



ACHIEVING MORE TOGETHER

Your career

with Ormiston Academies Trust

Staff development pathways

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Get in touch

For further information about any of the courses outlined in this booklet, please contact **Tuesday Humby, OAT's National Director of Teaching and Training.**

- Email: tuesday.humby@ormistonacademies.co.uk
- Tel: **07949 351 501**

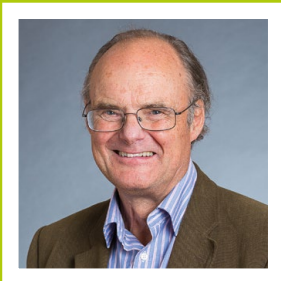


Tuesday joined OAT in 2010. She is a former Principal and Executive Principal having led Ormiston Chadwick Academy in Widnes from special measures to outstanding in just over two years. The school was in the top 100 schools nationally for progress for three years running under Tuesday's leadership. She was also the former Regional Director for the North for OAT, overseeing nine secondary schools, two primary schools, and two associate schools. Tuesday holds master's degrees in both Child Law and Educational Leadership and Management and is a qualified SENCo. She is a current Ofsted Inspector and is a member of the Headteacher Board for the Lancashire and Yorkshire Region.

Tuesday has taught across private and public sectors nationally and internationally. She has significant experience of school leadership at all levels and continues to be an active practitioner in the classroom, teaching across a range of subjects including law, politics, drama, English and mathematics. In 2018 she was shortlisted in the top 50 for the Global Teacher Prize.

In her role as National Director of Teaching and Training, Tuesday develops and facilitates the CPD and leadership development programmes at all levels within the Trust, drawing on her significant experience in developing outstanding practitioners and teams. Tuesday is also overseeing the development of our outstanding SCITT, The OAKS, from a regionally based model to one of the largest national SCITTs in the country.

Ormiston's background



My sister, Fiona Ormiston Murray was a young woman with her whole life ahead of her. Tragically, both Fiona and her husband were killed in a car crash on their honeymoon in 1969. Fiona very much wanted to have her own children, so our family set up Ormiston Trust in her name. Very simply, then and now, our objective has been to help the life chances of children.

Since we originally founded the trust, Ormiston's programmes and schools have continued to support thousands of children, young people and their families all over the UK.

Our very first school was sponsored by Ormiston Trust in 2009. Very shortly after, Ormiston Academies Trust was founded and we have since grown to a family of 39 schools.

Our mission at both Ormiston Trust and Ormiston Academies Trust has remained unchanged. We seek to improve the life-chances of children and young people so they can fulfil their potential and lead happy and productive adult lives. We want to make the biggest difference to the lives of our young people, both inside and outside the classroom. In order to achieve this aim, we look to recruit staff into our trust who are committed to this mission. We also want to ensure that our staff get the opportunities to develop into our next generation of leaders of our mission. This is what our leadership pathways programmes are all about; developing our future leaders to continue our important work.

I hope you will join us on that journey.

Peter Murray, OBE - Founding Chairman, Ormiston Trust

Why work for us?



Ormiston Academies Trust (OAT) is now one of the largest not-for-profit multi-academy trusts in England. We educate 29,000 pupils across six English regions, in 31 secondary schools, seven primary schools and one special school.

As members of the most important profession for our nation's future, teachers as well as other school staff, need considerable knowledge and skill, which need to be developed as their careers progress.

For our staff, effective professional development is a core part of securing effective outcomes for our children. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for staff to support one another to develop so that pupils benefit from the highest quality teaching and care. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.

In recognising the importance of this vital work, we have designed our CPD package to operate at many levels - from school-based CPD, to regional CPD opportunities, to national and trust-wide CPD courses and events. It is our ambition to ensure that our CPD package captures the needs of all careers stages and continually adapts to ever changing needs.

Our people are our greatest asset and at Ormiston Academies Trust you can be assured that if you invest in our children and our mission, we will invest in you and your career development.

Nick Hudson - CEO, Ormiston Academies Trust



The Ormiston family of academies

NORTH

- 4 Ormiston Bolingbroke Academy
- 24 Ormiston Chadwick Academy
- 9 Ormiston Horizon Academy
- 17 Ormiston Ilkeston Enterprise Academy
- 8 Ormiston Maritime Academy
- 33 Ormiston Meridian Academy
- 39 Sandymoor Ormiston Academy
- 5 Ormiston Sir Stanley Matthews Academy

WEST

- 13 Ormiston Forge Academy
- 11 George Salter Academy
- 32 Ormiston NEW Academy
- 3 Ormiston Sandwell Community Academy
- 27 Ormiston Sheffield Community Academy
- 31 Ormiston SWB Academy
- 28 Tenbury High Ormiston Academy
- 20 Wodensborough Ormiston Academy

EAST

- 36 Broadland High Ormiston Academy
- 25 City of Norwich School, An Ormiston Academy
- 21 Cliff Park Ormiston Academy
- 16 Ormiston Denes Academy
- 34 Flegg High Ormiston Academy
- 6 Ormiston Venture Academy
- 7 Ormiston Victory Academy

SOUTH

- 1 Ormiston Bushfield Academy
- 12 Ormiston Endeavour Academy
- 26 Cowes Enterprise College, An Ormiston Academy
- 2 Ormiston Park Academy
- 10 Ormiston Rivers Academy
- 19 Ormiston Six Villages Academy
- 18 Stoke High School - Ormiston Academy
- 14 Ormiston Sudbury Academy

PRIMARIES AND SPECIAL SCHOOLS

- 37 Ormiston Cliff Park Infant Academy
- 38 Ormiston Cliff Park Junior Academy
- 30 Edward Worlledge Ormiston Academy
- 22 Ormiston Herman Academy
- 23 Ormiston Meadows Academy
- 29 Packmoor Ormiston Academy
- 15 Ormiston South Parade Academy
- 35 Thomas Wolsey Ormiston Academy

Correct as of December 2019
Academies numbered by order of joining



So you want to be a **Teaching Assistant?**



Teaching assistants support teachers and help children with their educational and social development, both in and out of the classroom. The job will depend on the school and the age of the children.

