



**GESHER SCHOOL**  
ENGAGE EMPOWER EDUCATE

## **Gesher's Professional Development Pathways**

At Gesher, we aim to nurture the talent of staff and provide all levels of staff with optimal opportunity for personal and professional growth. We recognise that as a learning community, it is through nurturing and investing in the development of the skills, knowledge and expertise within our coterie that we will be able to further maximise on our vision to create the best opportunities for the young people within our care.

As such, we aim to:

- Create talent pathways personalised to Gesher by reviewing your current professional development opportunities for staff
- Explore internal and external opportunities to support staff's development
- Ensure that senior leaders are able to coach and support staff's talent pathway
- Recognise talent in teachers and Therapists and encourage them to take on assignments, build relationships and attend relevant courses for their development.
- Support the staff through their talent pathway with regular coaching sessions
- Learn from what works and review pathways accordingly
- Ensure that staff voice is at the heart of decisions made in staff's professional development
- Celebrate success within Gesher

**Pathways into Teaching**  
**Teaching Scale**  
**Unqualified Teacher Scale**

<b>Unqualified Teacher ( UQT 1-6 Maximum)</b>
<ul style="list-style-type: none"><li>• Teachers who do not have any experience or teacher training will generally be placed on the UQT scale.</li><li>• Here are 6 levels on this scale with level 6 being the highest.</li><li>• Teachers may undergo teacher training or through years of experience move from the UQT scale on to the Main pay scale.</li><li>• Teachers MUST demonstrate that they are able to meet most of the teacher standards in order to progress.</li></ul>

**Main Pay Scale and Upper Pay Scale**

<b>Main Pay Scale( M1- 6 Maximum)</b>	<b>Upper Pay Scale (UPS 1- 3 Maximum)</b>
<ul style="list-style-type: none"><li>• Early Career Teachers are initially placed on the main pay scale.</li><li>• This scale goes up to level 6</li><li>• Teachers must demonstrate that they are able to meet the teacher standards in order to progress.</li><li>• Gesher's Performance Management Policy outlines further how performance is assessed for progression.</li></ul>	<ul style="list-style-type: none"><li>• The upper pay scale has 3 levels.</li><li>• Gesher's Performance Management Policy outlines further how performance is assessed for progression.</li><li>• Teachers must meet all teacher standards consistently and demonstrate that their achievements and contribution to the school are substantial and sustained.</li><li>• Teachers must demonstrate sound leadership skills and present themselves as a model teacher.</li></ul>

## Leadership Pay Scale

### Leadership Pay Scale (1-18)

- Teachers who have been promoted to a senior leadership role may be placed on the leadership scale.
- This scale ranges from 1-18
- Teachers must demonstrate sustained high quality performance
- Gesher's Performance Management Policy outlines further how performance is assessed for progression.

## Therapy Bands

### Band 1-9 Maximum

- Therapists may progress based on qualification and experience.
- Band 7 upwards are generally for those in therapeutic managerial roles.

## What can we offer you at Gesher?

- ECT programme
- 1:1 mentoring and Instructional coaching
- Opportunity to shadow subject leads/ therapists
- Opportunities to compete NQP

The NPQs comprise:

## Gesher School Professional Development Pathways

- **National Professional Qualification for Leading Teacher Development (NPQLTD)** – for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees or teachers who are early in their career.
  - **National Professional Qualification for Leading Behaviour and Culture (NPQLBC)** – for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.
  - **National Professional Qualification for Leading Teaching (NPQLT)** – for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.
  - **National Professional Qualification for Senior Leadership (NPQSL)** – for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.
  - **National Professional Qualification for Headship (NPQH)** – for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school.
  - **National Professional Qualification for Executive Leadership (NPQEL)** – for school leaders who are, or are aspiring to be, an executive headteacher or have a school trust CEO role with responsibility for leading several schools.
- Support in completing Masters programme
  - Support in completing NASENCO/ international Award in SEN Coordination
  - Leadership involvement to shadow a senior leader
  - Internal and external CPD opportunities
  - Support in working towards all teacher standards
  - Working towards headteacher standards ( SLT)
  - Work experience in second placement
  - Mental health and wellbeing package
  - Observe in other schools- Maths Hub/ Teaching school Hub
  - Introductory courses for creative therapies
  - Open days- Therapy
  - Support with application process for further studies

## Gesher School Professional Development Pathways

### **What pathways can I explore at Gesher?**

[Take a tour of our pathways.](#)

### **Testimonial**

[Hear from our staff whom we have supported in their professional development](#)

### **How do I get more information?**

Speak with any member of the Senior Leadership Team and they will be happy to provide further guidance.

### **I do not see a pathway that I am interested in. What can I do?**

Please use our staff's anonymous suggestion box or speak with a member of SLT to express your request or give feedback. We are always willing to explore other avenues to support your growth and development, and we greatly value your input as this will help us to better support you.