

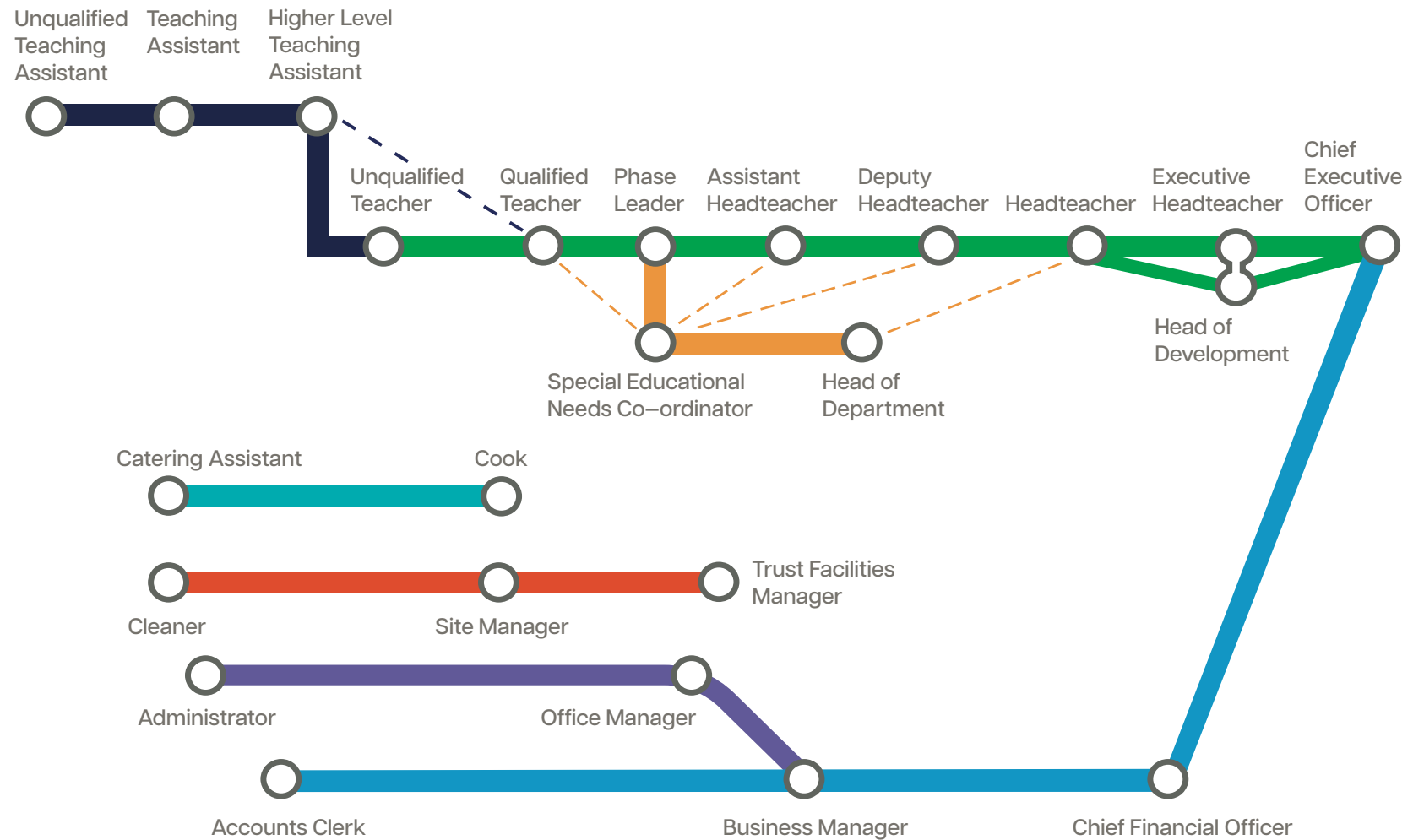


Careers with Grand Union Partnership

More than just a job

Introduction

The Grand Union Partnership is a learning community, we focus on enabling children to thrive through the learning and progress that they make. Our people are our most important asset for making this happen. If our children to thrive, so must our staff. Ambition is one of our core values, we want our people to be ambitious for our children and for themselves. As part of this we are committed to offering you a career with us, not just a job. This career pathway map has been developed to give you a feel for the development opportunities that exist across the trust whatever your role. Whilst the map outlines specific progression routes we recognise that some people may want to switch from one pathway to another and we're very happy to support career development along these lines too.



