

Diocese of Salisbury Academy Trust Career Pathway
Training and Development Entitlement – Excellent Teaching: a journey from novice to mastery

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 all may access early entitlements at a later stage.

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 Leadership 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: teaching for excellence					
		Self	Academy	Hub / Trust	Regional/National	Professional Reading	Links to pay
STAGE 0 - Entry to Teaching	BEGINNING Starting of professional learning journey – novice to mastery	Observing good teaching Reading and research Own learning journey – understand what makes a successful learner (subject knowledge/pedagogy/behaviour management/professional skills) Signposting to useful online resources Engage with Early Career Framework (ECF)	Attend staff meetings Attend parent consultation meetings Access to year group/key stage meetings Joint planning sessions Child Protection training Phonics Training SEND training Opportunities to teach small groups and/or provide PPA cover	Bespoke training with ITT organisations DSAT Trust-Wide CPL Opportunities to gain experience by working in other schools CPL hub opportunities	School Direct route PGCE route Rural Teaching Programme Specific training from Teaching School Hubs School Centered Initial Teacher Training (SCITT)	Running the Room (Bennett) Teaching Walkthrus (Sherrington) Early Career Framework Handbook	None unless salary route
		Be clear on the dimensions of great teaching and the journey from novice to master. Focus on establishing effective pedagogical practices which are research-based – effectively utilise Great Teaching Toolkit. Engage in the Early Career Framework Years 1 and 2 Use EEF reports i.e. Improving Literacy KS1, Maths Mastery and Improving Behaviour in our Schools to identify areas to develop. Establish awareness and practices which support own professional learning and milestones within key areas, log all CPL. Through mirror-mentoring with colleagues, set goals for practice development and utilise constructive feedback, designate time to put this into practice Cross phase exposure Read educational journals, blogs and research papers and report back findings on leading teaching and learning	As above Academy Induction Programme to include 20% non-teaching time Access to CPL in English and Maths, including utilising EEF report documents and summary posters. Establish an active reflection process so teacher can self-identify / receive constructive feedback and collaborate with colleagues on next steps in their professional learning journey Strong collaboration between teacher and mentor, addressing key areas: subject knowledge/pedagogy/behaviour management and professional skills. Utilise ECF and Great Teaching toolkit in mapping out and meeting needs of new teacher	DSAT ECT network Opportunities to observe skilled practitioners in other schools CPL hub opportunities for teachers and mentors Trust-wide CPL that is founded on the principle of effectively developing teacher practice so that it has a positive impact on student learning Trust-wide CPL that is founded and planned based on 5 key principles: 1. Results – improving children's learning 2. Research based - practices and strategies 3. Necessary – organisation change and support 4. Essential participant – gain knowledge and skills 5. Effective professional learning experiences	ECT events as provided by LAs and Teaching Schools National bodies – programmes of learning e.g. NCETM Maths mastery readiness Regional Hubs – Jurassic Maths Hub, English Hub (Cornerstone Trust)	Rosenshine's Principles of Instruction (free pdf) Rosenshine's Principles in Action (Sherrington) Teach Like a Champion (Lemov) – especially chapters on behaviour, routines, ensuring high take up. Teaching Walkthrus (Sherrington) Retrieval Practice (Jones) Connect the Dots (Taylor) Making Good Progress (Christodolou) Embedded Formative Assessment (Wiliam) Running the Room (Bennett) Why Students Don't Like School (Willingham) Early Career Framework Handbook	Consistently meeting Teacher Standards (TS) = 1 increment Exceeding all TS = to be determined by mentor with HT

