

Saffron Academy Trust

Staff Charter



Every child deserves to go to a great school

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Saffron Academy Trust

Staff Charter: Introduction

Our mission at Saffron Academy Trust (SAT) is a very simple one: to provide every child with a great education because we believe that **Every Child Deserves to Go to a Great School**. Our parents trust us to do the best we possibly can for their children, and we must deliver on that promise to be great. What we do know is that our staff at all levels of the organisation can only do an exceptional job if they enjoy going to work, feel valued, feel listened to and have their talents nurtured. When we get the culture right our staff exceed our expectations and make 'discretionary effort'. They do things because they want to do them and do the things that are needed rather than working their hours and contractual obligations only. At SAT, we recognise that you cannot ask or tell people to do this. Our staff want to put in discretionary effort because they love their jobs.

Enjoy Work! Be Valued! Feel Listened to! Talent Nurtured!

In order to have excellent, motivated staff we are mindful about their health and welfare, their workload and the negative stress that working pressures can put them under. Because we look after our staff we are more likely to retain them. We aspire to attract the very best people, and to keep them and their talents by engendering loyalty. There are 4 strands to doing this:

1. Through leading the culture and climate
2. Through talent development
3. Through effective behaviour management
4. Through creating manageable workloads and wellbeing approaches

Leading the Culture and Climate

Our Senior and Middle leaders understand and radiate the positive values of the school and SAT in every interaction with staff and students and this leadership should be visible and easy for others to adopt too. Our leaders model what they expect from staff.

Talent Development

Right through SAT we prioritise the development of other leaders and take pride in their growth even when it means they leave us for promoted posts. We promote our SAT leadership pathways (copies of these are included later in this document), give staff appraisal the time and attention it deserves, create time for line-management and mentoring and offer coaching. Our training will always be of the highest possible quality and hence be valued.

Behaviour Management

Schools have strong and consistent behaviour management systems so that all staff can focus on the job they were trained to do.

Workload and Wellbeing

Initiatives are mindful of workload and every reasonable attempt is made to reduce unnecessary bureaucracy, activity that has no proven impact and that which does not relate to the core business of education. Facilities to support staff wellbeing, such as counselling referral or coaching, are made available.

What does that look like in a SAT school?

1. **A culture that values staff** and shows that it does in every decision it makes and in gestures big and small. Examples: *meeting regularly with a staff committee and union representatives, praising excellent work and outcomes through verbal praise or cards of thanks.*
2. Leadership that sees staff **wellbeing as vital to success**. Examples: *being open to flexible working and generous about requests to attend special personal events.*
3. A culture that supports staff to improve their **physical and mental wellbeing**. Examples: *offering counselling, occupational health assessments, supervision, and coaching.*
4. Leaders who make **workloads manageable** and model good work/life balance. Example: *making it a habit to consider the impact of staff workload in all management decisions made.*
5. A premium given to **ITT and ECT** development. Examples: *being part of Saffron Teaching School Hub, training mentors.*
6. Fair, humane and transparent **recruitment** processes. Examples: *advertising jobs, selecting 'blind' and on merit, interviewing kindly and in a way that considers the pressure placed on candidates, using no tricks, communicating outcomes quickly and gently. Offering constructive and positive feedback.*
7. Personalised development opportunities and **career pathways**. Examples: *advertising career pathways, celebrating success, actively looking to 'grow your own' leaders.*
8. Training time for staff to be **ring-fenced and substantial**. Example: *planning training time carefully so that training is research informed and impactful, tailored to development needs.*
9. Teaching to be impactful and **evidence-informed**, with teachers' own experience enhanced by what research tells us are the best bets. Example: *training to avoid the latest craze and to focus on what is proven to have impact.*
10. All staff accept that they have a professional **obligation to improve** their practice. Example: *all staff engage in training and appraisal.*
11. All teachers accept that they should continue to **enhance their curriculum knowledge** and expertise throughout their career. Examples: *reading professional journals, books or blogs, joining professional associations, engaging in subject specialist groups, accessing additional training through social media or working with subject specialists across primary and secondary phase to enhance knowledge particularly to support transition.*
12. Leaders at all levels in the school will strive to maintain **excellent student behaviour** in active collaboration with all teaching and support staff, so that teachers can teach, and the environment is calm and respected. Examples: *strong enforcement of behaviour policies married to high expectations of kind behaviour and conduct.*
13. Feedback loops will enable every colleague to contribute to **improving** the school. Example: *the school cycle of meetings is considered so that staff have opportunities to feed into new ideas and initiatives.*

