

St Paul's

CATHOLIC SCHOOL

Ministerium Tuum Imple Love | Serve | Do the best that is possible

Career Pathways for Success



Introduction

About St Paul's

Ministerium Tuum Imple (2 TIM 4:5)

Love. Serve. Do the best that is possible.

St. Paul's is a mixed 11-19 comprehensive school with initial teacher training status. We are a thriving and successful Catholic school with an excellent reputation.

The words of St. Paul, on which the **Mission of the school** is based, mean that we are committed to the care of pupils and the success of every pupil in a way that is rooted in the values of the gospel.

We expect pupils to set themselves high standards in their work, their extra-curricular activities and their relationships with others. We challenge them to do so and support them so that they will achieve. We do this to enable them to make the most of the opportunities offered by St. Paul's and to lay the foundations of success and personal development.

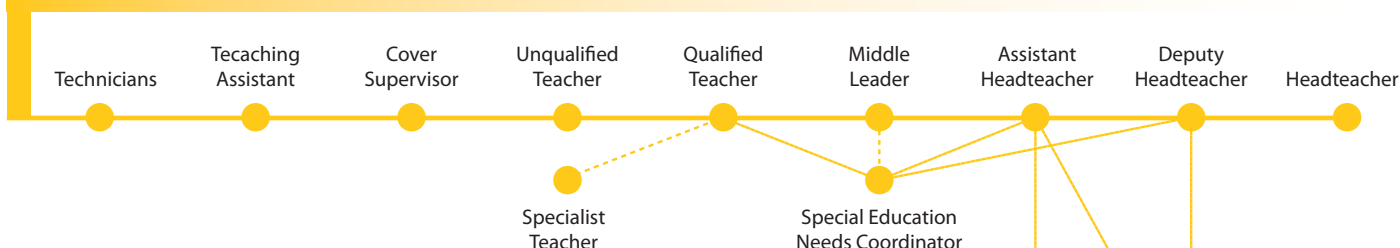
We are fortunate in having a well-equipped and maintained school and we are determined that St. Paul's will be second to none in the quality of its staff, curriculum and teaching and learning.

We work together with parents to develop the gifts possessed by the children, so that they are prepared to take a place in the adult world confidently.

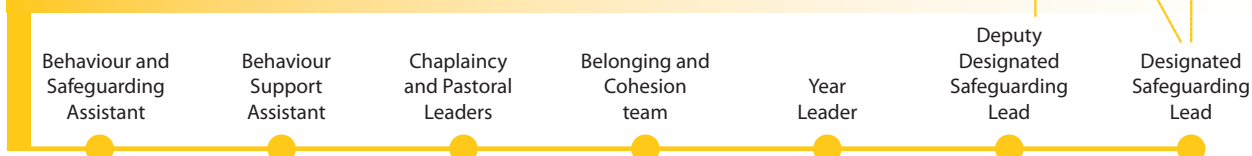
Summary: Career Pathway Map

We are committed to the care of all pupils and strive to challenge and support them to do the best that is possible. The hard work of our highly motivated, professional and friendly staff continues to lead to higher levels of pupil learning and examination success. This career pathway map has been developed to show the opportunities and developments that are available at St. Paul's Catholic School.

