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**Central Schools Trust**

**Executive Headteacher**

**Head of School at Balsall Common**

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**Central Schools Trust**

**Career Growth, Perks and Well-being**

Balsall Common Primary School Academy is the lead school in the Central Schools Trust (CST). Damson Wood Infant and Nursery School Academy is sponsored by Balsall Common. Together, they make up the CST.

Valuing and developing staff are key priorities. We want to work with highly motivated teachers who have a proven track record, or would like to develop a proven track record, of high outcomes for all children. We care about recruiting the right people, and about retaining them.

Consequently, we have a clear plan for developing employees through an employee development programme, which sets clear guidelines for career advancement from entry level to coordinator, manager and director positions. The support received from within our organisation will develop skills and experience which can be used as a stepping stone for future advancement.

We also treat our staff well by offering a variety of perks. These include corporate outings twice yearly, employee-recognition programmes and employee benefits though People Value.

People Value provides staff with discounts and special offers from a wide range of well-known retailers, such as supermarkets and high street stores.

Ensuring that the well-being of staff, within the trust, remains high on our agenda, employees also benefit from membership of the Schools Advisory Service which can provide free fast-tracked private medical treatment at local, private hospitals, health screening, stress awareness and relationship counselling, physiotherapy, menopause support and a weight management programme.

**Employee Development Programme**

**Teaching**

The career path for a teacher within the CST from entry level, as an NQT, to headteacher level is predicted to be about ten years. Of course, this could be quicker, or it could take longer.

Sometimes it is possible for this career development to take place within the Trust itself; at other times it may be necessary to move to a different school; it will depend on the individual candidate and the availability of posts within the CST.

The information below outlines the level of support that teachers can expect to get at each stage of their career development.

**NQT (First Year)**

* Dedicated mentor who is an experienced member of the senior team
* Working alongside year group teachers and teaching assistants
* 10% release time as well as 10% PPA time
* Tailored support, depending on need
* Opportunities to see other teaching
* Partnership with other schools allowing reciprocal visits from similar and diverse schools
* This is the entry level to teaching and can lead to becoming a Year Group Leader

**Year Group Leaders (Second/Third Year)**

* Responsibility to lead the year group and experience what it is like to offer direction to other teachers and TA’s within the year group
* Direct access to senior leaders for support and guidance
* Tailored support, depending on need
* Opportunities to see other teaching
* Partnership with other schools allowing reciprocal visits from similar and diverse schools
* This is a stepping stone leading to being responsible for a phase

**Phase Leaders (Fourth/Fifth Year)**

* Responsibility to work across two year groups, leading and managing staff within the phase
* Work directly with senior leaders to shape the strategic direction of the school
* Tailored support, depending on need
* Partnership with other schools allowing development at middle leader level
* This is a stepping stone leading to a post of AHT or DHT

**AHT/DHT (Six/Seventh Year)**

* Non-class based responsibilities around key areas of school development
* Working alongside other AHT/DHT, Headteachers and the Executive headteacher
* Independent leadership of the dedicated key area
* Support from Headteachers and Executive Headteacher as and when required
* Regular meetings with other senior leaders from within the school and the trust
* Opportunities to engage in a planned programme of professional development
* This is a stepping stone leading to a post of Headteacher

**Headteacher (Ninth/Tenth Year)**

* Support directly from the Executive Headteacher and other Headteachers within the Trust
* Planned school visits to strengthen knowledge and expertise
* Opportunities to engage in a planned programme of professional development
* Working alongside fellow Headteachers within clusters, as well as within the Trust
* Significant opportunities to plan the strategic direction of the Trust
* This is a stepping stone leading to a post of Executive Headteacher