14. Staff will be openly encouraged and actively supported to think of **progressing their own careers**.
Examples: *line-managers encourage staff to develop and give them manageable responsibility, SLT take steps to retain high quality staff by advertising internally at times, leaders talk to staff about their own careers in a positive way.*
15. Policies and practice around teaching and learning will be **informed by subject leaders** so it is meaningful and coherent at a subject delivery level. Example: *subject spotlights, subject communities and teams are always involved in curriculum decisions.*
16. Leaders reflect on the impact of their decisions on the **staff at other schools** too. Example: *decisions are carefully considered so that they do not negatively impact on neighbouring schools and the responsibility for the 'school down the road' is taken seriously.*

References:

Talent Architects, Mandy Coalter CATT 2018

Putting Staff First, John Tomsett and Jonny Uttley CATT 2020

Appraisal – Best Practice

This guidance should be read in conjunction with the Saffron Academy Trust Appraisal/Performance Management Procedure.

Why is Appraisal important?

Every employee in SAT deserves a chance to demonstrate to their line-manager how well they have been doing their job and to receive a meaningful review of their work over the previous year. It is also important for the employee to see how their work is rated by their line-manager. Without a formal appraisal process, unfair or subjective snap judgements could be made. Some people are better at making themselves 'noticed' than others and appraisal is a fairer system which can challenge confirmation bias about what good or effective work can look like or indeed who does it.

How do we show that Appraisal is important?

Our SAT schools need to show that they value the appraisal process and make time for it in the cycle of regular meetings. An appraisal meeting is a priority and should never be cancelled lightly. It must be given sufficient time, a quiet and private space and both appraiser and appraisee should avoid all distractions from emails, mobile phones, visitors and interruptions. Simple things like taking the phone off the hook, putting a 'Do Not Disturb' sign over the door and switching email notifications off will help. All staff leading appraisal should be given training on how to do so.

The Process

Arrange a review meeting at a mutually convenient time. Set aside a full hour for this meeting.

Arrange for the meeting to take place in a room which is private.

Prepare fully in advance. Read the employees self-evaluation, find evidence relating to whether they met their last targets. This could include data, formal observations, or softer intelligence like the views of a colleague. You should have made it clear when the targets/objectives were set what evidence sources would be used to indicate success.

Begin the meeting by asking the employee to reflect on their performance in the previous year in general terms. Ask about successes and the things they learned. The conversation should be far fuller than a discussion of targets alone, but you will need to move onto the evidence behind whether these were met or

not. Take the time to praise and thank the employee for the things they did really well. An evaluation of the year should be a holistic one. A good employee may have not achieved a target as a consequence of factors beyond their control and if pay progression is related to a positive appraisal then not meeting a target might well be perfectly allowable. In the course of the conversation, move the discussion onto targets for improvement. In an ideal world both employer and employee should agree with the targets set and most will, but sometimes it is important to set a target that addresses a concern that the employee fails to recognise. This should not stop that target being set as long as it is reasonable and relates to an aspect of the employee's job description.

Recording Appraisal

Our SAT forms are colour coded and you complete different colours at different stages of the process:

Green: to be completed when setting targets

Orange: to be completed at the mid-year review

Yellow: to be completed by the appraisee in advance of the review meeting

Pink: to be discussed and completed in the review meeting

Blue: to be completed by the appraiser after the review meeting

Whose Document?

The school will store a copy of the appraisee's documentation in a secure place. However, the document belongs to the appraisee and is something to use for reflection and self-evaluation throughout the year and not just in advance of the review meeting. These documents are used as evidence for pay progression if this is relevant to the employee. Pay decisions are made for teachers by October 31st, and for Headteachers by December 31st. Support staff work on a cycle determined by each school: either in line with teachers or from April to March.

Staff Charter Questionnaire

All staff in the Trust will be given the opportunity to complete the Staff Charter Questionnaire electronically in March. Information will be gathered from the responses on how staff feel about working at their school. The information will help us to improve the way we support our staff.