This role can include:

- getting the classroom ready for lessons
- listening to children read, reading to them or telling them stories
- helping children who need extra support to complete tasks
- helping teachers to plan learning activities and complete records
- supporting teachers in managing class behaviour
- supervising group activities
- looking after children who are upset or have had accidents
- clearing away materials and equipment after lessons
- helping with outings and sports events
- taking part in training
- carrying out administrative tasks

Getting started

The minimum qualifications you will need to start your journey with us are five GCSEs grades A-C or 4-9, with a grade C or 4 in English and mathematics.

Before you can begin working with the children, we will carry out enhanced background checks through the Disclosure and Barring Service (DBS).

Can I get qualified?

You can! You will be eligible to take our Level 2 and/or Level 3 qualification in supporting teaching and learning in schools. Each of these qualifications takes around 18 months to complete and you can undertake these whilst working.

Can I take on more responsibility?

Yes, after you have your Level 3 qualification you can then progress to Level 4, the Higher Level Teaching Assistant (HLTA) qualification. As an HLTA you could be responsible for the following:

- working alongside teachers to support learning activities
- helping to plan lessons and prepare teaching materials
- acting as a specialist assistant for particular subjects
- leading classes under the direction of the teacher
- supervising other support staff

This role may also involve assessing, recording and reporting on children's progress.

Can I continue to study?

Yes, if you want to continue to study and work, part-time degrees are available.

I already have a degree. Is there anything else I can do?

Great, then how about a master's? At OAT we have our own master's programme, *Leading for Advantage* which you will be eligible for.

If I enjoy working in schools as a Teaching Assistant, is it possible for me to train to teach?

Yes you can, and there are a number of routes you can take to do this. Please see page 5.

How do I apply?

Check our vacancies page at www.ormistonacademiestrust.co.uk/careers.

If you are a graduate who is thinking of becoming a teacher, then get in touch with us directly at tuesday.humby@ormistonacademies.co.uk, introducing yourself and we will get back to you.



So you want to be a **Teacher?**



Very few people in this world have the ability and opportunity to inspire and build up a child like a teacher who cares about and believes in their pupils. At Ormiston Academies Trust we believe that teachers hold the key to the future both directly and indirectly. This is why we invest so heavily in ensuring you have the best training and support before and after qualifying.

Getting started

Postgraduate teaching training courses are available across England, led by schools and universities. The course you chose will depend on your subject, degree class and location.

All teacher training providers will offer:

- qualified teacher status (QTS), which is needed to teach as a qualified teacher in England
- plenty of classroom experience in at least two schools – a minimum of 24 weeks of school experience
- training to meet the Teachers' Standards, which will include classroom management and making your subject accessible to your pupils
- expert academic and practical guidance from mentors and tutors who are there to help you succeed

At Ormiston Academies Trust, we have our own teacher training provider called *The OAKS*. It is a collaboration with Keele University which means that all our trainees, whichever teacher training route they are on, can access the Postgraduate Certificate of Education (PGCE) whilst also gaining QTS.

What routes are available to me?

Route 1: The traditional PGCE route (PGCE and QTS awards)

Route 2: The unsalaried school direct route (PGCE and QTS awards)

The OAKS PGCE and unsalaried school direct routes into teaching follow the same programme as each other, with both receiving the two outcome awards. QTS registration is recommended by The OAKS and your PGCE is awarded by Keele University. Both routes are a one academic year course, with a combination of university-based sessions and tutorials and at least 120 days of hands-on experience teaching in schools.

Entry to the programme is conditional on the following:

- Achievement of at least a 2:2 and preferably a 2:1 honours degree (or recognised equivalent)
- Passes at GCSE in English language and mathematics at grade C or above (or recognised equivalent)
- The information provided on the UCAS teacher training application
- A medical report which is deemed satisfactory
- A completed DBS enhanced disclosure which is deemed satisfactory by The OAKS
- A successful completion of a minimum of ten days teaching experience in a secondary school or college during the last two years. This could be either before or after selection (undertaking this before the selection process commences will strengthen your application). We can help you organise this.
- Successful completion of tests to establish that candidates' literacy and numeracy skills are current and of a sufficiently secure level to enter the teaching profession. These tests will replace the NCTL professional skills tests in literacy and numeracy.

Selection is based on a successful interview. This is usually conducted in a school where candidates will be interviewed by a combination of school-based and OAKS staff. The interview will also normally include an activity that involves working with learners in an educational setting.

The OAKS ensures that its trainee teachers are well trained to teach in the 11-16 age band (Key Stage 3 and Key Stage 4) of secondary schools and academies. However, it will also ensure that you have some post-16 experience too. During the programme, trainees will be allocated two secondary placements, preferably offering a different type of training experience. Trainees may well be placed in contrasting schools – an inner city or urban setting followed by a rural based school, or vice versa; one school may have a sixth form and another may just be 11-16.

The OAKS feels strongly that to become an expert practitioner in the age group that candidates have selected, they must have a secure knowledge of the type of learning that takes place in the child's previous phase. With this in mind, trainee teachers also have a one week placement in a partnership primary school where they can experience the teaching of phonics, literacy and numeracy. In addition, trainees will gain an understanding of how their own subject specialism begins and what transition and progression arrangements may be put in to place.

