and professional development. If you require any further information on our vacancies or what we are looking for then please contact our HR Department (hr@wtrust.co.uk or 01634 251443). I look forward to receiving your application.



Mr G Vyse
CEO

1 Introduction

In this section of the recruitment pack you will find more information on:

- The Trust's vision and values
- Information about our academies
- Professional Development and Career Progression
- NQT Induction arrangements
- Retention Payments
- Safeguarding and Child Protection
- The recruitment process

2 Our vision and values

Our vision for The Williamson Trust is best summed up by our strapline:

“Aspire, Achieve, Excel”

Two unshakeable beliefs inform our work:

- Every child deserves to attend an outstanding school
- Every member of staff deserves exceptional challenge and outstanding support to enable them to perform to the best of their ability

We believe passionately that there is no ceiling to achievement, and that by working together across our family of schools to build capacity and share expertise, we ensure that all children and young people attain outstanding outcomes relative to their starting points, both in the taught and wider curriculum offer.

Through an unwavering focus on teaching, pupil progress, pastoral care and leadership, we enable all children and young people in Trust schools to enjoy their learning, develop 21st century skills, and succeed beyond their expectations, in their journey from nursery to university or its equivalent.

Alongside our commitment to partnership working, our schools and academies also maintain and develop their own unique story, ethos and identity, in a process that we describe as “autonomy in partnership”.

And, as well as outstanding opportunities for children and young people, we are able to give those who work for us unparalleled professional development opportunities, both by drawing on the resources of the Trust family of schools and as a result of our work as a Teaching School, through Medway Teaching School Alliance. We believe that The Williamson Trust is a great place to work and build a successful career and our ambition is to be the local employer of choice.

In order to make this happen, we have made some key promises to children, young people, parents, governors and staff to guide our work:

We promise that all children and young people will:

- Attend an outstanding school, or one that is on a clear trajectory to outstanding as a result of leadership that is rigorous in the pursuit of the very highest standards;

- Be supported in making better than expected progress in their learning as a result of teaching that is always good and often outstanding
- Will follow an engaging, challenging curriculum that meets their needs, and an outstanding programme of sport and cultural activities that enable them to develop lifelong interests;
- Will learn in an environment that is safe, orderly and supports their social, moral and spiritual development.

We also promise that:

- All staff will thrive as a result of exceptional personal development opportunities, underpinned by robust appraisal systems, expert coaching and access to research;
- All schools and academies will be supported by efficient and cost effective financial and ICT systems.

3 Our Schools

Our partner academies are:

- 3.1** Sir Joseph Williamson's Mathematical School, the founder member of the Trust, converted to Academy status in April 2011. There are 1210 students on roll – boys in years 7-11 and co-educational post 16. The school was rated 'outstanding' in all categories by OFSTED (2008). In 2010, it became a National Support School and in 2011, one of the first 100 National Teaching Schools. The Headteacher is Eliot Hodges who in November 2016 was assigned National Leader of Education status.
- 3.2** The Hundred of Hoo Academy is a rapidly improving all-ability school, which joined the Trust in 2011. There are 1344 students on roll, of whom 150 are in the sixth form. It was graded 'good' by OFSTED (December 2012), just three years after being placed into Special Measures. In 2014 the Academy applied through The Williamson Trust to the Secretary of State for Education for permission to make a significant change in the age range at the Academy from September 2015. This permission was granted and a Reception Class opened on 03 September 2015. The Headteacher is Gary Vyse who also became our Chief Executive Officer from 1 September 2016.
- 3.3** High Halstow Primary School joined the Trust as a converter academy in April 2012 and was graded "good" during the most recent OFSTED in July 2014. It is a one-form entry school. The Head of School is Gemma Stangroom and Lucy Davenport is the Primary Executive Headteacher.
- 3.4** Elaine Primary Academy joined the Trust as a sponsored academy on 1 September 2012. It is a vibrant two-form entry academy. The school was inspected in June 2016 and was judged as requiring improvement. Inspectors said early years teaching is well led and provides children with a safe, nurturing and stimulating environment. Dean Brewer is Head of School and Lucy Davenport is the Primary Executive Headteacher.
- 3.5** Allhallows Primary Academy joined the Trust as a sponsored academy on 1 September 2013 when it was judged to require 'special measures'. Outcomes have improved significantly, and staff at the academy have worked tirelessly to achieve a judgment of 'good' in the most recent inspection in June 2015. The Interim Head of School is Ellie Rees and Lucy Davenport is the Primary Executive Headteacher.
- 3.6** Stoke Community School joined the Trust as a sponsored academy on 1 November 2014. It is a one-form entry school that was last inspected in May 2012, when it was judged to

'require improvement'. The Head of School is Ellie Rees and Lucy Davenport is the Primary Executive Headteacher.