Examples of the questions you will be asked in the questionnaire include the following:

- Do you have all the knowledge you need to do your job well?
- Does your line manager help you to resolve difficulties when you ask them to?
- Does your appraisal help you to become more effective at your job?
- Does your school value the work that you do?
- Do you enjoy working at your school?
- Are there meaningful training opportunities open to you in your workplace?
- Do you feel confident voicing honest opinions and concerns to your line manager?
- What areas do you think could improve working conditions at your school?

Career Pathways

The following documents give details of the career pathways at Saffron Academy Trust's Primary and Secondary schools.



**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.



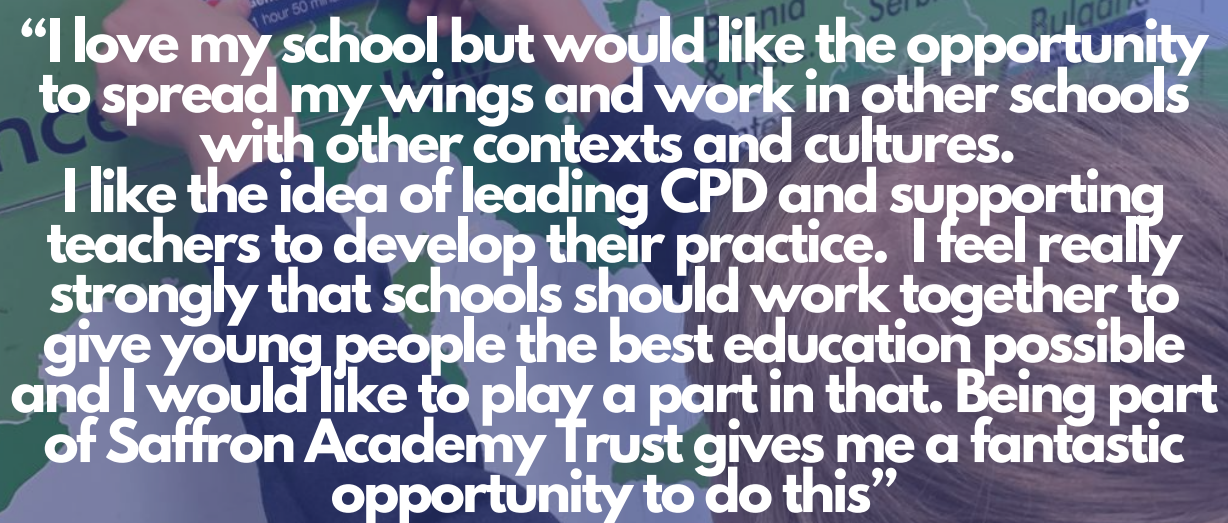
“I like to challenge myself and think I would like to learn more about leadership. I want to know that I will be supported every step of the way in developing the knowledge, skill and confidence needed to take the next step. Ultimately, I like the idea of making a difference for young people and I want 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 pointing at a map of Europe. The map is covered with various travel stickers, including one for Geneva, Switzerland (1 hour 50 minutes) and another for Vienna (2 hours 30 minutes). The person's hair is visible in the foreground, and they are wearing a blue jacket.

“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”

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?

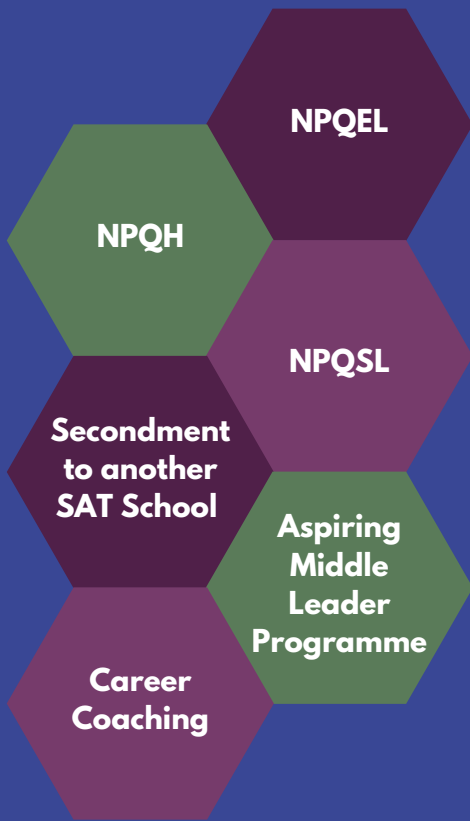
This career pathway would suit teachers who want a significant role in leading a school and in ensuring young people receive a first-class education. They will aspire to senior leadership, have an excellent knowledge of the life of a school and will be fascinated by school culture and wider educational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