At The OAKS trainees will also gain other vital school or education-related experiences. Trainees may:

- visit a pupil referral unit (PRU)
- spend time in a special school for SEND (Special Educational Needs and Disabilities) experience
- have a MAPP (multi-agency placements) entitlement, eg. welfare officers, etc.
- explore EAL (English as an additional language) in multicultural partnership schools

At the start of the course all trainee teachers will take part in a two-day, one-night residential. The focus of which will be 'learning outside the classroom'.

The OAKS offers a very diverse and exciting spread of experiences which will enable trainees to gain valuable experience to take to their first NQT placement school.

Route 3: The assessment only route (QTS award only)

For the assessment only (AO) route, candidates need to meet the following basic criteria:

Candidates would need to have had at least two years' experience of teaching within a UK school of the appropriate age range, be in full-time employment in a UK school and have the agreement of the school that they are employed in that they will be responsible for their training. That does not mean that the school has to fund the candidate through the programme, but the school is actually the body responsible for their training. The OAKS acts as a quality assurance body for the award of qualified teacher status.

Candidates would also need to:

- have GCSE English language and mathematics at C grade or above, or equivalents
- have at least a 2:2 degree from a UK university, or have had any degree from a university outside the UK, NARIC verified
- successfully complete tests to establish that their literacy and numeracy skills are current and of a sufficiently secure level to enter the teaching profession. These tests will replace the NCTL professional skills tests in literacy and numeracy.
- have had a second teaching placement in another school. This could be either a block placement of between three and four weeks or a one day per week placement over a full term. We can help organise this.

All the above must have been achieved/completed before candidates can start the AO assessment period. Our assessment process usually takes 12 weeks to complete (approximately one term). The OAKS will quality-assure the training by reviewing the trainee's portfolio of evidence and observing their teaching at the current school.

Trainee teachers will have a school-based subject mentor who will conduct three teaching observations with The OAKS AO officer over this 12-week period. The observations will be across both Key Stages 3 and 4. Typically this is made up of two Key Stage 3 observations and one of a Key Stage 4 class, however this may differ depending on the type of school, weighting of their timetable or the trainee's subject.

The trainee teacher should be involved in a variety of activities: out of school, preparation, observation, working with experienced professionals. Trainee teachers should be allowed time to explore other teaching areas, both in school and in alternative school settings. It is strongly recommended that an experienced teacher remains close to hand at all times, especially during the early terms. Timetables will be reviewed by The OAKS to ensure trainees can demonstrate a full coverage of requirements to provide evidence to submit a strong claim for QTS against the Teachers' Standards.

Route 4: The salaried school direct route (PGCE and QTS awards)

If following the salaried school direct route, candidates have the opportunity to earn a salary and train to become a qualified teacher. The emphasis of this route is learning from experienced teachers within their school, who will help them to develop the skills to become a highly effective qualified teacher. Trainees on salaried programmes are recruited and employed directly by schools, and may continue teaching in their school following training.

Trainees are employed by their home school during the duration of their PGCE and therefore are expected to fulfil the professional role of an unqualified teacher at their respective schools. The teaching timetable should offer sufficient and varied opportunities to teach the required breadth and depth of the curriculum, across two adjacent age ranges. In addition to teaching there will be enough time for preparation, observation and reflection.

All salaried trainees undertake an alternative school placement which is designed and selected to meet individual training needs. Teaching in the alternative placement will provide an ideal opportunity to complement the range and diversity of experiences required to gain QTS. Trainees must be able to provide evidence of teaching at both age ranges for which they are training. It is

recognised that SD (salaried) trainees will have a timetable of classes and the evidence from the alternative placement, and prior experiences before commencing the programme can be used to ensure coverage of teaching at appropriate age ranges.

Salaried trainees are permitted to teach up to 90% of a teacher timetable. The actual makeup of the timetable is individual: constructed and re-adjusted as appropriate to meet individual training needs and may be adjusted at each review point to meet a revised training plan. The recommendation from the DfE is that a trainee teacher should never cover more than 90% of a classroom teacher's timetable and this is a recommendation we follow in OAT schools. It is recommended that this is a target for the end of the programme if the trainee has little experience in the classroom before commencement of the programme. Trainee teachers are judged individually on their experience, and all should be allowed time to focus on gathering evidence towards QTS.

The trainee teacher should be involved in a variety of activities: out of school, preparation, observation, working with experienced professionals. Trainee teachers should be allowed time to explore other teaching areas, both in school and in alternative school settings. It is strongly recommended that an experienced teacher remains close to hand at all times, especially during the early terms. Timetables will be reviewed by The OAKS to ensure trainees can demonstrate a full coverage of requirements to provide evidence to submit a strong claim for QTS against the Teachers' Standards. The requirements for QTS are that a trainee must provide evidence of their teaching across at least two consecutive age ranges and be able to teach the full age and ability ranges that they are training to teach. This will allow identification of any gaps (age-related or curricular) so they can then be clearly identified at the termly review point and appropriate action taken so that training can be adjusted in the forthcoming term for the home school or the alternative placement.

This route is available at the request the Trust. Individual programmes are designed to facilitate the best outcome for both the school and the trainee.

Route 5: The part time route

It is possible to complete both QTS and/or PGCE over two years instead of one. Please contact us for more details if this route would better fit your own needs.

How do I apply?

General teaching vacancies can be found on our website at www.ormistonacademiestrust.co.uk/careers.

If you are interested in training to become a teacher and would like a chat with someone about which route might be best for you, please email us at tuesday.humby@ormistonacademies.co.uk and we will get back to you.

You can also visit The OAKS website at <https://theoaks.org.uk>.



Spotlight on...

