

**Diocese of Salisbury Academy Trust Career Pathway**  
**Training and Development Entitlement – Inspiring Leadership**

The following pathway depicts a minimum entitlement for each career stage. However, because the model is both fluid and progressive, talented individuals may access opportunities earlier and progress at a faster rate while others may access early entitlements at a later stage. We recognise that not all teachers aspire to be senior leaders and so may only take some steps on this pathway.

As a Trust we need to have an immersive approach to leader development, enabling staff to learn by doing and accepting the challenges that leadership presents. This pathway is underpinned by research focussed on effective professional learning for teachers and holds dear to the following principles: Collaborative Professional Learning (CPL) is sustained over time, is a collaborative process, is underpinned by research, draws upon expertise both in the local context and further afield, covers key aspects of English and maths, and serves to grow colleagues through an engaged relationship with school leaders where choice and autonomy are valued.

This tracker must be used as part of the appraisal process to identify the most suitable training and development opportunities. It should also be used alongside the Excellent Teacher Career Pathway where appropriate.

Universal entitlement

Other options that can be agreed and provided in addition to/instead of the universal entitlement

Career Stage		TRAINING AND DEVELOPMENT ENTITLEMENT					
		Professional learning: leading for excellence					
		Self	Academy	Trust	Regional/National	Professional Reading	Links to pay
STAGE 1 Early Career Teachers Years 1-2	EARLY LEADERSHIP  Exploring opportunities and developing potential	Read educational journals, blogs and research papers Lead by example, embodying the values of the school and Trust Demonstrate a passion for learning and self-development	Lead the work of support staff within the classroom/year group Lead a collective worship Shadow/share with a subject leader Support leading a staff meeting/INSET Work with ECF mentor to identify future leadership aspirations	CPL to develop specific subject knowledge Opportunity to attend subject leader networks and conferences Year group networks	Develop links with other ECTs	Mindset: How can you fulfil your potential (Dweck) The Element (Robinson) Get Better Faster (Santoyo) Teach like a Champion (Lemov)	Consistently meeting Teacher Standards (TS) = 1 increment Exceeding all TS = to be determined by mentor with HT
STAGE 2 Years 2-4	DEVELOPING AS A LEADER  Embedding and deepening professional learning practices and culture	Provide pastoral mentorship for a new member of staff e.g ECT mentor Temporarily 'act up' to fill a post vacant because of an illness or secondment Run a 'masterclass' or staff meeting for teachers Identify own development needs from videos taken of teaching Contribute to an online leadership community Develop, monitor and evaluate a whole school policy Read educational journals, blogs and research papers Undertake additional qualifications relating to your role Lead by example, embodying the values of the school and Trust Demonstrate a passion for learning and self-development	Lead lesson study /action research/teacher research group/learning community Bespoke role to match specific area of leadership potential (unpaid) Shared leadership opportunities, facilitated by, for example the pooling of subjects into curriculum teams Determine career pathway and development needs through the appraisal process Demonstration lessons Peer coaching to develop an area of leadership defined by the individual according to their own needs and interests Opportunities to participate in working parties and governor meetings Become a staff governor ECT/trainee/new teacher mentoring	Trust/Hub research group or working party Observe experienced colleagues within the Hub and the wider Trust DSAT core and optional CPL programme DSAT Trust Lead Teacher programme (where nominated) with some responsibility for supporting CPL Provide demonstration lessons for Hub/Trust colleagues Develop and deliver CPL opportunities within the Hub Leadership Internship in another DSAT academy Subject knowledge programme	Local networks and professional development opportunities Wider range of CPL from the Trust and beyond National Professional Qualification for Leading Teacher Development (NPQLTD) National Professional Qualification for Leading Behaviour and Culture (NPQLBC) National Professional Qualification for Leading Teaching (NPQLT)	The Seven Habits of Highly Effective People (Covey) When the Adults Change (Dix) After the Adults Change (Dix) Twelve Rules for Life (Peterson)	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced to Teaching Standards