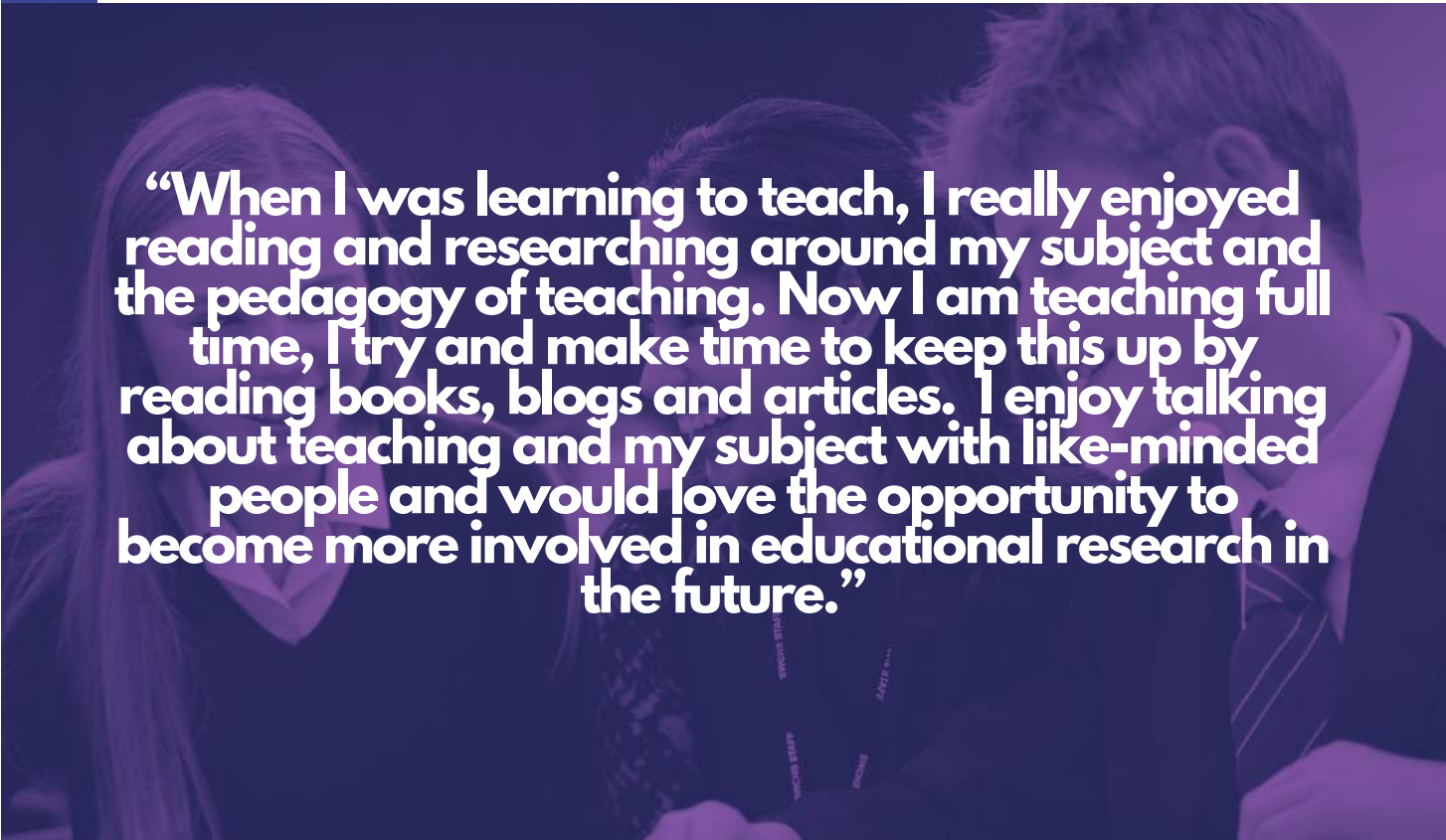
Enriching Your Pathway

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.



