

Ambition Pathways for Teachers



CARDINAL NEWMAN
CATHOLIC SCHOOL



ST ETHELBERT'S CATHOLIC
PRIMARY SCHOOL AND
NURSERY



ST MARGARET OF
SCOTLAND CATHOLIC
PRIMARY SCHOOL



ST MARY'S CATHOLIC
PRIMARY SCHOOL



ST ANTHONY'S CATHOLIC
PRIMARY SCHOOL



ST JOSEPH'S CATHOLIC
HIGH SCHOOL



ST MARTIN DE PORRES
CATHOLIC PRIMARY
SCHOOL



ST VINCENT'S CATHOLIC
PRIMARY SCHOOL

"The glory of God is a human being fully alive!"

Ambition Pathways for Teachers

Introduction from our SEL

It is my great pleasure to introduce our invitation to the career pathways available to staff working as part of the St Thomas Catholic Academies Trust.

The St Thomas Catholic Academies Trust includes six primary schools and two secondary schools. The Trust is part of a wider family of schools within the Diocese of Northampton and will grow through partnership to include a great number of Catholic schools across Luton, Slough, Central Bedfordshire and beyond. Our Trust will always retain a strong local dimension: families of local schools working in partnership, providing opportunities for staff to develop across more than one school. This is distinctive and this creates opportunities that will set us apart from other Trusts.

While you will join one school we hope you will take the opportunities open to you to work across many Trust schools over the course of a long career. We will invest in talent, seek growth in every individual and promote from within wherever we can.

Within this booklet we share not just our Ambition Pathway, setting out the opportunities available to all who wish to invest their future in our family of schools, but also the stories of staff in our Trust who have grown through our organisation. We are conscious that schools and Trusts promise a great deal and we want to be clear that our promise is reflected in our actions.

Whatever path you choose for your future, whether it is our Trust or you choose another path, I wish you well. To commit to a career in teaching or leadership in schools is a vocation where we are called to cherish the children in our care and love our job. If you feel the same, you may find we are the right fit not just for your next job, but your whole career.

