

Tool 6.1b

Progression from induction

Use the following progression chart and discuss the effectiveness of the model. Draw up a version for your own school.

Career stage	In school	Outside school
NQT	<ul style="list-style-type: none"> developing a love of excellence by seeking best practice becoming rigorously self-reflective of own practice against teaching standards setting objectives personal mentor giving high level of intervention and challenge observation of excellent/expert teaching actively participating in training researching and sharing outcomes of research record own practice and self-reflect/encourage challenge. 	<ul style="list-style-type: none"> Hampshire's newly qualified teacher (NQT) induction programme local NQT network visits to other schools in third term registering with higher education institution for support and accreditation of future professional learning National College Accelerate to headship programme.
Early phase	<ul style="list-style-type: none"> engage in peer coaching undertake personal research take part in online discussion groups evaluate teaching strategies and add to portfolio, and invite evaluation by others, including pupils collaborative work sampling focussed discussion about your professional development needs as part of performance management cycle develop portfolios for potential upper pay range application team teaching and collaborative planning participation in whole school developments critical self-evaluation against teaching standards. 	<ul style="list-style-type: none"> Hampshire Teaching and Leadership College (HTLC) Established Teacher training courses attend subject area meetings undertake a networked learning project visit similar/dissimilar schools National College website and talk2learn.

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Mid-phase	<ul style="list-style-type: none"> ● lead sessions for groups of staff, eg workshops, input at staff meetings ● undertake research and disseminate to staff ● become a staff governor or representative in a community/network group ● undertake coaching with a peer ● mentor a colleague ● performance manage a colleague ● lead training sessions within/across schools ● chair meetings ● shadow an experienced leader ● share resources with colleagues and evaluate the impact. 	<ul style="list-style-type: none"> ● local and national conferences ● HTLC established teacher events and programmes ● short-term secondment to other schools ● participate in online discussion groups ● membership of cluster working party ● collaborate with middle leaders in other schools ● outreach (see below).
Middle leaders	<ul style="list-style-type: none"> ● contribute to network/attending conferences ● plan for and work with another colleague to improve their practice in relation to Teaching Standards or the school's provision ● take part in the appointment of staff ● develop teaching/learning styles forum ● lead working groups ● run a masterclass for teachers (may have a teaching standards focus) ● coach colleagues ● present to governors ● performance manage team leader ● initiate and sustain over a period an extra curricular opportunity ● carry out action research ● lead identified school improvement initiatives ● shadow/support an experienced leader in leading school improvement initiatives ● consider application for specialist leader of education (SLE) role. 	<ul style="list-style-type: none"> ● best practice visits across local authority ● work with other teachers/departments ● through outreach work – support schools in challenging circumstances ● modelling best practice ● take part in certificate, diploma or masters degree programmes run by higher education ● National College Leading from the middle programme.

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Senior leadership	<ul style="list-style-type: none"> oversee an area of the budget and evaluate the impact on teaching and learning organise a whole school high profile event; lead an innovation facilitate a school development day undertake 360 evaluation request regular feedback on behaviour and attitudes undertake joint observations attend/make presentations to governors performance manage team leader critically evaluate effectiveness of a PM in a key stage/department/whole school initiate a staff development opportunity and motivate colleagues to participate initiate a new learning opportunity for children and demonstrate sustainability and impact of the project evaluate the work of other colleagues and demonstrate the positive impact plan, do and evaluate collaborative classroom research read Futures Thinking articles lead an evaluation of the strategic plan take responsibility for updating a part of SEF specialist development opportunities in key areas – finance, personnel etc take lead role in handling staffing matters working direct with HR provider keep up to date with new leadership educational thinking and share learning with the leadership team. 	<ul style="list-style-type: none"> join a professional leadership association, eg Association of School and College Leaders (ASCL), National Association of Headteachers (NAHT) shadow a headteacher/deputy coach a middle leader/co-ordinator receive coaching through a link colleague in another school apply for National Professional Qualification for Headship (NPQH); Leadership Pathways apply for one of Hampshire's leadership programmes, eg Future change makers attend leadership conferences take part in a higher degree programme take up a secondment apply to become an SLE.

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Career stage	In school	Outside school
Acting and newly appointed headteachers	<ul style="list-style-type: none"> work with mentor work with coach invite colleagues to undertake a learning walk critical evaluation of effectiveness of PM invite local authority colleagues to the school as part of service level agreement diary strategic thinking time focus on strategic and operational needs of school – accessing relevant services for specialist support. 	<ul style="list-style-type: none"> attend HTLC induction programme visit other schools locally/regionally network with other newly appointed headteachers join local authority (LA) working groups join headteacher development groups specialist development in key areas – finance, personnel.
Experienced headteachers	<ul style="list-style-type: none"> disseminate thinkpieces on leadership and learning and regularly discuss with the team carry out action research act as a coach/mentor protect time for strategic and creative thinking read futures thinking articles and lead governors and staff in the implications attend local/regional/LA briefings and workshops take lead for an initiative or staff development opportunity across cluster/groups of schools support new/acting headteachers with learning walks respond to national/local consultants participate, where appropriate as decision maker in staff hearings, avoiding unnecessary need to refer to governors train as a representative for ASCL/NAHT undertake an international placement and disseminate the outcomes within the school and across the network. 	<ul style="list-style-type: none"> attend area conferences attend National College annual conference attend local authority developmental activities undertake research across schools collaborate and network across phase for futures thinking – request a facilitator have a coach act as a coach/mentor Apply to become an local leader of education (LLE)/ national leader of education (NLE) discuss aspirations and plans with the leadership adviser talk to governors about secondment opportunity or sabbatical undertake a business placement.