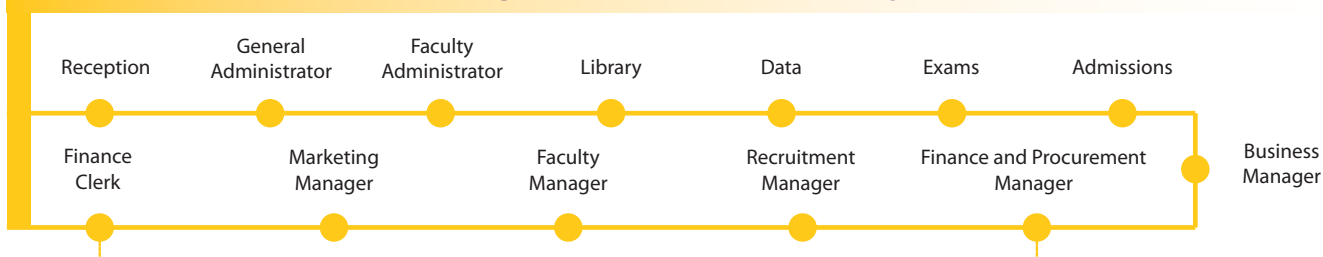
Teaching and Leadership Pathways



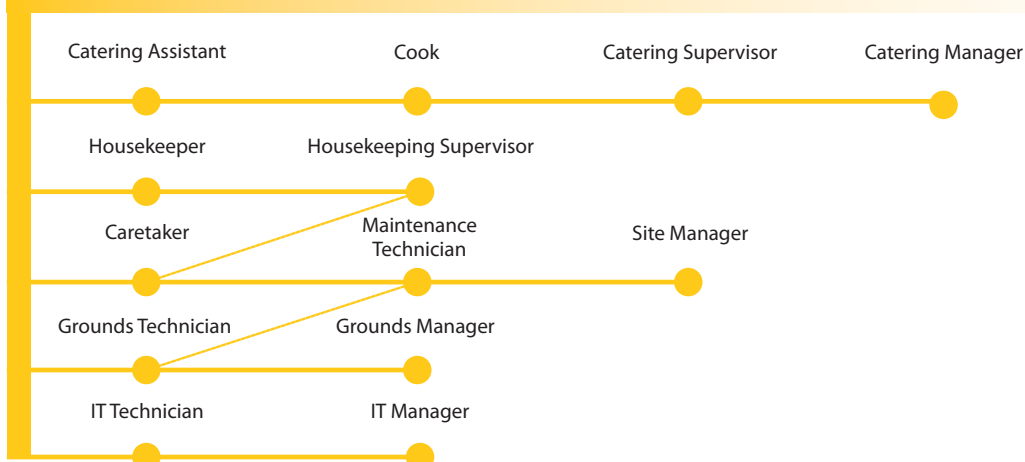
Safeguarding Hub Pathways



Financial and Enabling Business Pathways



Operational Pathways



Teaching Assistant to Teacher

The steps for career progression outlined in the following tables represent common pathways, but it's important to acknowledge that, career journeys can take many different twists and turns, each offering valuable learning experiences to be embraced. There's no expectation for everyone to follow the same path! The aim of this document is to help you, regardless of where you are in your career, to explore potential next steps that can guide you towards achieving your career aspirational goals.

Additionally, this document assists School Leaders in planning and creating suitable training and professional development opportunities available across St Paul's. See job roles and steps to secure progression below:

Unqualified Teaching Assistant

- Level 3 Teaching Assistant Qualification (1 year)

Qualified Teaching Assistant

- GCSE English and Maths at Grade C/ Level 4 or above (1-2 years)
- Level 4 HLTA Qualification (1 year) or working towards
- Track record of providing highly effective interventions with individuals and small groups of children
- Initial positive experiences of covering a whole class, with planning provided by a teacher

Higher Level Teaching Assistant

- Track record of providing highly effective whole class teaching with a variety of classes
- GCSE English/Maths and Science at Grade C/ Level 4 or above (1-2 years)
- A degree or equivalent qualification level 6 qualification (3 years)
- Secure Qualified Teacher Status (QTS) through either:
 - Teacher Training (SCITT or School Direct), or
 - Post Graduate Certificate in Education (PGCE) with QTS

Qualified Teacher

Teaching to Middle Leader

An unqualified teacher must have the following qualifications:

GCSE English, Science and Maths at Grade C/ Level 4 or above (1-2 years)

A degree or equivalent qualification to enter postgraduate primary or secondary teacher training