Joe Richardson

Joe Richardson, Strategic Executive Leader

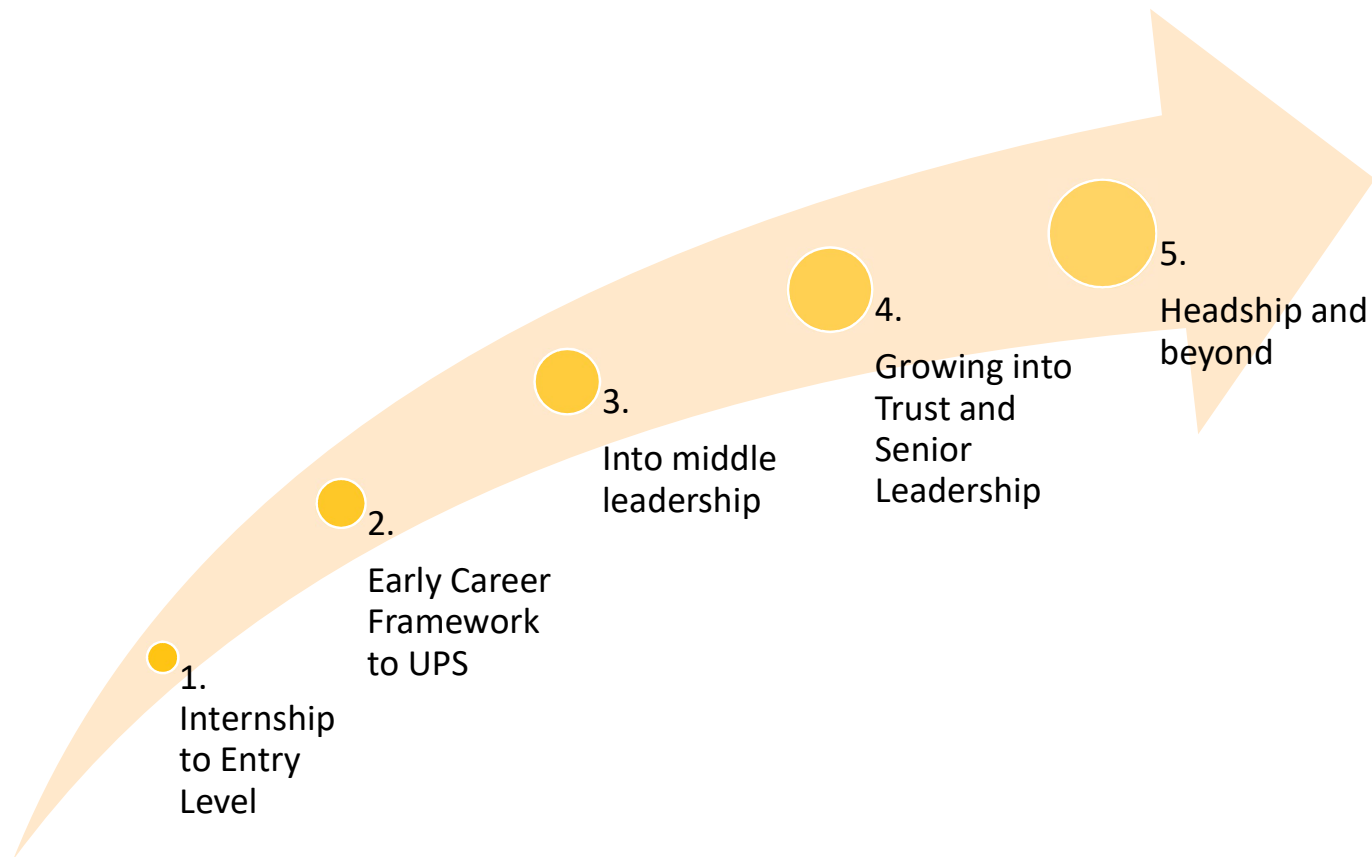


“Our commitment is clear: we will invest in talent and grow our future leaders”

“The glory of God is a human being fully alive!”

St Thomas Catholic Academies Trust: The Ambition Pathway

Your development matters to us and our commitment to developing our staff and growing future leaders is a hallmark of what we do (see the personal testimonies at the rear of this document). In this section we seek to outline the opportunities at training available to each teacher who joins our Trust.



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STAGE 1: INTERNSHIP TO ENTRY LEVEL:

1.1 Catholic Teaching Internship Programme:

The STCAT Catholic Teaching Internship Programme is designed to appeal to those who wish to commit their future to Catholic Education and are deeply committed to the Mission of the Church and our family of schools. This programme would suit students in their second and third year of University considering a career in education.

Work experience	Coaching and Mentoring	Training
<ul style="list-style-type: none"> • Interns will benefit from a 3 week placement that will include: <ol style="list-style-type: none"> i. Lesson observations ii. Paired teaching opportunities iii. Pupil shadowing iv. School directed project 	<ul style="list-style-type: none"> • Interns will benefit from: <ol style="list-style-type: none"> i. A network event with NQTs ii. A lead mentor for the duration of the internship 	<ul style="list-style-type: none"> • Interns will: <ol style="list-style-type: none"> i. Be trained in the basics of safeguarding ii. Be trained in basics of lesson planning



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1.2 Pre-entry

Many staff progress into a career in teaching having served as a valued member of support staff in the first instance. The Trust will endeavour to support staff who have an ambition to train as a teacher and help them realise their ambition.

Work experience	Coaching and Mentoring	Training
<ul style="list-style-type: none"> Pre-entry staff will have access to a 2 week placement alongside a teacher in another Trust school with opportunities that include: <ol style="list-style-type: none"> Lesson observations Paired teaching opportunities Pupil shadowing Pre-entry staff may also volunteer to work alongside a member of school staff, developing a wider portfolio of experience 	<ul style="list-style-type: none"> Pre-entry staff will: <ol style="list-style-type: none"> Be supported by the school ITT lead Meet half termly with a teacher-buddy assigned to provide additional support 	<ul style="list-style-type: none"> Pre-entry staff will: <ol style="list-style-type: none"> Have access to taster elements of the NQT programme Have tutor support towards qualifications in English and Maths Have time release support towards the completion of degree level qualifications

1.3 Entry level

Many staff progress into a career in teaching having served as a valued member of support staff in the first instance. The Trust will endeavour to support staff who have an ambition to train as a teacher.

Work experience	Coaching and Mentoring	Training
<ul style="list-style-type: none"> Teaching commitment in line with the requirements of training provider. 	<ul style="list-style-type: none"> Entry level staff will: <ol style="list-style-type: none"> Be supported by the school ITT lead Meet half termly with a teacher-buddy assigned to provide additional support 	<ul style="list-style-type: none"> QTS / Apprentice programme pathway

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STAGE 2 – EARLY CAREER FRAMEWORK TO UPS:

2.1 NQT and Second Year Teachers:

There is nothing more important than ensuring teachers make the very best start to their career. Each school runs an outstanding induction programme, supporting teachers to establish ways of working that are manageable, develop confidence to work with increasing independence and to make connections that will ensure they are happy and inspired in their work.