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STAGE 3 Years 4-6 UPS and Middle Leadership	LEADING LEARNING  Leading and collaborating to enhance professional learning and practices	Offer to deputise at meetings for HT/SLs Offer to take on additional responsibilities within the academy Read educational journals, blogs and research papers to keep up-to-date with current thinking Contribute to academic articles, blogs and websites Lead by example, embodying the values of the school and Trust across a range of audience with the school community Demonstrate a passion for learning and self-development Lead and take part in high quality CPL Undertake additional qualifications relating to your role	Work with a range of agencies, chair meetings; lead network meetings Manage a budget Leadership of whole school issues in the Academy Improvement Plan including professional development and policy development Subject leadership responsibility and updates to Governors Take responsibility for key whole academy issues such as data analysis and report back to SLT/Governors Mentoring of another either beginning or developing leadership Determine career pathway and development needs through the appraisal process Lead new staff induction programme Coaching other staff Shared monitoring activity with a senior leader Involvement in recruitment of support staff Phase/year/key stage leadership	DSAT core and optional CPL programme DSAT Trust Lead Teacher programme (where nominated) Part of DSAT leadership group to support CPL Leadership Internship in another DSAT academy Provide support to other academies within the Hub Lead on an aspect of the Hub Improvement Plan Curriculum Leadership and Development Network Shadow core subject leaders in another academy Sit on another Academy Standards and Ethos Committee (ASEC) as an Associate Member	NPQLTD NPQLBC NPQLT National Professional Qualification for Senior Leadership (NPQSL) Become an SLE National networks and professional development opportunities e.g. NCETM posts	The ResearchED guide to Leadership (Lock) Practice Perfect (Lemov, Woolway and Yezzi)	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced to Teaching and/or Leadership Standards
STAGE 4 Senior Leadership	EXTENDING REACH  Leading whole school learning	Read educational journals, blogs and research papers to keep up-to-date with current thinking Contribute to academic articles, blogs and websites Join a leadership-based professional association Take part in regional or national schools forums Network with other senior leaders – LA and Trust Lead by example, embodying the values of the school and Trust across a wide range of audiences Demonstrate a passion for learning and self-development Lead & learn about high quality CPL design Undertake additional qualifications relating to your role	Shadow a Headteacher Coach a middle leader to support others Coach deputy heads Make formal presentations to governors Lead and take responsibility for the academy in the absence of the Headteacher Lead working groups Evaluating evidence from different sources of monitoring to identify next steps ASEC to support and fund a key leadership development priority each year Determine career pathway and development needs through the appraisal process Involvement in recruitment of teaching staff	DSAT core and optional CPL programme Deputy/Assistant Head Network Headteacher Board Secondment to another academy (1 term to a year) Acting Headship Continued outreach (School to school support) Coaching programme Supporting or leading a DSAT development network Mentoring of a senior leader new to the Trust or new to role Provide strategic support to other academies within the Hub Lead on an aspect of the Hub Improvement Plan and work collaboratively with other hub schools	NPQSL National Professional Qualification for Headteachers (CoE or NPQH) Train to become an Ofsted inspector Train to become a SIAMS inspector Leadership opportunities across the Diocese Become an NLE National networks and conferences	Daring Greatly (Brown) Imperfect Leadership (Munby) Start With Why (Sinek) Intelligent Accountability (Didau) Leadership Matters (Buck) Coaching for performance (Whitmore) Leverage Leadership 2.0 (Santoyo)	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced with Teaching and/or Leadership Standards

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STAGE 5 Headship and Executive Leadership		<p>Read educational journals, blogs and research papers to keep up-to-date with current thinking</p> <p>Contribute to academic articles, blogs and websites</p> <p>Take part in regional or national schools forums</p> <p>Network with other executive leaders – locally and nationally</p> <p>Work closely with RSC office/DfE/LA/Diocese to advise on policy decisions</p> <p>Become a Trustee in another Trust</p> <p>Lead by example, embodying the values of the school and Trust across an extensive range of audiences</p> <p>Demonstrate a passion for learning and self-development</p> <p>Lead &amp; learn about high quality CPL design</p> <p>Undertake additional qualifications relating to your role</p>	<p>Coach and mentor Headteachers</p> <p>Host leadership networks and visits from other MAT leaders</p> <p>Commitment from ASEC to a proportion of time given to supporting another school</p> <p>Work collaboratively with other schools within the hub for the good of all.</p>	<p>Headteacher Board – including leading CPL as part of these</p> <p>Become a DSAT Education Leader – and provide expert support to other academies</p> <p>Open new schools, add new schools to the Trust, work in partnership with the Diocese</p> <p>Support other academies in challenging circumstances</p> <p>DSAT Policy, practice and strategy development groups</p> <p>Induct and mentor new heads</p> <p>Interim leadership of another academy</p> <p>Executive leadership across two or more academies</p> <p>Leading a DSAT development network</p> <p>Coaching programme</p> <p>Shadow CEO/Trust senior leader</p> <p>Support the work of the AIT</p> <p>Lead Hub improvement work</p>	<p>Coaching accreditation</p> <p>National Professional Qualification for Executive Headteachers (NPQEL)</p> <p>Train to become an Ofsted or SIAMS inspector</p> <p>Church of England CEO Programme</p> <p>Support other academies in challenging circumstances regionally</p> <p>Attend and contribute to regional/national MAT conferences and networks</p>	<p>Staying a Head - Stress Management Secrets of Successful School Leaders (Grant)</p> <p>Resonant Leadership (Boyatziz and McKee)</p> <p>Ethos Enhancing Outcomes (CEFEL)</p> <p>Called, Connected, Committed (Ford and Wolfe - CEFEL)</p> <p>Leverage Leadership (Bambrick-Santoyo)</p> <p>Dare to Lead (Brown)</p> <p>Supporting the Emotional Work of School Leaders (Harris)</p>	<p>Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced to Leadership Standards</p>
	<p><b>SYSTEM LEADERS</b></p> <p><b>Leading all to lead</b></p>						