4 Professional Development and Career Progression

We provide high quality professional development both within our academies and through Trust wide events. There is a mixture of in-day and twilight training which will increase your current knowledge and skills through targeted workshops. We have developed a career matrix for teaching staff which sets out the different opportunities available to you alongside different career paths. This is our commitment to you.

We are also part of the MTSA (Medway Teaching Schools Alliance) who run a number of programmes for teachers new to the profession through to leadership development programmes. All of which you will have access to.

A copy of the Trust's Career Matrix is attached at Appendix 1.

5 NQT Induction

Newly appointed NQTs are invited to join their academy immediately after your professional studies have finished. We have a bespoke NQT induction programme in place to ensure you are ready for September. By joining the programme after your training you will be paid over the summer and have access to all of the academy's resources as well as access to your classroom.

6 Retention Payments

All of our teachers are important to us and we offer competitive salaries. However, we appreciate that some roles within our primary and secondary phase will attract a retention payment, particularly in areas which are hard to recruit.

Please contact the HR Department to find out if the role you are applying for has a retention payment and the terms under which this is awarded.

7 Safeguarding Children and Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

- Candidates should be aware that all posts in the Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.
- All posts will be subject to an enhanced DBS check.
- For staff working in primary schools we will ask you to complete a Disqualification by Association declaration which is included as part of the Declaration Form you will need to complete as part of your application. You will be asked to complete this declaration on an annual basis.
- You must inform us if you are convicted of an offence after you take up any post within the Trust. Failure to do so may lead to the immediate suspension of work and/or the termination of employment. If you do become the subject of a police and/or a social services (Children's Social care or Adult Social Services)/social work department investigation, again you must inform us. Failure to do so may lead to the immediate suspension from work and/or the termination of my employment

8 The Recruitment Process

When making your application you will need to complete the following documents:

- Application Form.
- Declaration Form
- Equal Opportunities Form.

8.1 Application Form

If you have never worked in an education setting you will be used to creating your own CV and sending this to a prospective employer. Academies and schools are unable to accept CVs as we have to comply with the Keeping Children Safe regulations issued by the Department for Education (<https://www.gov.uk/government/publications/keeping-children-safe-in-education>) and for this reason you will be asked to complete an application form.

The application form plays a key part in our competency based recruitment process. Take time to look through the application form and gather the relevant information you will need to complete the form. Recruiters will be looking for gaps in employment so make sure the dates you quote are accurate. The information you provide needs to be relevant and explains to the recruiter why you are the right person for the job. Remember this is your opportunity to "sell" yourself and explain why you should be offered an interview.

When completing the application form we want to see what you have to offer, why are you the right candidate in terms of your current skill set and experiences? There is a fine line between being honest about your abilities and being professional. For example, if you state you left a previous role because you didn't like the Head teacher or your manager this may not come across well. Whilst it is important to be honest, and this is one of the values which underpins the Trust, think about how you can explain this situation in a more professional way?

The information you provide on the application form will be used to decide whether or not you are short-listed for interview. To do this we will examine the ways in which you have

demonstrated in the application form how you meet our requirements. We will not make any assumptions about your achievements and abilities. Therefore, you must be clear on the form about how you exactly match our requirements.

All sections of the Trust's application form must be completed together with the Declaration Form and Equal Opportunities Form. The front page of the application form containing your personal information is detached prior to short listing and is retained within the HR department. Both the Declaration Form and Equal Opportunities forms will be retained by HR.

The application form asks you to respond to two questions:

- Why do you want to teach at The Williamson Trust? For primary candidates please refer to your preferred age range/phase. Secondary candidates please refer to your subject specialism eg English, Maths, Science
- How would you fit in with our ethos and values?

Remember that we will use your answers to decide if you will be selected for the next stage in the process.