Work experience	Coaching and Mentoring	Training
<ul style="list-style-type: none"> • Reduced timetable allocation to provide additional support for planning and preparation • Second Year Teaching and Learning Project 	<ul style="list-style-type: none"> • Entry level staff will: <ol style="list-style-type: none"> i. Be supported by the school ITT lead ii. Be supported by expert coach iii. Work alongside a dedicated mentor across both NQT and second year of teaching 	<ul style="list-style-type: none"> • STCAT new staff induction programme • Catholic teacher development • Second year: researching teaching



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2.2 The high performing teacher:

Teachers at this point are emerging out of the Early Career Framework, will be embedding their practice and will begin to work towards aspects of school leadership through both the Upper Pay Spine as well as specific areas of responsibilities (TLRs). The work undertaken in this stage of the teacher's career will provide the basis of the evidence required for progression to the Upper Pay Spine and / or promotion to Teaching and Learning Responsibilities.

Opportunities	Coaching and Mentoring	Training
<ul style="list-style-type: none"> • Department improvement development project • Pastoral improvement development project • Assistant Head of Year • Assistant subject leader 	<ul style="list-style-type: none"> • Outstanding teacher coach • NPQML mentor • Leadership development coach 	<ul style="list-style-type: none"> • National Professional Qualification for Middle Leaders • Outstanding teacher development programme • STCAT Catholic Leaders Course • CCRS

STAGE 3: INTO MIDDLE LEADERSHIP:

Quality teachers with a strong track record of working on improvement projects in both departments and year teams will rapidly progress to take on areas of responsibility as substantive middle leaders. These leaders will already have worked towards leadership qualifications. The next step for these teachers is to thrive in their role as middle leaders and then look ahead to senior leadership.

Opportunities	Coaching and Mentoring	Training
<ul style="list-style-type: none"> • Whole school development project • Associate member of Senior Leadership Team 	<ul style="list-style-type: none"> • SLT link and coach • NPQSL mentor • Mentoring with Headteacher 	<ul style="list-style-type: none"> • NPQSL • Catholic Leaders Course • Aspiring Deputy Headteacher course



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STAGE 4: GROWING INTO TRUST AND SENIOR LEADERSHIP:

4.1 Trust Leader & Specialist Leader of Education:

Successful middle leaders drive great schools. They provide the consistency, energy and example of quality for others to follow. Once embedded in their role and having delivered success that is sustained over time, great middle leaders will have the opportunity to train as Trust / Specialist Leaders of Education. These are pivotal roles within our Academy Trust and provide the opportunity for great middle leaders to grow as senior leaders.

Opportunities	Coaching and Mentoring	Training
<ul style="list-style-type: none"> Trust development project Leader of Trust Improvement Group Cross school internship 	<ul style="list-style-type: none"> SLT link and coach Headteacher coaching 	<ul style="list-style-type: none"> Specialist Leader of Education Masters in Catholic Leadership Catholic Leaders Course Aspiring Deputy Headteacher course

4.2 Assistant Headteacher & Deputy Headteacher:

School leaders are at their most effective where they focus on improving the quality of teaching and learning. Leaders who cherish their staff and understand that high expectations and powerful support are the keys to improvement, quickly gain the confidence of the school community. Successful Assistant Headteachers and Deputy Headteachers will be identified swiftly and supported towards Headship through

Opportunities	Coaching and Mentoring	Training
<ul style="list-style-type: none"> Trust development project Leader of Trust Improvement Group Cross school internship 	<ul style="list-style-type: none"> NPQH coach Headteacher coaching 	<ul style="list-style-type: none"> NPQH Masters in Catholic Leadership Catholic Leaders Course Aspiring Headteacher course

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STAGE 5: HEADSHIP AND BEYOND:

5.1 Headteachers, Directors of Trust Improvement and Executive Leaders:




Headteachers will benefit from powerful support through the Strategic Executive Lead’s coaching programme and will quickly grow to a point of confidence and independence. Once established, Headteachers within the Trust provide the expertise required to steer and improve a complex organization. Within the group of Headteachers individuals will grow towards the most senior positions as Directors of Trust Improvement and, ultimately, Executive Leader.