Joshua Brown



- **Joshua Brown**
- **Ormiston Sir Stanley Matthews Academy**
- **Teacher of PE and Year 8 Tutor**

As a trainee at The OAKS, I experienced outstanding mentorship that included excellent overall guidance and modelling of innovative and most importantly effective pedagogical practices which was indispensable for my success as a trainee teacher. The OAKS clearly endeavours to set school placements in contrasting demographical backgrounds to prepare each trainee to teach a diverse range of pupils with varying learning styles, abilities and backgrounds, which is instrumental for each trainee teacher to develop into an outstanding practitioner.

I strongly believe that the structure and expectations at The OAKS facilitate overall development as a trainee, at a pace that is purposeful and well planned, which results in deep learning and understanding on the PGCE in order to apply fundamental teaching and learning strategies, which is essential to demonstrate impact at school-based placements.

Overall, The OAKS provides a solid platform to learn, apply and gain competence holistically as a trainee which is imperative for a successful start in teaching.

After my success as a trainee teacher, I secured a teaching position at Ormiston Sir Stanley Matthews Academy (OSSMA), which was my first placement as a trainee teacher. OSSMA upholds particularly high standards and expectations to benefit each and every learner and to ultimately achieve the overall vision which is clear in the intention to ensure that all OSSMA students will be exceptional learners experiencing a world-class education.

OSSMA provides excellent opportunities for ambitious, creative and motivated teachers who seek opportunity to demonstrate further impact at the academy. I am a member of the Aspiring Middle Leaders programme at OSSMA, which has enabled me to embark on a research-based project, specifically aimed at raising achievement for disadvantaged boys, by addressing behavioural needs, changing beliefs/perceptions regarding education and working closely with class teachers to provide support with tailoring a purposeful and effective, inclusive learning environment. I have also had the opportunity at OSSMA to enhance my leadership development further by enrolling on to a master's in Educational Leadership course at Liverpool Hope University, which specifically focuses and provides invaluable insights to education and the necessity for successful inclusion of disadvantaged learners.

I strongly believe that at the core of my success to date has been the seamless transition from an outstanding teacher trainee experience to an academy that delivers a consistent and persistent approach to ensure the highest standards for young people by valuing staff growth and development as the tool for sustained impact.



So you want to be a **Middle Leader?**



Often called 'the engine room' of schools, the middle leadership teams (subject leaders, heads of year, heads of department, curriculum coordinators) play a crucial role in developing and maintaining the nature and quality of the pupils' learning experience.

Ormiston Academies Trust supports a number of routes which aid progression into middle leadership.

Aspiring Leaders

At Ormiston Academies Trust we have an internal 'Aspiring Leaders' programme which allows its participants to have their first taste of leadership responsibility and development of core leadership skills and behaviours, fully supported by an external coach. The 18-month programme starts with a two-day residential where we explore those necessary skills and behaviours to become a highly effective middle leader. We plan 'passion projects' together - small scale projects which will require use of these skills in the home school context. For most participants this will be their first step in action planning and budgeting.

Guided by an external coach who will visit participants at least once per term, participants are encouraged to reflect on their milestones and develop their leadership behaviours. They explore where they have had impact and how this can be evidenced, which participants find extremely useful at interview.

The course finishes with a celebration event where participants share their journeys, their successes and lessons learnt.

In our first cohort, over 75% of participants were promoted into their first middle leadership position by the end of the course.

I am not a teacher, can I still do this course?

Yes, the Aspiring Leaders programme is designed for support staff as well as teaching staff.

Early Career Leaders

Early Career Leaders is a course designed for those who have secured their first middle leadership position and are in the developing and embedding stage of their roles. The course is designed to help you understand how your role fits into all aspects of the wider school as well as working on skills and knowledge that will help you become a great 'all-rounder'.

The course is run as twilight sessions in clusters within regions, over a period of a year.

Early Career Leaders is designed for teaching and support staff.

The National Professional Qualification for Middle Leadership (NPQML)

The NPQML supports the professional development of aspiring and serving middle leaders. This qualification is suitable for participants who already hold a middle leadership position.

The NPQML can be studied over a period of between two terms and 18 months. During this time you will:

- develop knowledge and skills across six content areas, which set out what an effective middle leader should know and be able to do
- have the opportunity to develop up to seven key leadership behaviours, which set out how an effective leader should operate
- complete a final assessment that evaluates your capability against the knowledge and skills set out in the six content areas

Many of our schools have different providers for NPQML, however where possible we will use Ambition Institute as our preferred training provider. For information about Ambition Institute, visit www.ambition.org.uk.

Is it better for me to do Aspiring Leaders, Early Career Leaders or the NPQML?

There is no 'best' option, we have different options so we can tailor career paths more to the individual. The OAT Aspiring Leaders course is designed to be very much an introduction to leadership and perfect for those who have not yet acquired a middle leadership responsibility. Early Career Leaders is designed for those who have already secured a middle leadership position, but would like the guidance, support and network opportunities to make sure they thrive in their role. The NPQML is designed for both those new to leadership, but is equally as valuable for those already in middle leadership to help them continue to develop their skills and behaviours in a supported way. You can move from one course to the next but there is no requirement to do Aspiring Leaders or Early Career Leaders before NPQML (although your school may be more supportive in funding it if you have).

How do I apply?

OAT sponsors a place on the Aspiring Leaders course for each OAT academy (and associate academies) every year. If you are interested in this course, please let your principal know.

Regions will advertise when they are running the Early Career Leaders courses. Places will be free of charge.

NPQML is funded by your home school and typically facilitated by an external provider, so applications will currently need to be made through your school.



Spotlight on...