1. Teaching Assistant to Teacher

The steps to secure progression included in the tables that follow indicate typical routes for career progression but it's important to recognise that in practice careers can take lots of different twists and turns that are to be learned from and celebrated - there is certainly not an expectation that everyone follows the same path! The purpose in sharing this document is to help you, whatever stage you are at within your career, to consider the potential next steps that will support you to achieve your ambitions.

This document also supports trust and School Leaders to plan and develop appropriate training and professional development opportunities across the Grand Union Partnership.

Job role	Steps to secure progression
Unqualified Teaching Assistant	<ul style="list-style-type: none"> Level 3 Teaching Assistant Qualification (1 year)
Qualified Teaching Assistant	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Track record of providing highly effective whole class teaching with a variety of classes GCSE 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: <ul style="list-style-type: none"> Teacher Training (School-centred Initial Teacher Training or School Direct), or Post Graduate Certificate in Education (PGCE) with QTS
Qualified Teacher	

2. Teaching to Phase 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 teacher training

Job role	Steps to secure progression
Unqualified Teacher	<ul style="list-style-type: none">• Secure Qualified Teacher Status (QTS) through either:<ul style="list-style-type: none">• Teacher Training (School-centred Initial Teacher Training or School Direct), or• Post Graduate Certificate in Education (PGCE) with QTS
Qualified Teacher	<ul style="list-style-type: none">• Complete Early Career Teacher Framework (2 years)• Demonstrate a track record of highly effective teaching that is reflected in-<ul style="list-style-type: none">• 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 and/ or trust 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). For teachers who are based in Early Years the NPQ in Early Year Leadership is appropriate• Broaden experience through becoming a governor at another school in the trust
Phase Leader	

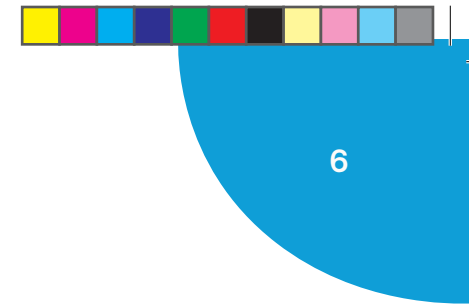
3. Teacher to Head of SEN Department

To be an unqualified teacher you need to have:

- GCSE English, Science and maths at Grade C/ Level 4 or above (1-2 years)
- A degree or equivalent qualification to enter postgraduate primary teacher training

Job role	Steps to secure progression
Qualified Teacher	<ul style="list-style-type: none">• Complete Early Career Teacher Framework (2 years)• Demonstrate a track record of highly effective teaching that is reflected in:<ul style="list-style-type: none">• 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 and/ or trust level projects that are securing improvements in the quality of education for children (over a 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 Educational Coordinator	<ul style="list-style-type: none">• National Award for Special Educational Needs Coordination (15 months) – this is unlikely to be started prior 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	

4. Phase Leader to Chief Executive Officer

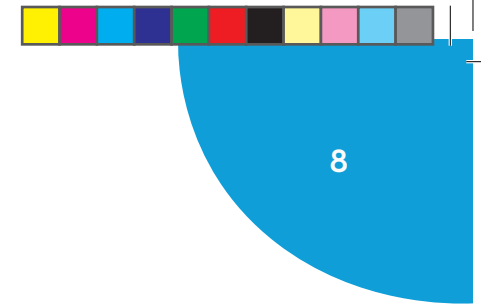


Job role	Steps to secure progression
Phase Leader	<ul style="list-style-type: none"> • NPQ Senior Leader (18 months) • Successful outcomes linked to main area of responsibility over a period of at least 2 years. • Positive feedback from team and leadership peers regarding ways of working and leadership skills • Strong contribution to cross trust network or project that has been recognised by trust Leaders
Assistant Headteacher	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 cross trust project that has positively impacted a key improvement theme for the trust • Effective engagement with the education sector, beyond the school and trust that enables children and staff to benefit from current sector ideas and engage with innovative approaches that enhance the quality of education across the trust