Opportunities	Coaching and Mentoring	Training
<ul style="list-style-type: none"> • Leadership of Peer Review • Leadership of Trust Improvement strategic intent • Executive Leader placement in partner academy trust 	<ul style="list-style-type: none"> • CEO / Executive Leader coaching support 	<ul style="list-style-type: none"> • NPQEL • Masters in Catholic Leadership



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THE AMBITION PATHWAY IN PEOPLE

STAGE	THE EXPERIENCE	OUR TRUST FAMILY
<p>PRE-ENTRY</p>	<p>Ellie Greenwell, NQT, St Margaret of Scotland Primary School</p> <p>Ellie Greenwell begins her work as a qualified teacher this academic year. A product of our family of Catholic Schools, Ellie remained in contact with key personnel in order to develop a range of experiences that supported her progression into a career in which she is set to thrive. It is Ellie’s pathway into the Trust that sees us focus on developing future talent and encouraging those not yet in our schools to make that next step.</p>	
<p>STAGE 1 ENTRY</p>	<p>Luke Mulholland, Drama and SEN Teacher, Cardinal Newman School</p> <p>Luke joined Cardinal Newman as a Cover Supervisor. A former student of the school, Luke quickly became part of the family and served in this role with great distinction. His first love is drama and the teaching of drama in particular. Luke is now on a training programme with the school and is learning his craft as drama teacher in the familiar surroundings of a school he knows so well. Commenting on his experience, Luke noted the many benefits of training to teach in an environment that you know so well already, with systems and procedures that are familiar and with staff you know will support you and are totally committed to your personal and professional development.</p>	
<p>STAGE 2 EARLY CAREER</p>	<p>Siobhan Keane, History Teacher, Cardinal Newman School</p> <p>Considering teaching as a possible career, Siobhan first joined Cardinal Newman in 2011 as a Cover Supervisor. After a few years gaining valuable experience, Siobhan was accepted onto a GTP course, training as a History teacher as part of the school’s successful History department. Reflecting on her experiences so far Siobhan comments, “Working for Cardinal Newman is like coming home. As a past pupil, I enjoy working with students from the community I grew up in. I have witnessed so many of my peers succeed as a result of their education and I would like to play a part in helping the next generation achieve their goals, whatever they may be. At Cardinal Newman, I have the opportunity to improve my teaching practice, learning from the most highly regarded teachers in the school, and the wider community.”</p>	

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STAGE

THE EXPERIENCE

OUR TRUST FAMILY

STAGE 3
INTO
MIDDLE
LEADERSHIP**Siobhan Caulfield, Phase Leader, St Margaret of Scotland Primary School**

Siobhan joined St Margaret's as a teaching assistant after completing her degree, initially unsure about the next steps in her career. After working with the children, supporting teachers, running interventions and experiencing all that school has to offer, she decided to train as a teacher. She was quickly identified as a teacher with the drive and resilience required for leadership and was promoted to Team Leader in September 2015. In 2016, Siobhan was promoted to Phase Leader, responsible for 2 year groups and the progress of almost 180 children. Most recently Siobhan took on the extra responsibility of Curriculum Design Lead for the whole school. Reflecting on her career path, Siobhan commented, "I am grateful for the opportunities, training and support I have received in my career. I have been expertly guided by my senior leadership team who have always ensured that I have had the training and support I have needed to do my job well. The team I work with are fantastic."

Avril Dowdeswell, Head of English, Cardinal Newman School

Avril joined the Cardinal Newman team and English department in 2012 as a newly qualified teacher. From the beginning Avril was given opportunities which challenged and developed her, from being trusted to teach the A level Literature syllabus in her first year, to mentoring trainee teachers early on in her career. As her confidence in teaching grew, her Head of Department and Second in Department gave her increasing responsibilities which eventually encouraged Avril to apply for TLR posts within the department. She was initially appointed as Reading Co-ordinator and then later held responsibilities for the provision of the English Language GCSE. Cardinal Newman's commitment to staff training and enrichment prospects (including attendance at English teaching conferences; participation in the Teachers as Writers programme; enrolment on the Outstanding Teacher course) facilitated Avril's growth, not only for her subject knowledge and pedagogy but also her leadership skills. More recently Avril has been enrolled in the government NPQML scheme to continue developing her in the capacity of a leader, which supported her in the position of Assistant Curriculum Leader, held from 2017. As Avril enters her eighth year of teaching she can reflect on her journey from tentative NQT to middle leadership as Cardinal Newman's new Head of English.