8.2 Interview Process

After the closing date, short listing will be conducted by a panel who will match your skills/experience against the criteria in the person specification/application form. You will be selected for interview entirely on the contents of your application form, so please read through the job criteria very carefully before you complete your form.

We do reserve the right to close a role early where a large number of applications are received.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.
- After offer you will be required to submit the relevant documentation to all a DBS check to be undertaken.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

The interview process will normally consist of:

- 8.2.1** Lesson observation: You will be asked to plan and deliver a lesson and will be observed by a senior leader. The observations are between 30 minutes and one hour. When selecting the lesson, we will review your skills and experience and for primary teachers the appropriate year group. You will be provided with the lesson topic and information on the numbers of pupils in the class and any other relevant information.
- 8.2.2** Panel interview: The invite to interview letter will detail who will be on the interview panel and provide an indication on the length of the interview. For Academy based positions, in addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

8.2.3 Other activities: Depending on the role you have applied for we may ask you to participate in other activities. These will be relevant to the role you have applied for and will be detailed in the invite letter.

8.3 Interview Preparation

An interview should be a two-way conversation where the employer assesses your suitability for the role and you assess the employer to find out if you really want to work here.

The Trust uses competency based interviewing for teaching and non-teaching staff. The key to answering competency based questioning is to give examples. Take time prior to the interview to review the job description, teaching standards and your responses to the application form questions. Review the research you undertook to identify whether or not the academy is the right place for you to work. Put yourself in the interviewers' position what do you think you will be asked? This is your chance to highlight your skills and talk about the impact you have had in certain situations.

If you research interview techniques many websites will refer to the STAR technique. First, explain the situation and talk about the specific tasks you undertook, try to keep this section brief all you are doing is providing an overview. The main part of your answer is talking about the action, what you actually did. The last part is to discuss the result, here you outline the impact you had. The interviewers are looking for two key areas action and impact if what you did had no impact on pupils then prepare another answer.

You may want to compile examples with key words and take them with you into the interview. If you need time to consider your answer you will have the opportunity to do so. Refer to your notes. The interviewers are trying to get to know you and assess your suitability for the role. Consider examples which build up a narrative of yourself, which reflect on your career and relevant life history to date and how these experiences will make you a great teacher/teaching assistant/finance assistant etc

8.4 Guaranteed Interview

Section A of the Application Form has the option for disabled applicants to request their application is considered for a guaranteed interview. You will still have to demonstrate on your application form (or through your CV) that you have the minimum level of skills described in the desirable section of the person specification before we can interview you.

As stated in the Application Form this form will not be passed to the short listing panel but will be retained by the recruitment team until the list of candidates for interview is compiled.

A request made on the guaranteed interview form does not guarantee you a job. At interview, the best candidate will be offered the post.

8.5 References

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

We do reserve the right to cancel an interview should we receive unsatisfactory references.

8.6 Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Satisfactory DRB Disclosure
- Verification of professional status such as GTC registration, QTS Status, NPQH (where required)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance
- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been appointed.

8.7 Monitoring Ethnicity

This section sets out approved categories for monitoring ethnicity as used by the Academy's management information system from which we complete the School Workforce Census. We ask you to respond to this information request positively as it will help us to ensure that our policies and practices do not inadvertently discriminate against you because of your ethnicity. The Trust assures you that any information you provide here will only be used to monitor the effectiveness of our policies and we will take steps to ensure this information remains confidential to a limited number of staff within HR. This form is separate to the application form and plays no part in the short listing process.

8.8 Disability Monitoring

In order to make positive changes the Trust wants to address the barriers faced by disabled people. Many people who do not consider themselves to be disabled but may be covered by the Equalities Act 2010 because they have a health condition that has an impact on their lives.

Do you have a physical or mental impairment or long-term health condition? Is this expected to last, or has it lasted for a year or longer? Does this make it difficult for you to do the things that most people do on a fairly regular basis?

If so, you may have rights under the Equalities Act. This includes people who are receiving treatment or using equipment (except glasses or contact lenses) that alleviates the effects of impairment or a condition that is likely to recur. It includes dyslexia and other specific learning difficulties and disabilities relating to aging. Also covered are people with severe disfigurements and those who have a condition that will get worse over time.

