



LAURUS

TRUST

Staff Development

The 10 Year Journey

A ten year plan

“Teachers, leaders and support staff have a 10 year career plan that is realistic and deliverable.”

(Sir David Carter, NSC Roadshow, 2016)

The aim of the additional support during the first few years of teaching is to ensure that rapid progress takes place in terms of demonstrable classroom practice and in a deeper conceptual understanding.

This allows Laurus to develop a 10 year career trajectory for staff paving their way from NQT to headship.

Identifying talent

During the appraisal process opportunities to discuss staff who are showing leadership potential is essential. From these discussions and consideration of the '10-year plan' the Trust provides staff with stage and career appropriate additional development both in terms of teaching & learning and leadership & management. A small team of senior staff will use the appraisal process alongside typicality data to identify those who are ready for the next stage of leadership development. They will have conversations with staff on career progression and plot next steps acting as a coach throughout their time at Laurus.

Becoming an effective teacher is a lifelong process. At Laurus we acknowledge that pedagogic practice can always be improved 'better is possible'. As such it is important for all teachers to continuously focus on their practice. An evidence informed approach is key to this and by extension therefore it is important that all teachers develop their research literacy to employ criticality effectively.

Becoming an effective senior leader is not just about picking up the skills and strategies associated with leading a team it is also about developing the core principles of public office and developing into an effective team player. We therefore also highlight these essential set of components and develop them alongside generic leadership skills.



The table below sets out the Laurus offer of structured professional learning across the trust:

Phase	Training/ Induction	Developing Practitioner	Established Practitioner	Leading Practitioner
Teaching & Learning	PGCE with 60 Masters credits	Laurus Masters in Education	Laurus Masters in Education	EdD
	Award of QTS		NASENCO	
Continuous Professional Learning	Further Professional Learning / Extended Professional Learning			
	Action Research Communities / Teaching & Learning Teams			
Leadership & Management		AMLDP	NPQML	NPQSL/NPQH/ NPQEL SLE
Additional Support	Mentor		Leadership Coach	

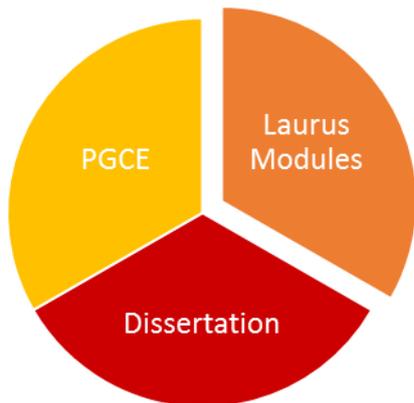


Approximately 10 years

The Laurus Trust Masters Programme

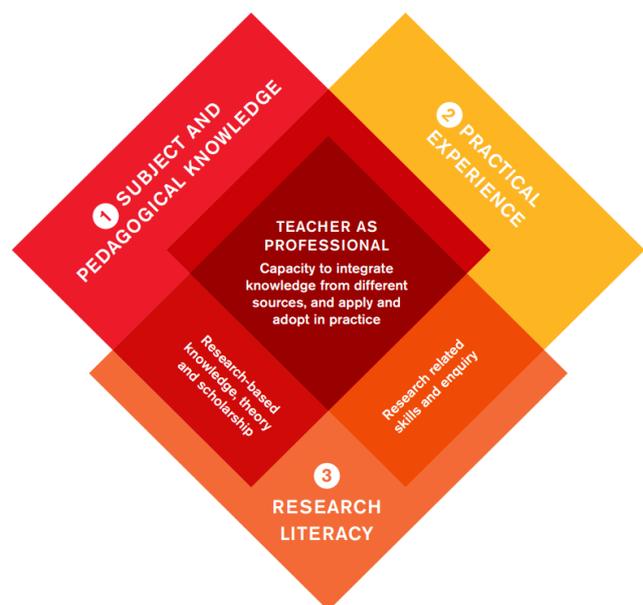


One of the biggest factors in classroom experience and outcomes is the professional knowledge and skill of the teacher. Continuing to think about classroom practice and the purpose of education is a key element of the professional practice of all teachers in the Laurus Trust.



The Masters Programme is a conscious move to ensure that our teachers are not passive recipients of doctrine, that they actively engage with relevant philosophical and educational research concepts. All participants apply to the course as this is a significant additional burden on their own person time. The most common route is structured into thirds and is designed to dovetail with our ITE provision.

The programme is currently in its third year with planning already in place for a fourth. To date 52 teachers, from across the alliance, including primary, secondary and alternate provisions, have completed two thirds of their Masters degrees with us and are set to or already have progressed to the campus based dissertation stage. The units have explored Issues in Professional Practice, Current Issues in Education, Pedagogy in Practice Research Projects and Critical Questions in Education. Next year the units will be Mapping the Territory and Research Methodologies.