Bethany Glover



- **Bethany Glover**
- **Ormiston Chadwick Academy**
- **Teacher of English and Head of Year 7**

I'm Bethany. Going back to when I started my teacher training, my mother always said, "Oh Beth, I can't believe you're going to be a teacher." It had always been a bit of a shock to her.

I was in my second year of teaching when I was approached by the Headteacher about the Aspiring Leadership Programme. I was ecstatic that my efforts in our school community had been recognised and this would be a positive step towards my teaching goal. I have always known since the start of my teaching career, that I wanted to go down the pastoral route and I had been hopeful of reaching Head of Year within the next couple of years. Supporting young people and helping them to sustain their wellbeing through positive mindsets and structure have always been at the forefront of my teaching. By being given this opportunity, I was on the way to the next step of my career. The course has allowed me to gain responsibilities around the school which helped my pastoral experience to flourish as well as looking closely at how to deal with the different strands of leadership. The course leaders and school have given me support all the way, which left me feeling more and more confident with the project that I led.

A third of the way through the course I received some news that I could barely contain, but I had to... my mother had to be the first to know.

"Mum, guess what? I'm proud to say that I'm not just an English teacher, I am now also Head of Year 7!"



Spotlight on... **Amy Smith**



- **Amy Smith**
- **Ormiston Venture Academy**
- **Head of English**

Being a part of Ormiston Academies Trust has meant that opportunities to drive forward success for students beyond my own classroom have been endless. With the support of already-established leaders, I have been able to not only discover my ambitions, but further shape those into reality. It was through the NPQML course in my fourth year of teaching that I was presented with the chance to develop into a leader.

The qualification ran alongside my new role of Head of English and offered a range of sessions from how to drive forward a vision and motivate a team, to ensuring the validity of data - all tools that are crucial for cementing the impact that we have on our students. It was this experience which assisted me in leading a successful improvement project in my own context and taught me the value of underpinning my decisions with reliable research.

This course was inspiring; the diverse range of guest speakers sharing their leadership journeys in such an intimate setting allowed me to gain real insight into how to become the best version of myself - a quality that enables me to inspire my team to be the best version of *themselves*.



So you want to be a **Senior Leader?**



A schools leadership team is often referred to as the SLT (Senior Leadership Team) or SMT (Senior Management Team). They play a major role in the day-to-day running, as well as an overarching responsibility for the strategic vision of the school.

We have a number of routes to help support you in your ambition to become a member of your schools senior leadership team.

‘Into SLT’ and ‘Into VP’ with Ormiston Academies Trust

At Ormiston Academies Trust we have two internal programmes. The ‘Into SLT’ programme explores the necessary skills and behaviours needed to make the jump from middle leadership into senior leadership. Both programmes last one academic year and participants meet for two residential experiences, with external mentoring provided during the course.

‘Into VP’ is for leaders who have attained their first Vice Principal position or are applying for posts at this level. This programme explores practically some of the subtleties in differences between assistant and deputy roles and gives hands-on training in order for you to thrive in this role.

In both programmes you will be guided around actions tailored to your school’s development plan, learning how to maximise opportunities and demonstrate impact. Cohorts come from across our body of schools, so you will also have a great networking experience with similar minded individuals.

National Professional Qualification for Senior Leadership (NPQSL)

The NPQSL aims to develop the skills, knowledge and behaviours that you need to be a high-performing senior leader in schools.

The NPQSL can be studied over a period of between two terms and 18 months. During this time you will:

- develop knowledge and skills across six content areas, which set out what an effective middle leader should know and be able to do
- have the opportunity to develop up to seven key leadership behaviours, which set out how an effective leader should operate
- complete a final assessment that evaluates your capability against the knowledge and skills set out in the six content areas

Many of our schools have different providers for NPQSL, however where possible we will use Ambition Institute as our preferred training provider.

Expert Middle Leaders with NPQML/NPQSL – Ambition Institute

We encourage suitable candidates to enrol on Ambition Institute's Expert Middle Leaders programme. This is an intensive two year training programme, which includes two residentials. To apply for Expert Middle Leaders you must be a primary or secondary middle leader with responsibility for teaching, learning, designing the curriculum and line management. Your school must also be in one of the areas designated by the Department for Education's Teaching and Leadership Innovation Fund (TLIF), to receive the necessary funding for the course.

Master's in Leading for Advantage (MA)

Ormiston Academies Trust has designed a master's programme with Hope University specifically for people committed to leading in areas of high social deprivation, to truly make a difference to those most in need of the best education. The course is delivered part-time from two to five years with both face to face sessions (delivered in regions) and some distance learning. The projects you undertake as part of the modules are specifically designed around your job role, or the job role you aspire to.

There will be a number of subsidised places on this programme annually.

How do I apply?

OAT sponsors places on the 'Into SLT' and 'Into VP' courses for each OAT academy (and associate academies) every year. If you are interested in either course, please let your principal know or contact tuesday.humby@ormistonacademies.co.uk.

NPQSL is funded by your home school and typically facilitated by an external provider, so applications will currently need to be made through your school.

Details on Expert Middle Leaders with NPQML/SL can be found at www.ambition.org.uk/programmes/expert-middle-leaders. You will need to gain support from your school to undertake the course as it does involve time out of school.

If you are interested in the master's in Leading for Advantage programme please contact tuesday.humby@ormistonacademies.co.uk.

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I am currently working my way through my master's degree in Leading for Educational Advantage. This has been pivotal in ensuring we are implementing the very best strategies when supporting our most vulnerable students.

Debbie Kinsella, Assistant Principal at Sandymoor Ormiston Academy



Spotlight on...

Debbie Kinsella



- **Debbie Kinsella**
- **Sandymoor Ormiston Academy**
- **Assistant Principal**

I am a leader with a real passion for making a difference for children and particularly those from disadvantaged backgrounds. I have been teaching for over 15 years and undertaken a variety of roles across the four schools I have worked in, two of which were outstanding schools in socially disadvantaged areas.