Employees with a disability or health condition are entitled in law to 'reasonable adjustments' to address their support needs in the workplace. Therefore, we are interested in any disability or health condition that may require a reasonable adjustment in order to overcome such barriers. If you have developed a disability since you started work here, you may wish to disclose it. In addition, you might want to discuss reasonable adjustments to your working environment or work pattern relating to a disability. Please discuss with your line manager in the first instance. You may also contact the HR Manager for further advice.

8.9 Gender Monitoring

Gender remains at the core of the pay gap between men and women for three reasons. One is simply discrimination between women and men, often described as a 'glass ceiling'. Another is the impact of maternity and the time away from the workplace raising children or caring responsibilities within the family unit that affect more women than men. Thirdly there are factors relating to occupational segregation, especially in part-time work more heavily populated by women rather than men, and this often relates to family and caring responsibilities. All these can contribute to gender discrimination.

8.10 Age

Following the introduction of the Equality (Age) Regulations 2006 now the Equalities Act 2010 age data used in our monitoring processes can be used as long as it is anonymous. Age discrimination regulations in the workplace are designed to ensure that you are judged only by your abilities and not your age. Greater experience does not always associate itself with greater ability and neither does older age and inability to learn new skills. By monitoring age, we seek to uncover any assumptions in the way we work.

8.11 Frequently Asked Questions

Q Why should I complete the equality form?

A We cannot uncover discrimination and disadvantage and then put in place actions to eliminate it unless we know when and where it is occurring. Suspicions, perceptions and rumour are not enough to persuade any organisation to change the way it works – only real evidence is the driver for change and this is why you should complete the equality monitoring form.

Q Is it an invasion of my privacy?

A Yes it is to a degree, but monitoring must always be confidential and your details will not be made available to unauthorised people. It will only be used for specifically ensuring the organisation lives up to its stated equality policy.

Q Will anything change?

A Things can and do change and effective monitoring helps us make sure that, when there are changes, as many employees benefit as possible and we can limit any disadvantage to the absolute minimum.

Q What difference does it make? If you practice equality, it shouldn't matter what I am

A But it does and we should acknowledge that. We all have a heritage and differing diversity details that affect how we perceive the world around us. Sometimes these perceptions, real or otherwise can be limitations to us. We need to ensure we do all we can to remove any barriers and monitoring is part of the key to unlocking these closed doors.

Appendix One

The Williamson Trust

Career Development Matrix – Teaching Assistant to Headteacher

External training opportunities set out in the matrix will be subject to budget and the completion of a professional funding agreement.

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
Newly Qualified Teaching Assistant	<ul style="list-style-type: none"> • Consider joining a professional association or union • Mentored by an experienced teaching assistant • Take opportunity to observe other teaching assistants and/or teaching staff • Start a CPD portfolio and work with your line manager to maintain this throughout your career. • Successfully complete 6-month probationary period 	<ul style="list-style-type: none"> • Attend Continued Professional Development opportunities for teaching assistants. • Attend Child Protection training on an annual basis • During your first year of employment prepare for the two probationary meetings to discuss your role, review the job description and any support you require. • Appraisal meetings to reflect on performance, to discuss and agree 	<ul style="list-style-type: none"> • Visit other schools in The Williamson Trust 	<ul style="list-style-type: none"> • NVQ Level 3 in Teaching and learning.

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
	<ul style="list-style-type: none"> In your first appraisal year prepare for and undertake appraisal as part of the Academy's performance management system. 	<p>professional priorities in line with the Academy or Trust priorities and career aspirations.</p> <ul style="list-style-type: none"> Observation and feedback on performance as part of the appraisal process. Participation in staff meetings. 		
2nd Year Teaching Assistant	<ul style="list-style-type: none"> Maintain your CPD portfolio and continue to update as your experience and skills develop. Identify a specialism with learning support to support the specific educational needs of pupils. Continue to observe other teaching assistants and/or teaching staff to 	<p>As above plus:</p> <ul style="list-style-type: none"> Job shadowing Opportunity to mentor less experienced colleagues. 	<ul style="list-style-type: none"> Attend one cross Trust CPD session where this is relevant to your development/career aspirations Consider a secondment to another Trust school to enhance current skills 	