National Award for SEN Coordination (NASENCO) – HEI Partnership



The National Award for SEN Coordination remains a mandatory requirement for newly appointed SENCOs from 2008. Experienced SENCOs and aspirant SENCOs with appropriate experience and access to working with the SEND leadership at a strategic level are also welcome to apply.

It is a 60-credit, Postgraduate Certificate programme builds upon six years of development and successful delivery. This qualification is proving key to effective SEND provision development, career progression and a first step to completion of a Masters in Inclusive Education.

The award is designed, delivered and assessed to provide evidence for National College for Teaching and Learning Outcomes standards. Engagement in the award impacts upon the provision in schools and on the progress of children with SEN.

Doctor of Education (EdD) – HEI Partnership



This programme is for practitioners from a range of contexts who want to study for a doctoral level award that is professionally focused. The course aims to offer a stimulating and challenging programme of research training leading to sustained enquiry into the student's own practical situation.

It is structured in two parts with the advantage of being able to offer a two year taught phase, Phase A, which takes place over several weekends. The course is student centred and, as well as being taught by staff eminent in their fields, the weekends enable students to work collaboratively in a network of supportive relationships.

ARC/TLT

Action research is inquiry based learning that is carried out by professionals within the school community. R&D has huge potential to make a difference for shaping the educational future of our school.

Action Research Communities (ARC)/Teaching & Learning Teams (TLT) are groups of teachers coming together to develop their understanding and research a particular aspect of classroom practice. They will be conducting research as a team throughout an academic year.

The action research will be linked with the SDP but may also inform the following year's priorities.

There will be a series of meetings during the year where the group can gather to review progress and formulate next steps. There will also be opportunities to feedback to other staff in school.

Meetings will be an opportunity to develop strategies for the next steps in the research process. The main body of work will take place between the meetings. The following activities could potentially be taking place:

- *Lesson Study: Joint lesson planning/ observations – technique development and review.*
- *Appreciative enquiry: learner/ learning focused observation*
- *Teacher/ learner/ parent voice.*
- *Investigation of new ideas: Trying out different/ new concepts in own classroom & evaluating success*
- *Collecting evidence of impact*
- *Finding out about preceding/ other research into the chosen area of inquiry.*

Within the meetings, work that has been completed will be discussed and potential changes or developments to the approach and conclusions debated. The overarching principle is that the research must in the end impact on student progress.

FPL/EPL

Further Professional Learning/Extended Professional Learning sessions will take place at points throughout the academic year. The main focus of these meetings is to enable interested staff to stay up to date and discuss current classroom practice. A few sessions will cover some of the wider work that takes place within school/trust. They are an opportunity to discuss current best practice. Example session titles:

Category	Session Name
PP	Teaching for Learning
PI	Philosophy of Education – a historical tour...
LD	Priority management
CI	Principles of instruction
PP	Developing Cultural Literacy
PI	Progressivism
LD	Data – what's available and what does it tell you?
CI	Cognitive load theory
PP	Prioritising Pupil Premium
PI	Essentialism
LD	Leading Teaching and Learning

PP: Professional Practice An opportunity to discuss classroom practice

PI: Professional identity An exploration of the wider aspects of education.

CI: Current issues Investigating some of the recent findings in education.

LD: Leadership development An exploration/refresher of some of the skills needed for leadership.

Each session can be seen as a 'think pieces' - an introduction to a particular area of work or strategy.

Aspiring Middle Leader Development Programme (AMLDP)

This programme is designed for those teachers who demonstrate leadership capacity early on in their careers. It is based on a deficit learning model whereby key leadership knowledges, skills and attitudes are developed from an evidence informed perspective along the following themes:

Leading Teaching & Learning

This session will be an opportunity to explore how teaching and learning can be developed through leverage leadership. Professional learning methods and monitoring techniques will be discussed.

Influencing Others

Participants will work through Egan's Skilled Helper Model of Coaching with the opportunity to explore the different phases in live examples. The aim of the session is to provide a theoretical framework through which developmental conversations can be based.

Shaping the Future

How does your subject fit into the whole school picture? What role does it play in student development? This session gives an opportunity to consider these bigger questions as well as considering the curriculum at both a micro and macro level.

Individual Tutorials

Each participant will have a 30 minute tutorial dedicated to considering their position within the school and areas they would like to work in. This is intended as an opportunity for participants to explore their learning on the programme to date and determine next steps. The timings of these sessions will be arranged on an individual basis.