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STAGE 2 – Years 3 and 4	DEVELOPING Embedding and deepening professional learning practices and culture	Provide mentorship for a new member of staff e.g. ECT mentor Temporarily secondment to fulfil an identified need in another school Run a ‘masterclass’ for teachers Contribute to an online education community Read educational journals, blogs and research papers Use EEF reports i.e. Improving Literacy KS1, Maths Mastery, Metacognition and Improving Behaviour in our Schools to master areas of subject specific pedagogy and pedagogy at large. Undertake additional qualifications relating to your role Join subject leader group	Continue to offer above core aspects. Participate/lead a TLC group (Teaching Learning Community) i.e. lesson study. Continue to use EEF reports documents as a check & balance tool in mastering key areas of English, maths, SEND and behaviour. Peer coaching to develop an area of pedagogy/subject knowledge defined by the individual according to their own needs and interests	DSAT core and optional CPL programme and conferences DSAT Trust Lead Teacher programme (where nominated) which supports colleagues in designing effective CPL in line with the Trust’s key principles Subject knowledge programme CPL hub opportunities for teachers e.g. aspirant leaders	Creative Teacher Programme (if teaching is not consistently good) NPQ for Leading Teacher Development (NPQLDT) NPQ for Leading Behaviour and Culture (NPQLBC) NPQ for Leading Teaching (NPQLT)	Re-read Rosenshine’s Principles in Action (Sherrington) Teach Like a Champion (Lemov) Embedded Formative Assessment (Wiliam) Running the Room (Bennett) Connect the Dots (Taylor) OR: RESEARCH ED SERIES: EXPLICIT & DIRECT INSTRUCTION; ASSESSMENT; SEN Dual Coding (Caviglioli) Memorable Teaching (McCrae) High Challenge, Low Threat (Myatt) Understanding How We Learn (Weinstein) Teaching for Mastery (McCourt)	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced to Teaching Standards
		Read educational journals, blogs and research papers to keep up-to-date with current thinking Undertake additional qualifications relating to your role, have influence on wider and/or impact on deeper aspects of school life Significantly contribute to subject leader group / TLT group Link and collaborate with other colleagues across the Trust on joint projects – share outcomes with hub/Trust Use and share your deep knowledge and understanding of EEF reports and their pedagogy to support colleagues – in and across your school and Hub.	Leading and adding value to academy / hub / Trust collaboration work which pushes forward innovation and development, as well as sharing expertise. Mentoring of another either beginning or developing their teaching Coaching other staff Support colleague in collaboration work (hub/Trust) Continue to share and collaborate on utilising EEF reports documents in mastering key areas of English, maths, SEND and behaviour, to improve practice across the school/Hub. Support colleague in TLT work/deployment	DSAT core and optional CPL programme DSAT Trust Lead Teacher programme (where nominated) CPL hub / Trust opportunities Hub / Trust opportunities for collaboration led by colleagues i.e. TLC group, subject project, TLT work	National bodies – programmes of learning and leadership e.g. NCETM Maths Mastery Specialist/PD Lead Regional Hub involvement, i.e. Jurassic Maths Hub, English Hub (Cornerstone Trust) NPQLDT NPQLBC NPQLT	Re-read/re-visit any of the texts listed above Subject/Curriculum Specific: Writing Revolution (Lemov) Reading Reconsidered (Lemov) Closing the Reading Gap (Quigley) Closing the Vocabulary Gap (Quigley) 7 Myths About Education (Christodolou) Learning Rainforest (Sherrington) The Hidden Lives of Learners (Nuthall) Curriculum: Gallimaufry to Coherence (Myatt) Research Ed: Curriculum (Sealy et al) Research Ed: Education Myths How learning Happens (Kirschner)	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced to Teaching
		Determine career pathway and development needs through the appraisal process including leadership aspirations Read educational journals, blogs and research papers to keep up-to-date with current thinking Undertake additional qualifications relating to your role, have influence on wider and/or impact on deeper aspects of school life. Lead subject leader group / TLT group	Leading and adding value to academy / hub / Trust collaboration work which pushes forward innovation and development, as well as sharing expertise. Mentoring of another either beginning or developing their teaching Coaching other staff Support colleague in collaboration work (hub/Trust) Support colleague in TLT work/deployment Continue to share and collaborate on utilising EEF reports documents	DSAT core and optional CPL programme Secondment to another academy (1 term to a year) Continued outreach (School to school support) Coaching programme CPL hub / Trust opportunities Hub / Trust opportunities for collaboration led by colleagues i.e. TLC group, subject project, TLT work	National bodies – programmes of learning and leadership e.g. NCETM Maths Mastery Specialist/PD Lead Regional Hub involvement, i.e. Jurassic Maths Hub, English Hub (Cornerstone Trust) NPQLDT NPQLBC NPQLT	Wholesome Leadership (Rees) Leaders with Substance (Evans) Research Ed: Leadership Reduced Change to Increase Improvement (Robinson)	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced with Teaching

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		Collaborate with other colleagues across the Trust on joint projects – share outcomes with hub/Trust Use and share your deep knowledge and understanding of EEF reports and their pedagogy to support colleagues – in and across the Trust.	in mastering key areas of English, maths, SEND and behaviour, to improve practice across the Trust.				

References:

EEF Guidance Reports: PREPARING FOR LITERACY Improving communication, language and literacy in the early years, Improving Literacy in Key Stage One, IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE, IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE ONE, METACOGNITION AND SELF-REGULATED LEARNING, Improving Behaviour in Schools

Cat Scutt - Director of Education & Research at the Chartered College of Teaching

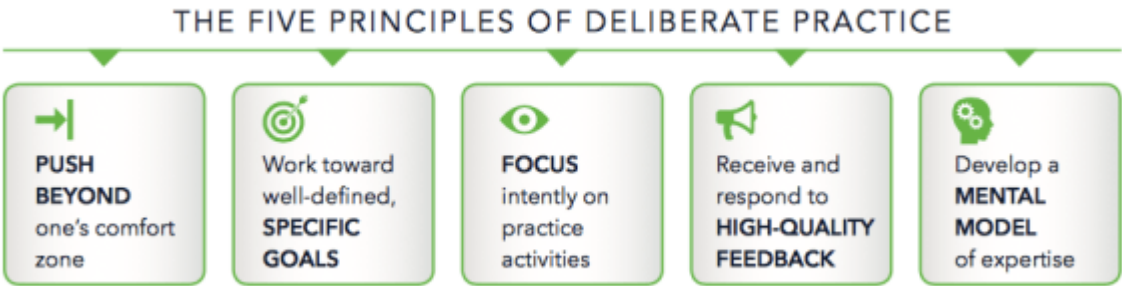
Dr Brent Philipson – Doctor of Education Vrije Universiteit Brussel

Dr Thomas Guskey - Senior Research Scholar in the College of Education and Human Development at the University of Louisville and Professor Emeritus in the College of Education at the University of Kentucky

Prof Matthew Kraft - Associate Professor of Education and Economics at Brown University

NCETM Professional Development Leader programme

Ericsson -



The Big Picture
The themes provide greater depth to the evidence on common school challenges by linking together evidence in the Toolkit with key messages emerging from EEF-funded projects, and other resources.

Great Teaching toolkit - Evidence Review

Great teachers:

- 1. Understand the content they are teaching and how it is learnt
- 2. Create a supportive environment for learning
- 3. Manage a classroom to maximise opportunity to learn
- 4. Present content, activities and interactions that activate their students’ thinking.