Unqualified Teacher

- Secure Qualified Teacher Status (QTS) through either:
 - Teacher Training (SCITT Teacher Training or School Direct), or
 - Post Graduate Certificate in Education (PGCE) with QTS
 - QTS Teacher Apprenticeship



Qualified Teacher

- Complete Teacher Framework (2 years ECT)
- Demonstrate a track record of highly effective teaching that is reflected in:
 - Positive observations and class visit outcomes
 - Consistently strong pupil progress (over 3 years, which could include the 2 years on the ECT programme)
- Engage effectively with school level projects that are securing improvements in the quality of education for children (over a 2-year period or more)
- Provide coaching support for colleagues that effectively builds their confidence and capability (over a 2-year period or more)
- One of the NPQ Specialist pathways (Leading Teacher Development, Leading Behaviour and Culture, Leading Teaching, Leading Literacy).
- Broaden experience through becoming a governor.

Middle Leader

Teaching to Head of SEN Department

An unqualified teacher must have the following qualifications:

GCSE English, Science and Maths at Grade C/ Level 4 or above (1-2 years)

A degree or equivalent qualification to enter postgraduate teacher training

Qualified Teacher

- Complete Teacher Framework (2 years ECT)
- Demonstrate a track record of highly effective teaching that is reflected in:
 - Positive observations and class visit outcomes
 - Consistently strong pupil progress (over 3 years, which could include the 2 years on the ECT programme)
- Engage effectively with school level projects that are securing improvements in the quality of education for children (over 2 year period or more) – likely to include significant experience working with children with SEN
- Provide coaching support for colleagues that effectively builds their confidence and capability (over a 2-year period or more) in relation to working with children with SEN
- Active involvement in Special Educational Needs projects in the school, supporting the work of the SENCO and working with a number of children with SEN to support their progress.

Special Education Coordinator

- National Award for Special Educational Needs Coordination (15 months) – this is unlikely to be started prior to a person taking on a SENCO role. The qualification must be achieved with 3 years of starting in the role.
- Extensive involvement with external agencies that enables children with a wide variety of the special educational needs to access appropriate provision and make progress with their individual education plans.
- A strong track record of successfully leading work with Teachers and Teaching Assistants that enables them to build their confidence and capability to meet a wide variety of special educational needs
- Proven effective experience with the design, development and delivery of a personalised curriculum offer for children who are not yet able to fully access the age-appropriate national curriculum.

Head of SEN Department

Middle Leader to Headteacher

Middle Leader

- NPQ Senior Leader (18 months)
- Successful outcomes linked to main area of responsibility over a period of at least 2 years.
- Positive feedback from team and leadership peers regarding ways of working and leadership skills
- Strong contributions to cross School network or project that has been recognised by School Leaders

Assistant Headteacher

- Successful leadership of a strategically important whole school theme over a period of at least 2 years
- Successful line management of a team
- Positive feedback from a range of stakeholders such as staff, phase leaders, Headteacher and local governor

Deputy Headteacher

- NPQ Headteacher (18 months)
- Successful leadership of a number of complex strategic issues at whole school level that have been core elements of the School Development Plan
- Successful leadership of a school project that has positively impacted a key improvement theme for the school
- Effective engagement with the education sector, beyond the school that enables children and staff to benefit from current sector ideas and engage with innovative approaches that enhance the quality of education across the school.

Headteacher

Assistant Headteacher

- NPQ Senior Leader (18 months)
- Successful track record of school leadership (likely to be across a number of different school contexts) that demonstrates strong progress and impact linked to school development priorities that have been driving high performance in relation to:
 - The strong outcomes that children achieve 9 considering the context of each school in relation to both progress and attainment;
 - Improved or consistently high standards of teaching, learning and assessment
 - The continued development of an aspirational curriculum that reflects the need to the community the school serves;
 - A sustainable approach to managing school finances, enabling schools to consistently maintain reserves that support their longer term sustainability;
- Strong evidence from key stakeholders (such as staff, the school leadership team and governors) that this track record has been achieved through an empowering leadership style that promotes the development and welfare of children, staff and the wider school community.