I have previously served as a head of a large PE department and a Head of Year for many years but my current role of Assistant Principal is by far the most rewarding.

Having completed my Teaching Leaders course in 2015, I am currently working my way through my master's degree in Leading for Educational Advantage. This has been pivotal in ensuring we are implementing the very best strategies when supporting our most vulnerable students. My position within school has meant that I have been afforded the chance to champion this area on a large scale and it really is paying off for us.

I consider the key aspect of my job to be building trusting relationships with our students and families and actively seeking to remove any barriers from their path. Then comes the best bit; watching our students flourish, and what a privilege this has been!

Within one year we have almost eradicated exclusions entirely, our attendance has risen to above average and we have significantly closed the progress gap between our disadvantaged students by 0.57.

I am very grateful that OAT sponsored me to undertake the master's in Leading for Advantage. This commitment to my own development makes me feel truly valued as part of the Ormiston family.



Spotlight on...

Kabir Ahmed



- Kabir Ahmed
- Ormiston Sandwell Community Academy
- Assistant Principal

I began my journey with OAT at Ormiston Sandwell Community Academy (OSCA) as a Learning Support Assistant. Over time the school supported me to move into teaching, first investing time and staff to mentor me and then enrolling me in the assessment only route. Within 12 weeks I gained my QTS and applied for a role as a Head of House. My journey did not end there, as my Principal is eager to ensure that all staff receive their CPD entitlement.

Within two years of becoming a Head of House, I was enrolled on the National Professional Qualification for Senior Leadership (NPQSL). On completion of the course, I was given further investment by the school and OAT through the opportunity to become a Specialist Leader in Education. Since then, I have led several sessions of CPD to over ten OAT academies on improving attendance.

I am now an Assistant Principal but have a wider role for OAT as not only an NQT lead but also leading on student voice. My work with the latter has seen my school become the lead school for student voice, and lead on the raising attainment programme for the Trust's west region.

The opportunities and training that I have embarked upon have been the bedrock behind my progress from LSA to Assistant Principal and I am forever grateful to my Principal, my colleagues and OAT for the training and support they have provided.



So you want to be a **Lead Practitioner?**

Lead Practitioners are experts in their field either in their subject specialism or their area of responsibility. They have a proven track record in improving the life chances of our young people. Their role in our Trust is crucial as they help us develop the next generation of expert teachers and leaders, as well as providing a support and advice where needed.

Many of our schools appoint their own Lead Practitioners in certain areas, but we also have two other roles which take the work of a Lead Practitioner beyond their own school.

Many of our subject expert Lead Practitioners are qualified teachers, recruited from and working in our current schools across the network. They organise the national subject network meetings and sharing of best practice across the Trust whilst undertaking their teaching role in their home school. Where necessary, they are also deployed to provide expert support to other schools in the network.

We also have Regional Lead Practitioners who work for one of the four regions in our Trust. They are deployed to help support their schools across the region, depending on need at the time. They also take a role in curriculum design and pedagogical practice. Regional Lead Practitioners can come from internal or external recruitment.

Is there any training?

Subject Expert Lead Practitioners and Regional Lead Practitioners both receive training once appointed into the position. This training is bespoke to the individuals as it is largely dependent on whether they have undertaken any of this type of work before. Training for the Subject Expert Lead Practitioners is delivered by our National Director of Teaching and Training and Regional Lead Practitioners receive training from their Regional Director.

How do I become a Lead Practitioner?

OAT advertises for Subject Expert Lead Practitioners every two years. We always look for commitment to your subject beyond your own classroom and for people who like to be 'in the know' on the latest developments in their subject.

Regional Lead Practitioners are advertised externally when vacancies arise.

There are no formal requirements in terms of higher qualifications needed for this role, although the master's qualifications do carry some weight on application. Essentially, we are looking for excellent teachers with superb subject knowledge and a burning desire to help others become excellent.

Do I need to be a specialist leader of education (SLE)?

No. To become an SLE, you need to have been in a leadership role other than Principal for at least two years – we do not require this of our Lead Practitioners. SLEs focus on developing leadership capacity, so the designation is well-suited to the Regional Lead Practitioner role as 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.

What master's qualifications are available?

Ambition Institute has launched a master's in Expert Teaching. The course is delivered over two years and details can be found at www.ambition.org.uk/programmes/masters-expert-teaching/develop-yourself.

Master's in Leading for Advantage (MA)

Ormiston Academies Trust has designed a master's programme with Hope University specifically for people committed to leading in areas of high social deprivation, to truly make a difference to those most in need of the best education. The course is delivered part-time from two to five years with both face to face sessions (delivered in region) and some distance learning. The projects as part of the modules are specifically designed around your job role, or the job role you aspire too.

There will be a number of subsidised places on this programme, annually.

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This course was inspiring; the diverse range of guest speakers sharing their leadership journeys in such an intimate setting allowed me to gain real insight into how to become the best version of myself.

Amy Smith, Head of English at Ormiston Venture Academy



Spotlight on...

Christian Goude



- **Christian Goude**
- **City of Norwich School, An Ormiston Academy**
- **Lead Practitioner**

Following my PGCE at UEA in 2002 I began my teaching career in West Norfolk and have since worked in four schools across the county. I joined the City of Norwich School in 2012 as Faculty Leader for Humanities. As a Subject Leader for Geography and a Specialist Leader of Education for OAT it is my belief that we shouldn't just teach geography, we should develop geographers, encouraging passion for our subject and a thirst for knowledge in a rapidly evolving world.