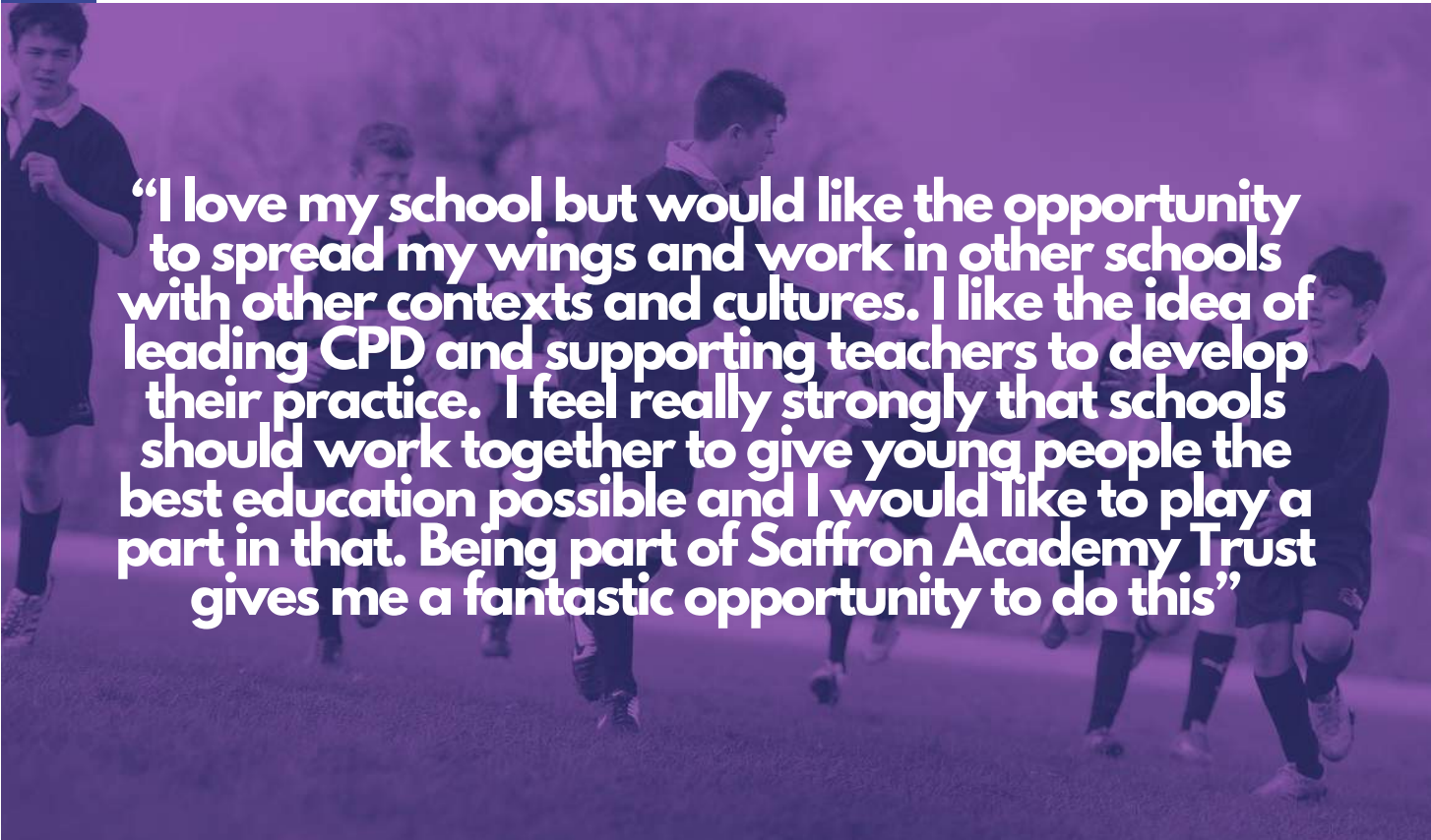
“When I was learning to teach, I really enjoyed reading and researching around my subject and the pedagogy of teaching. Now I am teaching full time, I try and make time to keep this up by reading books, blogs and articles. I enjoy talking about teaching and my subject with like-minded people and would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