Securing Accountability I

Participants will develop an appreciation of the broader landscape in relation to data and an appreciation of how their work feeds into this. Time will be given to considering best value allocation of resources to maximise impact.

Securing Accountability II

Holding people to account can be a daunting process. In this session participants will explore strategies associated with difficult conversations. The aim is to equip participants with a range of approaches to difficult conversations which can be used as a toolbox.

Working in Teams

Through the demonstration of different leadership and management models of teams. Participants will explore their preferred role within a team and consider the implications of this. Tuckman's notion of FSPN will be introduced as will Honey's Process model.

National Professional Qualifications (NPQs) – ASL Partnership

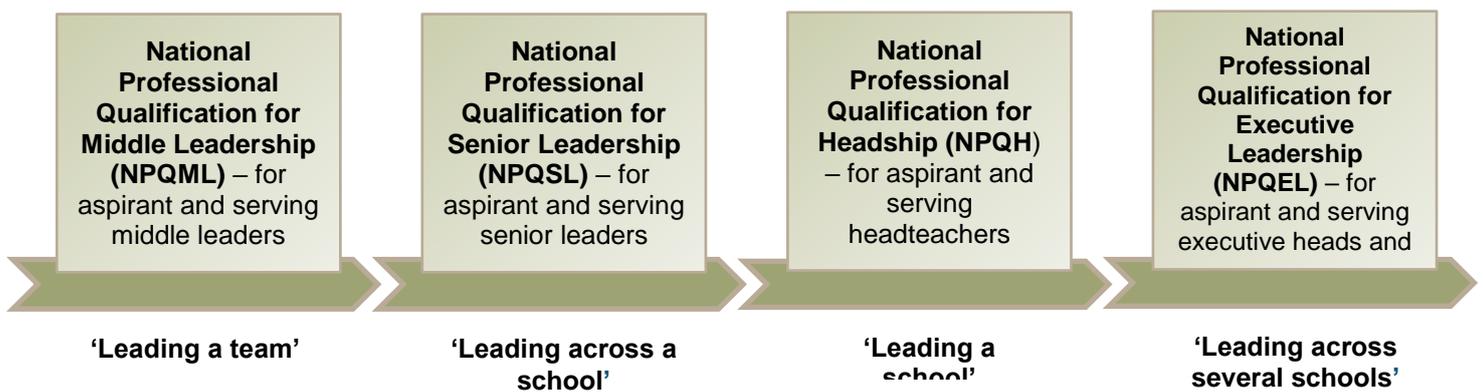


There are 6 content areas for each NPQ level, which set out what a leader should know and be able to do. The areas are common to each NPQ, but the knowledge and skills within them increases in sophistication, depth and breadth progressively through each NPQ. There are also 7 leadership behaviours, also common to each NPQ, which set out how the best leaders operate.



commitment, collaboration, personal drive, resilience, awareness, integrity, respect

For each content area, there are corresponding assessment criteria, which are assessed through a series of defined project-based tasks (which for NPQH, includes a school placement).



All assessment is carried out by providers, with DfE/its Quality Assurance Agent (QAA) sampling assessments to ensure national consistency.

Specialist Leaders of Education (SLE)

SLEs focus on developing leadership capacity. While other roles focus specifically on developing classroom expertise, this role is about developing the capacity and capability of other leaders so that they have the skills to lead their own teams and improve practice in their own schools.

This may be done through one-to-one or group support and could involve a variety of activities, such as:

- *data analysis*
- *coaching*
- *facilitating and training*
- *joint action planning*

There are currently approximately 8,000 designated SLEs nationally, 41 of which are part of our alliance.

Teaching schools and system leaders support the Department for Education's goal to provide every child and young person with access to high-quality provision, achieving to the best of their ability regardless of location, prior attainment and background.

Mentor

Throughout training associate teachers receive the highest level of support from experienced mentors who are committed to helping the development of outstanding teacher.

From the first training day they are assigned a Subject Mentor. They will work intensively with associate teachers to build skills and confidence in teaching. Associate teachers observe and assist in lessons, learning the fundamentals through co-planning and team-teaching as you gradually take on more responsibility and autonomy in the classroom.

Subject Mentors offer verbal and written feedback on teaching and review progress during weekly tutorial. Associate teachers work in partnership with mentors reflecting on progress and setting targets for further development.

This level of support continues throughout the NQT year to ensure a smooth effective induction into the profession.

Coach

Coaching is a one-to-one approach to professional development. It is non-directive and focuses on supporting the individual to find ways to develop their skills. It usually lasts for a short period and focuses on specific skills and goals. Coaching can:

- *give you flexible support tailored to your needs*
- *give you the opportunity to consider your career options*
- *enhance your performance and effectiveness*
- *help you reflect on how you might behave differently to make greater impact*
- *build self-confidence and resilience to find solutions*
- *help you achieve your full career potential*

The aim for Laurus is to identify high-potential leaders and assign a designated member of leadership to work with throughout their 10 year journey to maximise their progress and potential.