Headteacher

Assistant to Designated Safeguarding Lead

Behaviour and Safeguarding Assistant

- GCSE English and Maths at Grade C/ Level 4 or above (1-2 years)
- Have made a significant contribution to process improvement to behaviour and safeguarding within the school.
- Consistently demonstrate the ability to provide high expectations and implementation of the behaviour policies and procedures with school community.

Deputy Designated Safeguarding Lead

- Implementing effective safeguarding policies and procedures.
- Evidence of continues professional development.
- Ability to lead the pastoral team.
- A strong passion for education and a student-centered approach.
- Overseeing the welfare, well-being and pastoral development of all pupils in school.

Designated Safeguarding Lead

Administrator to Faculty Admin Manager

To be an administrator you need to:

- Have GCSE English and Maths at Grade C/ Level 4 or above
- Demonstrate effective communication skills with children and adults
- Demonstrate effective organisation skills

See steps to secure progression below:



School / Faculty Administrator

- GCSE Maths and English at Grade C / Level 4 (1-2 years)
- A level 4 or higher qualification
- Have made a significant contribution to process improvement linked to an aspect of school administration.
- Consistently demonstrated the ability to provide high standards of customer service to a wider range of stakeholders (e.g. children, staff, parents, governors from across the school community).

Faculty Admin Manager



Finance Assistant to Finance Manager

To be a Finance Assistant you need to:

- Have GCSE English and Maths at Grade C/ Level 4 or above
- Demonstrate effective communication skills with children and adults
- Demonstrate effective organisation skills
- A commitment to complete a level 2 Certificate in Finance Administration (1 year)

See steps to secure progression below:

Finance Assistant

- ILM Level 4/5 Diploma in School Business Management / Leadership, or an equivalent business related higher level qualification (this may be linked to a specific management discipline such as Accounting and Finance or Human Resources)
- Have made a significant contribution to process improvement linked to an aspect of school finance.
- Demonstrated the ability to provide high standards of customer service to a wide range of stakeholders (i.e. staff, parents, school leaders and governors from across the school).

Finance Manager

- Secure a relevant accounting qualification such as CIPFA, ICAEW, ACCA, or CIMA that supports the development of both a technical and strategic understanding of finance
- Have a proven track record of supporting a school (or other types of organisation) to secure positive financial outcomes in relation to:
- The efficient and effective management of finances, enabling the organisation to deliver strong performance in relation to its core purpose
- Securing and maintaining positive audit outcomes that reflect that processes are sound and that accounting requirements and regulations are being followed consistently
- Demonstrate the ability to work closely with school leaders and wider stakeholders to regularly review, and where necessary refine, business processes to promote an effective and efficient use of resources.

Business Manager

Technicians to Managers: Grounds, Maintenance, & IT



Grounds Technician

- Support in the up keep of maintenance of Grounds internal and external contracts
- Involvement in planning and setting workload schedules
- Support site team as required

Grounds Manager



Maintenance Technician

- Involvement in basic repairs and maintenance work
- Championing health and safety in relation to work being carried out
- Involvement in reviewing and maintaining the security of the site
- Involvement in setting priorities for maintenance and repairs

Site Manager



IT Technician

- Operational support and maintenance for the school ICT equipment and software
- Project work
- Support with the update ICT infrastructure with key technologies and software systems

IT Manager



Housekeeper to Housekeeper Supervisor



Housekeeper

- Assist with the delivery of housekeeping
- Ensure health and safety is followed
- Ensure machinery is correctly maintained and reported for servicing

Housekeeping Supervisor

Catering Assistant to Cook



Catering Assistant

- Involvement in menu design and development
- Involvement in ordering to ensure both efficiency and maintenance of high standards of quality
- Involvement in co-ordination of staffing stations during lunchtimes.

Cook