I was therefore very pleased to see that OAT also valued the development of our subject practitioners, ensuring that we had regular opportunities to come together across the Trust. I was delighted to be appointed to represent our OAT geographers across the country as the first National Subject Lead for Geography. In my role I can help facilitate the sharing of best practice across the network, co-ordinate curriculum developments and ensure the 'best of the best' is available to all our geographers.

The role develops my own leadership in a new and exciting way, whilst keeping me at the heart of my subject and its development.



So you want to be a **Principal?**



The Principal is the most senior teacher and leader of a school, responsible for the education of all pupils and the management and leadership of staff. Fundamentally it is the role of the Principal to create the right conditions for children and staff to thrive. Our Principals are fully committed to enriching the lives of children in their care as well as playing a role in developing their community.

Into Headship

For aspiring Principals, OAT runs a one-year internal programme called 'Into Headship'. Participants undertake three short residentials across the year, including a study tour to a number of other schools to help shape their thinking on best practice.

The aims for the participants are:

1. They start to build a wider network of peer support across the Trust which is invaluable when they do take headship.
2. They have some time to consider and reflect on what a school may look like under their leadership at the top level.
3. They are exposed to different practices which may challenge, shape and refine their thinking.
4. They get the chance to look at problem solving some of the completely unexpected issues and some more day to day issues that come with headship.
5. They build confidence for interview.

It also gives us a chance, at Trust-level, to start getting to know those people who may well become our next OAT principals. This enables a seamless transition of support when moving into an OAT headship.

This course is free for its participants and OAT sponsors one free place per academy, per year. If you are interested, please contact tuesday.humby@ormistonacademies.co.uk.

NPQH

The National Professional Qualification for Headship (NPQH) supports the professional development of aspiring and serving headteachers. Although no longer a statutory requirement for headship, we do encourage all our Principals to undertake this qualification. Study can last between two academic terms and 18 months, depending on your provider.

During this time you will:

- develop knowledge and skills across six content areas, which set out what an effective headteacher or head of school should know and be able to do
- have the opportunity to develop up to seven important leadership behaviours, which set out how an effective leader should operate
- undertake a placement at a school, in a different context from your own, for a minimum of nine days
- complete a final assessment that evaluates your capability against the knowledge and skills set out in the six content areas

Where possible, we use the Ambition Institute programme of delivery, including their associated programmes.

Future Leaders or Headship Programme including NPQH with Ambition Institute

Future Leaders is a two-year training programme for senior schools leaders with the potential to become a headteacher in three years. The training is focused on helping leaders to close the achievement gap of schools in disadvantaged areas.

Full details of both courses can be found at www.ambition.org.uk/programmes.

What support is available when I have become a Principal?

All new OAT principals undertake an induction programme in their first term at our headquarters in Birmingham, which gives them a solid grounding into the organisation. They become part of a group overseen by our National Director of Education, and meet at intervals throughout the year.

Principals are supported by both their Chairs of Governors and Regional Directors and their relationship with both is very much dependent on what the Principal requires at that time.

New Principals become part of their regional hub and have regular meetings with the other Principals in their region. This is invaluable for providing support and sharing best practice. Principals also meet up with the national colleagues on four occasions during the year, including the national conference and national awards ceremony.

Principals are also entitled to have internal mentoring from a more experienced Principal (usually from another region) and external coaching.

As part of one of the largest trusts in the country, it is fair to say our Principals never feel isolated or alone.

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By the time the recruitment process opened for the substantive head at Ormiston Horizon Academy, I felt more than ready to apply and was absolutely clear on not only my vision for the academy, but how to get us there.

Andy Fitzgibbon, Principal at Ormiston Horizon Academy



Spotlight on...

Andy Fitzgibbon



- **Andy Fitzgibbon**
- **Ormiston Horizon Academy**
- **Principal**

I began my own journey with OAT when I secured my first Vice Principal position at Ormiston Horizon Academy (OHA) in 2016. As sole VP I very much enjoyed developing my experience in such a dynamic environment. When the principal left to take up his own second headship within OAT, I was given the opportunity to step up to Head of School prior to the recruitment of a new head.

During this time, through OAT's programme of support, I was able to meet and work with peers from other schools in the same position and work through some of the complex and more daunting aspects of headship, together. We visited a number of different schools which helped reflect on the type of school I wanted to run and the leader I needed to be to do that.

By the time the recruitment process opened for the substantive head at Ormiston Horizon Academy, I felt more than ready to apply and was absolutely clear on not only my vision for OHA, but how to get us there.

I was made Principal in February 2019.

Since becoming Principal I have never felt 'alone'. The camaraderie within both our regional principals group, who meet three times a year and our national group who also three times a year is great. Everyone is truly supportive and want the best for each other. There is always someone to pick up the phone to if you are unsure about anything, whether that be another principal, the regional director or a member of the executive team. The regular opportunities to continue to share practice keep us very much fresh and forward looking.



So you want to become an **Executive Head/ Regional Director?**

An Executive Head is a headteacher who is responsible for more than one school. They provide support and leadership to all schools they are responsible for and within OAT, are typically still the Principal of one of the schools. As a relatively new role to the system, the purposes and accountabilities associated with being an Executive Head continue to develop and expand.

Regional Directors are responsible for all the schools within their region (typically around eight). They are responsible for providing strategic leadership across all aspects of the region. The Regional Director has line management responsibilities for Principal/Executive Principal in each school in the region.

How do I become an Executive Headteacher/Regional Director?

Executive Headteachers need to be experienced Principals/Headteachers with a track record of sustained improvement in at least one school. Positions are advertised both internally and externally.

Regional Director positions are advertised externally.

For both positions, the NPQEL will carry some weight on application.