STAGE 3
INTO
MIDDLE
LEADERSHIP

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STAGE

THE EXPERIENCE

OUR TRUST FAMILY

STAGE 3
INTO
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LEADERSHIP**Hayley Gallaher and Annette Barnaville, Trust Leaders of Education (RE and English)**

Trust Improvement Groups (or TIGs) are central to the work of the Trust. The family of schools in Luton decided that collaborative work would be supported by leaders with a specific responsibility to lead Trust Improvement Groups for English, Maths and RE. Hayley and Annette have been pioneers of this work and have drawn together colleagues from across the Trust to secure great progress in teaching, learning and student outcomes. Joe Richardson, CEO of the Trust commented, "It is hard to overstate the importance of the work being undertaken by Annette and Hayley. There is no point whatsoever in forming an Academy Trust unless you are determined that it will result in the emergence of better practice for all schools through all schools. They are champions of best practice across our family schools and through their work we have seen rapid progress in aspects of Reading, Writing and teaching and RE." Moreover, the work they have done has been the ideal preparation for their new roles as Assistant Headteachers. It is another example of the way we seek to grow from within and celebrate the talent that lies in our family of schools."



*Working together in the
Light of the Lord.*

STAGE 4:
GROWING
TRUST AND
SENIOR
LEADERS**Sarah Ball, SENCO, St Mary's and St Vincent's Primary**

Sarah joined St Mary's Primary in November 2017 as 0.5 Class Teacher and 0.5 SENDCO. Since September 2018 she has progressed from working one day a week at St Vincent's to being SENDCO across both St Mary's and St Vincent's. Sarah comments, "I have a great passion in supporting children with special educational needs in fulfilling their potential. It feels very natural to undertake this position over two schools with the same nurturing ethos and vision of SEND as pivotal in the schools development".



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STAGE

THE EXPERIENCE

OUR TRUST FAMILY

4:
GROWING
TRUST AND
SENIOR
LEADERS

Michelle Button, Assistant Headteacher, St Martin de Porres Primary

Michelle joined St Martin's in 2007 as a PGCE student working in Year 4 and was subsequently offered the position of class teacher. Michelle quickly took on the leadership of the mathematics team in the school. In her third year of teaching, she became a mentor for trainee teachers, being able to relate and empathise with others starting their teaching career. In 2012, Michelle became a member of the Senior Leadership, which included roles as Strategy Leader, KS1 leader and KS2 Leader. In 2018 she was appointed Assistant Headteacher. Michelle commented, "I was made to feel welcome from the very first day I stepped in the school. Teaching is about relationships and teamwork; supporting each other is fundamental to ensuring that the staff are happy and feel they are given the best opportunity to fulfil their roles, nurturing children to reach their full potential in all areas".



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STAGE 5:
HEADSHIP
AND
BEYOND

Karen Armstrong, Headteacher, St Vincent's Primary School

Karen Joined St Martin de Porres as an NQT in 2004 and has followed a progressive path to her current position as Head Teacher of St Vincent's in 2018. Karen has always valued the importance of the support and recognition the Trust has always offered. Doors were opened for Karen by the inspiring past and present leaders allowing the opportunity to mentor, train as an outstanding facilitator and become accredited as an SLE before going on to the role as Assistant Headteacher. Karen commented, "I am an ambitious and passionate person, but my success is also down to the support and guidance the family of schools gives me in order that I can maintain my strong desire to make the learning experience rewarding for all".



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STAGE

THE EXPERIENCE

OUR TRUST FAMILY

Joe Richardson, Strategic Executive Leader, St Thomas Catholic Academies Trust

Joe has served in four schools across the Diocese of Northampton over a period spanning almost 20 years and has a total of 25 years of service in Catholic education.

Over the course of the last 15 years, Joe has benefited from a range of opportunities to grow in experience and understanding, first as Deputy Headteacher and then as Headteacher across three different schools. It is this rich experience that defines his commitment to the Ambition Pathways outlined in this document. Joe remains committed to all aspects of CPD and growth, he has completed a Masters in Education Leadership, the National Professional Qualification for Headship and is currently completing the National Professional Qualification for Executive Leaders.

Joe commented, “It is my sincere wish that every member of staff has the opportunity to grow in and thrive in a job they love. I would encourage staff in the Trust to move from school to school within the Trust, developing skills, knowledge and understanding across a range of settings.

Our Trust is all about people. As leaders we know that if we look after our staff then the children we serve will thrive too.”


**STAGE 5:
HEADSHIP
AND
BEYOND**

This document will be subject to review and change during 2020-2021.



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