4. Phase Leader to Chief Executive Officer

Job role	Steps to secure progression
Headteacher	<ul style="list-style-type: none">• NPQ Executive Leader (18 months)• Successful track record of school leadership (likely to be across a number of different school context) that demonstrates strong progress and impact linked to school development priorities that have been driving high performance in relation to:<ul style="list-style-type: none">• The strong outcomes that children achieve (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 needs 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, governors and trustees) 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
Head of Development	<ul style="list-style-type: none">• Potential progression route for Deputy Headteacher or Headteacher• The role has a focus on the development, implementation and continued improvement of core processes and systems across the trust that contribute to the achievement of the strategic priorities of the trust.• Strong contribution to the strategic direction of the trust, ensuring that core systems and processes act as enablers for securing progress with strategic priorities• Sustained engagement with the education sector and wider thinking that enables trustees, governors and school leaders across the trust to engage with innovative approaches that further the achievement of trust strategic objectives

4. Phase Leader to Chief Executive Officer



Job role	Steps to secure progression
Executive Headteacher	<ul style="list-style-type: none">• Successful track record of providing strong leadership for two or more school leadership teams that identifies the priorities for development and secures significant progress in relation to these priorities.• Sustained engagement with the education sector, beyond the trust that enables trustees, governors and school leaders across the trust to benefit from current sector ideas and engage with innovative approaches that enhance the quality of education across the trust
Chief Executive Officer	



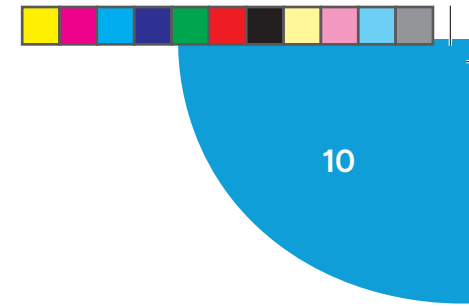
5. Administrator to Office Manager

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
- A commitment to complete a level 2 Certificate in Business Administration (1 year)

Job role	Steps to secure progression
School or trust Administrator	<ul style="list-style-type: none">• 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 wide range of stakeholders (e.g. children, staff, parents, governors from across the school community)
Office Manager	

6. Accounts Clerk to Chief Financial Officer



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
- A commitment to complete a level 2 Certificate in Business Administration (1 year)

Job role	Steps to secure progression
Accounts Clerk	<ul style="list-style-type: none"> • 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. • Demonstrate the ability to provide high standards of customer service to a wide range of stakeholders (e.g. staff, parents, school leaders and governors from across the school community)
Business Manager	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 (or wider organisational) leaders and wider stakeholders to regularly review, and where necessary refine, business processes to promote an effective and efficient use of resources
Chief Financial Officer	

6. Cleaner to trust Facilities Manager

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Job role	Steps to secure progression
Cleaner	<ul style="list-style-type: none"> • 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 • Supervising cleaning
Site Manager	<ul style="list-style-type: none"> • Effective maintenance and development of the estate for one school • Well evidenced compliance with key expectations for maintaining health and safety and wider statutory expectations linked to the up keep of the estate • Developing an maintaining positive
Trust Facilities Manager	

7. Catering Assistant to Cook

Job role	Steps to secure progression
Catering Assistant	<ul style="list-style-type: none"> • 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	



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Grand Union Partnership
TOGETHER WE MAKE THE DIFFERENCE 

Together we make a difference

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