Support Staff Professional Development

At The Laurus Trust we are committed to support staff professional development and this has been achieved by a yearly professional development review (PDR).

The process and discussions including succession planning are based on the following;

Implementation and rationale

We will implement our professional review arrangements on the basis of:

- a) Fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes: and
- b) Equal opportunity. All staff should be encouraged and supported to achieve their potential through reviewing progress, agreeing targets and undertaking developments to try to allow members of staff to achieve their targets

Responsibility for reviews

The HR Officer will be responsible for ensuring all support staff reviews are completed by the deadline. Support staff will have their reviews and review statements, including targets will be written up and agreed between the reviewer and the member of staff.

Complaints

If a member of staff does not agree and a compromise cannot be reached then that member of staff can record his/her comments on the Review statement.

Timing and arrangements for review meetings

Before each review meeting, members of staff will be given a self-review sheet to complete. These sheets will form basis of discussion in the meeting, each party adding any relevant information. Usually 3 targets will be agreed for the next academic year.

The reviewer will monitor progress throughout the year and if any relevant issues arise and / or the post-holder wishes, an interim meeting can be arranged.

Links between pay and professional review

There is not any direct link between pay and these reviews but excellent performance, training and development can be celebrated and acknowledged.



Confidentiality

The individual review statement is personal and confidential and should be kept in a secure place. All staff involved in the review process must ensure that the Laurus Trust's Data Protection Act and Managing Personal Information policies are adhered to at all times.

Access to outcomes

There will be two copies of the review statement. One will be held by the member of staff and one by the HR Officer in a central file. The Finance Director should ensure that the training and development needs from the review statement are considered and actioned where appropriate.

A **Professional Development Framework for Support Staff** is in draft below to ensure career development and progression is achieved as the MAT expands over the next 10 years. Succession planning is critical for support staff to ensure professional standards and consistency are maintained across the MAT.

Role	What the employee can do	How can the trust support the employee	What opportunities may there be to link with other schools	Opportunities through national standards and programmes
ALL NEWLY APPOINTED SUPPORT STAFF	<ul style="list-style-type: none"> Consider joining a professional association Start a continuing professional development (CPD) file Consider your career goals Visit training and development websites 	<ul style="list-style-type: none"> Induction to Trust in order to: Understand roles and responsibility within the school and Trust Understanding about school policies and procedures Your role, your Job description Ensure that you understand the probationary period and the PDR process 		<ul style="list-style-type: none"> National Vocational Qualifications Professional Qualifications
ADMINISTRATION STAFF FINANCE STAFF HR STAFF IT STAFF	<ul style="list-style-type: none"> Maintain a CPD file Consider career goals and discuss with line manager Prepare for and undertake professional development reviews as part of the PDR process Indicate training needs through the PDR 	<ul style="list-style-type: none"> In addition to Induction (above): A clear and up to date Job Description which is discussed during PDR meetings Peer Coaching or mentoring Observation and feedback 	<ul style="list-style-type: none"> Local support staff networks Training opportunities through local networks Sharing good practice through local networks Best practice visits to other schools 	<ul style="list-style-type: none"> NVQ Business Administration CIPD NVQ Higher Level Accountancy Professional finance

	<p>Undertake development opportunities Participate in mentoring new colleagues</p>	<p>(as part of the performance management process) Peer observation (of and by peers) The school may provide a mentor to support you undertaking work based qualifications PDR meetings to reflect upon performance, to discuss and agree professional priorities that link with school priorities, national standards and career aspirations Guidance regarding how to keep a CPD file and how it should be used to demonstrate evidence for the National Standards if required Opportunities to review school policies and protocols relevant to your role Job Shadowing Participation in staff meetings Opportunities to mentor less experienced colleagues</p>		<p>qualifications NVQ Network or IT qualifications</p>
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		Support to attend training and development identified during		
ESTATES STAFF	As above	As above	As above Estates Forum	NVQ in Estates requirements
SSC STAFF AND HEADS OF YEAR	As above	As above	As above	National Vocational Qualifications Professional Qualifications
SENIOR MANAGEMENT	Maintain activities listed above and.... Mentor and coach new colleagues Undertake development opportunities Consider career goals and discuss with line manager Train as a Reviewer to take a role in Performance Management Seek leadership and management qualifications	Lead team meetings Act as reviewer in Performance Review interviews	As above FD Forum NW FD Forum network	National Vocational Qualifications Professional Qualifications



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