The National Professional Qualification for Executive Leadership (NPQEL)

The National Professional Qualification for Executive Leadership (NPQEL) supports the professional development of aspiring and serving Executive Headteachers and multi-academy trust (MAT) Chief Executive Officers (CEOs). Study can last between two academic terms and 18 months, depending on your provider. Where possible, we use Ambition Institute as our preferred provider.

During this time you will:

- develop knowledge and skills across six content areas, which set out what an effective executive leader should know and be able to do
- have the opportunity to develop up to seven important leadership behaviours, which set out how an effective leader should operate
- complete a final assessment that evaluates your capability against the knowledge and skills set out in the six content areas

Funding for the NPQEL is available for schools in opportunity areas and Section 5 or 6 areas. If you are interested in applying for this course, please speak to the National Director of Teaching and Training.

What support is available when I have become an Executive Head/ Regional Director?

For Executive Headteachers, support is given from their Regional Director but they are also eligible for external coaching.

Regional Directors are supported by the National Director of Education and can also access training and/or external coaching through the National Director of Teaching and Training.





Spotlight on...

Paula Arrowsmith



- **Paula Arrowsmith**
- **Ormiston Academies Trust**
- **Regional Director**

I first joined OAT as a Vice Principal when the school I was working at was sponsored by them and became Ormiston Horizon Academy, in Stoke-on-Trent. A short time later I became Principal of Ormiston Sheffield Community Academy and then moved into a position as Regional Advisor to the West, working alongside the Regional Director.

When the Regional Director was promoted to National Director of Education, I applied for and was successful in obtaining the post of Regional Director to the West.

These positions are relatively new in our education system and there was little in the way of a 'blue print' for the role. What I have really appreciated in my time as Regional Director are the opportunities to share practice with the other Regional Directors, whether that be around CPD, intervention strategies that have worked in another region or the different approaches to quality assurance. I believe that we are a much richer trust for having the autonomy to devise innovative solutions to local problems, whilst aligning our priorities as a whole family of schools.

Since becoming Regional Director, OAT has sponsored me through my application and successful completion of the NPQEL. They are also very encouraging in terms of allowing me the time to undertake my additional role as an Ofsted inspector, knowing the value that this brings to my own professional development.

The role of the Regional Director requires a good deal of resilience and emotional intelligence but is incredibly rewarding.



So you want to work in **Initial Teacher Education?**



Ormiston Academies Trust runs a School Centred Initial Teacher Training (SCITT) facility with Keele University called The OAKS.

The OAKS is an Ofsted outstanding rated provider, which serves as many non-OAT schools as it does OAT schools. As such it is one of the largest SCITT providers in the country.

Ormiston offer a number of opportunities to work with and for The OAKS.

Subject Mentors

Subject Mentors are teachers still working in their own schools, but trained to provide expert and quality mentorship to student teachers. For many, subject mentorship is their first step into initial teacher education.

The OAKS recruits new Subject Mentors where needs arise and this is done through adverts within the partnership schools.

Professional Tutors

Professional Tutors are also teachers still working in their own schools, however they take on responsibility for a group of trainees within their region, providing guidance and support as well as delivering on aspects of the programme.

Professional Tutors are recruited on a needs basis, through advert across the partnership schools. Professional Tutors work part time for The OAKS from a 0.2 up to an 0.8 basis.

Assistant Directors and Deputy Directors

The OAKS also has a scale of leadership posts. Their roles are to support the Director of The OAKS in various functions. These include marketing and recruitment, growth strategy, design and delivery of the courses, management of OAKS support staff, developing partnerships and deputising for the Director where necessary.

These roles are advertised nationally.

Are these all local to Keele University?

No. The OAKS headquarters is at Keele, however it is expanding across all the regions that Ormiston serves. That means these positions will be needed in all of the regions.



When the position became available for Deputy Director of The OAKS I knew this was a tremendously exciting opportunity to utilise my prior experiences within the sector and to assist with leading our organisation forward as one of the country's leading providers of School Centred Initial Teacher Training.

Dave Da Silva, Deputy Director of The OAKS





Spotlight on...

Dave Da Silva



- Dave Da Silva
- The OAKS
- Deputy Director

Growing up in Crewe, my experience of education was extremely positive, yet unfortunately this was for all of the wrong reasons. For me, school resembled a youth club with the option of learning if your friends happened to be absent for the day. I left school at fifteen. It was only after three years of full-time employment and a stagnant wage packet that I decided to apply to a local college to study a GNVQ in Business and Economics which eventually led to a BA (Hons) Business Administration at Southampton Institute, followed by a PGCE at Bristol. From the moment I started in the classroom I knew that this was my calling.

After many years learning my trade in the south of England, I moved back to the Crewe area and taught in schools in Chester, Winsford and finally going full circle and returning to the school that I attended as a teenager. Within this time I have had several roles such as Head of Year, Head of ICT, Computing and Business, Head of Teaching and Learning and Director of Initial Teacher Training and Induction. This last position allowed me to work with up to four ITT providers, including both The OAKS and Liverpool John Moores (where I also now lecture on their PGDE/CE course). I also specialised in alternative educational provision (mainly pupil referral units) in both a teaching capacity and advisory role across the trust I then worked for. However my heart lay in ITT so I was delighted to join The OAKS in November 2017 as an OPT (OAKS Personal Tutor).

I knew this was a tremendously exciting opportunity to utilise my prior experiences within the sector and to assist with leading our organisation forward as one of the country's leading providers of School Centred Initial Teacher Training. All of our OAKS tutors are also classroom practitioners, able to balance their love of teaching pupils with their love of teaching our next generation of teachers. As we grow, I am looking forward to welcoming many new people into our SCITT to help us do just that.



ACHIEVING MORE TOGETHER

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