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
	<p>improve your own practice</p> <ul style="list-style-type: none"> • Support teaching and learning activities with intervention groups as direct by teaching staff. • Participate in the annual appraisal process, reflect on past performance, objectives for the coming year and your career aspirations 			
3 rd Year Teaching Assistant and beyond	<p>As above plus:</p> <ul style="list-style-type: none"> • Mentor new teaching assistants. • Start to lead intervention groups under the direction of teaching staff 	<ul style="list-style-type: none"> • Coaching and mentoring support to be provided where staff are new to this role. 	<ul style="list-style-type: none"> • Opportunity to lead a CPD session as part of the cross Trust sessions. 	<ul style="list-style-type: none"> • Consider HLTA status
HLTA	<p>As above plus:</p> <ul style="list-style-type: none"> • Take responsibility for appraising a group of teaching assistants 	<ul style="list-style-type: none"> • Train as a reviewer to undertake appraisal • Consider undertaking a degree to lead into 	As above.	<ul style="list-style-type: none"> • Consider teaching training (subject to budget and

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
		teacher training (subject to budget and professional funding)		professional funding agreement.

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
All newly appointed NQT's	<ul style="list-style-type: none"> An opportunity to observe other teachers both within your own subject and around the Academy Mentored by an experienced teacher. Build a compelling evidence base for your interim NQT Assessments based on the experiences and opportunities at the Academy Meet the Core Professional Standards by the end of your induction year 	<ul style="list-style-type: none"> Complete registration with Medway Council as an NQT Attend ITT Sessions led by a Lead Practitioner Attend whole Academy CPD sessions and reflect on experiences to support teaching practice Participate in Academy led data sessions to inform teaching practice. 	<ul style="list-style-type: none"> Complete Cross Trust induction process including; Use of Data, Child Protection, Learning Behaviours, Marking & Assessment Practice Work collaboratively with another NQT from within The Williamson Trust on an agreed area of subject/Trust improvement 	<ul style="list-style-type: none"> Attend MTSA NQT Network Meetings as required Apply for Aspiring Middle Leader Programme or other recognised middle leadership development opportunity.

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
	<p>through Transition points 1-3</p> <ul style="list-style-type: none"> • Consistently follow Academy systems and routines • Build experience of working with pupil data and use this knowledge to put in place interventions to promote achievement. 			
2nd Year of Teaching (NQT)	<ul style="list-style-type: none"> • Engage in further professional development opportunities as required to support any areas for development identified at the end of the NQT year • Observe the Middle Leader Interviews with Senior Leaders and Governors • Prepare for and undertake appraisal 	<ul style="list-style-type: none"> • Attend whole Academy CPD and reflect on experiences to support teaching practice and career aspirations. • Take on responsibility for leading an aspect of your subject across the whole Academy • Lead Staff training in your subject area during department time 	<ul style="list-style-type: none"> • Take part in Cross Trust Departmental CPD time with an agreed focus from Trust Directors 	<ul style="list-style-type: none"> • Attend a relevant middle leadership development programme or other middle leadership opportunity to prepare you for the next career move.

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
	<p>as part of the Academy's performance management arrangements.</p> <ul style="list-style-type: none"> • Consider which career development pathway you wish to follow and discuss with your line manager. • Develop your expertise in using data to measure pupil progress and attainment and plan relevant interventions. • Continue to reflect and improve teaching practice. 	<ul style="list-style-type: none"> • Participate in appraisal training for staff in their first year of appraisal. • Engage in appraisal meetings twice yearly to reflect on current performance and agree further support if required. • Attend middle leader interviews (in own subject) as an observer to build expertise to deliver pupil and teacher progress to senior leaders and governors. 		
3rd Year of Teaching	<ul style="list-style-type: none"> • Continue to engage in further professional development opportunities as required to support any areas for development 	<ul style="list-style-type: none"> • Attend whole Academy CPD and reflect on experiences to support teaching practice and career aspirations 	<ul style="list-style-type: none"> • Undertake a one week secondment to a school within The Williamson Trust with an agreed focus in line with School Improvement Priorities to build upon skills 	<ul style="list-style-type: none"> • Undertake a recognised qualification in teaching and leadership

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
	<p>identified at the end of the NQT + 1 year</p> <ul style="list-style-type: none"> • Act as a mentor to an undergraduate trainee teacher • Take on the reviewer role in appraisal for support staff (where applicable) • Support other staff in your subject area 	<ul style="list-style-type: none"> • Lead Whole Staff training and/or take part in action research in your subject area which will also include actions from one-week secondment • Understand and use whole school level data delivering a Middle Leader interview (where applicable). • Attend reviewer training to undertake support staff appraisals. • Participate in training for appraisers as part of the teacher appraisal process. 	<p>required to become an SLE</p>	
4th-6th Years of Teaching	<ul style="list-style-type: none"> • Continue to engage in further professional development opportunities as 	<ul style="list-style-type: none"> • Attend whole Academy CPD and reflect on experiences to support teaching 	<ul style="list-style-type: none"> • Lead and develop a whole Trust initiative which is in line with The Williamson Trust school 	<ul style="list-style-type: none"> • Study for an MA in Education (budget permitting) or lead on action research

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
	<p>required to support any areas for development identified end of 3rd Year of Teaching</p> <ul style="list-style-type: none"> • Act as a mentor/coach to an NQT or targeted teacher • Lead and share knowledge of AEN with other staff • Become an exam board marker • Consider the career pathway professional development you will require to be successful in your next role within the Academy. 	<p>practice and career aspirations</p> <ul style="list-style-type: none"> • Understand and use whole school level data delivering a Middle Leader interview (where applicable) • Shadow a triad ambassador in order to lead a triad. • Joint plan and team teach with a Lead Practitioner or world class teacher • Career development opportunities eg pastoral, departmental, Lead Practitioner to be identified as part of the appraisal process 	<p>improvement plan working collaboratively with other members of the Trust.</p> <ul style="list-style-type: none"> • Deliver cross Trust training to Teachers/Leaders and Governors drawing from the collaborative project you have engaged in 	<p>relating to a subject or pedagogy</p> <ul style="list-style-type: none"> • Attend at least one high quality national training course linked to your subject area (budget permitting) • Undertake a registered qualification in leadership
Post Threshold (Upper Pay Scale) Teacher	<ul style="list-style-type: none"> • Continue to engage in further professional development opportunities as 	<ul style="list-style-type: none"> • Lead and/or Attend Whole Academy CPD and reflect on experiences to 	<ul style="list-style-type: none"> • Deliver Trust wide training across the family of Schools in a 	<ul style="list-style-type: none"> • Work with less experienced colleagues developing practice

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
	<p>required to support any areas for development identified end 4th/5th/6th Year of Teaching</p> <ul style="list-style-type: none"> • Act as a mentor/coach to an NQT or targeted teacher/leader • Be available for other colleagues to visit your classroom and see 'best practice' • Team teach/joint plan with less experienced colleagues • Become an exam marker or moderator • Continue to plan your career pathway 	<p>support teaching practice and career aspirations</p> <ul style="list-style-type: none"> • Become a Triad Ambassador leading and work collaboratively with teachers taking ownership of teaching and learning • Consider becoming a staff governor on the Full Governing Body • Understand and use whole school level data delivering a Middle Leader interview 	<p>specialism chosen by line manager</p> <ul style="list-style-type: none"> • Consider joining the governing body of a Trust school or other Medway school. 	<p>outside The Williamson Trust on an agreed focus in collaboration with the MTSA</p> <ul style="list-style-type: none"> • Become an SLE • Receive training on observing lessons
Lead Practitioner	<ul style="list-style-type: none"> • Continue to engage in further professional development opportunities as required to support any areas for 	<ul style="list-style-type: none"> • Take on a whole school project e.g. lead on action research relating to a subject or pedagogy 	<ul style="list-style-type: none"> • Work collaboratively across The Williamson Trust with an agreed focus in line with School Improvement Policy 	<ul style="list-style-type: none"> • Undertake a registered qualification in leadership • OFSTED Training

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
	<p>development identified end Year of Teaching</p> <ul style="list-style-type: none"> • Coach targeted teachers in support packages • Identify areas of teaching practice where your expertise can be targeted and discuss with your line manager. 	<ul style="list-style-type: none"> • Attend/Lead whole Academy CPD writing written reflections to support staff appraisal narrative • Become a Triad Ambassador with a focus of moving teachers to delivering consistently outstanding lessons • Begin to lead on training for your subject 	<ul style="list-style-type: none"> • Provide Senior Leaders/Governors/Trust Directors with detailed teaching and learning analysis identifying areas to develop across The Williamson Trust • Lead Cross Trust Training groups with a focus on an area of School Improvement 	<ul style="list-style-type: none"> • Attend coaching training
1st Year Middle Leadership	<ul style="list-style-type: none"> • Continue to engage in further professional development opportunities as required to support any areas for development identified end of Year of Teaching • Mentor less experienced colleagues and “talent 	<ul style="list-style-type: none"> • Attend training to support whole school data generation and analysis • Understand and use whole school level data delivering a Middle Leader interview • Be mentored by an experienced Senior Leader 	<ul style="list-style-type: none"> • Lead on an area of school improvement with a School in the Trust working collaboratively with other leaders and teachers • Work collaboratively with Trust leaders with a focus of subject development • Receive training on how to write and complete 	<ul style="list-style-type: none"> • Attend coaching training • Undertake a registered qualification in leadership • Attend Subject Network Meetings in association with the MTSA

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
	<p>spot” others in your department</p> <ul style="list-style-type: none"> • Team teach and joint plan with less experienced colleagues • Drive forward the professional development of colleagues in your team • Become an appraisal reviewer for teachers • Take responsibility for the departmental budget and ensure resources are used wisely. 		<p>your department SEF/Termly Presentations</p> <ul style="list-style-type: none"> • Be mentored by an experienced Middle Leader from across the Trust 	
Established Middle Leadership	<ul style="list-style-type: none"> • Drive forward the professional development of colleagues in your team • Performance manage teachers within your team 	<ul style="list-style-type: none"> • Give presentations to the Full Governing Body on your area of responsibility • Receive training for whole school SEF narratives and update school SEF 	<ul style="list-style-type: none"> • Lead cross Trust projects e.g. action research relating to leadership or pedagogy • Liaise with other subject leaders from across The Trust agreeing a focus of development 	<ul style="list-style-type: none"> • Undertake a registered qualification in senior leadership • Attend a National training course for your subject

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
	<ul style="list-style-type: none"> • Lead curriculum development • Become an exam marker or moderator • Mentor / Coach Middle leaders 	<ul style="list-style-type: none"> • Observe the setting of a school budget • Attend whole school development planning meetings • Lead school INSET training in your area of responsibility 	<ul style="list-style-type: none"> • Review and amend your department SEF with established middle leaders from across The Williamson Trust • Give presentations to Governing Committees/Trust Directors 	<ul style="list-style-type: none"> • Lead Subject Network Meetings in Association with the MTSA • Train in safer recruitment
1st Year Senior Leadership	<ul style="list-style-type: none"> • Continue to drive forward the professional development of colleagues in your line management • Undertake career development discussions with team members and provide the Headteacher with talent management information. • Analyse data on an academy wide level to identify required interventions. 	<ul style="list-style-type: none"> • Lead an area of school improvement and contribute to the SIP. • Develop your people management skills through experience and draw on previous professional development opportunities. • Provide support to middle leaders in managing resources 	<ul style="list-style-type: none"> • Be mentored by a more experienced senior leader from The Williamson Trust • Attend cross Trust Senior Leader Meetings with an agreed focus 	<ul style="list-style-type: none"> • Attend National College annual conference • Work collaboratively with other schools locally in association with the MTSA

Career stage	Individual actions	Academy/School-based opportunities/ support	Trust-Based opportunities/ support	Teaching School opportunities/ support or Opportunities through National Programmes
	<ul style="list-style-type: none"> • Contribute to the Academy's strategic objectives and translate these into departmental objectives. • Work with your mentor to develop management skills 			
Established Senior Leadership	<ul style="list-style-type: none"> • Drive forward the professional development of colleagues in your team • Visit other schools locally and regionally in line with your whole school responsibility • Lead and organise peer challenge reviews with leaders in the Region/Authority • Contribute to leadership succession 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Work collaboratively with cross Trust Senior Teams on an agreed area of development • Attend Governor celebrations days 	<ul style="list-style-type: none"> • Undertake a registered qualification in headship • Attend LLE training • Coach middle leaders regionally through recognised courses • Attend National College annual conference