



Central Region
Schools Trust
Founded by the RSA

CRST
People
Development
Institute

STAFF DEVELOPMENT PROVISION 2026-7



proudly part of

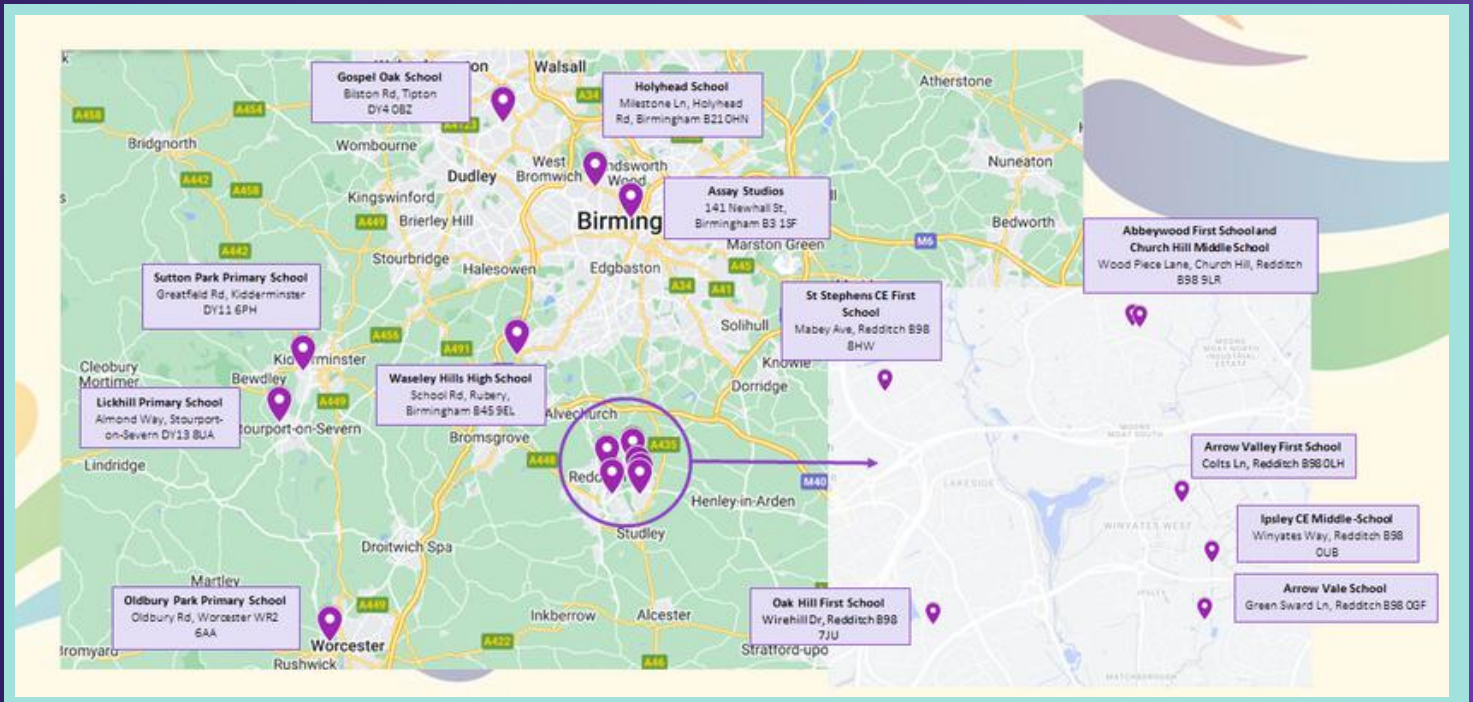


Central Region
Schools Trust

Founded by the RSA

"Supporting social justice through exceptional schools."

OUR TRUST SITES



OUR TRUST NUMBERS



14

SCHOOLS



987

PROFESSIONALS



7,026

YOUNG PEOPLE

The Central People Development Institute

Our People

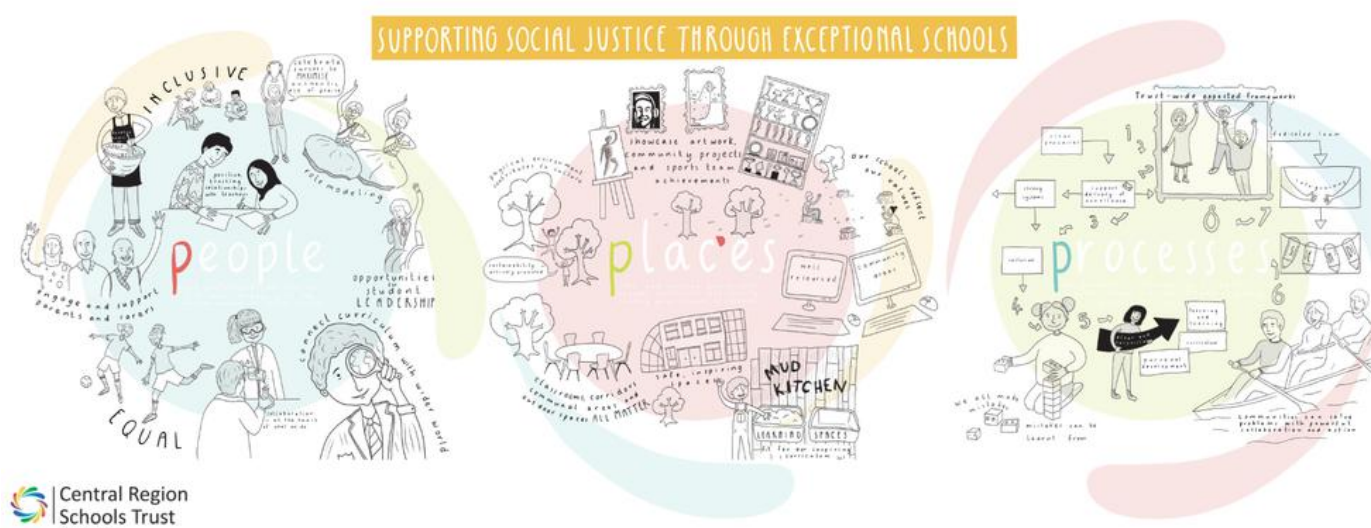
At Central Region Schools Trust, we believe people matter and that high-quality professional learning, collaboration, and research are essential to improving outcomes for all pupils. Our approach to career-long teacher development supports staff at every stage, from initial teacher training to leadership. Through strong partnerships with Teaching School Hubs, subject hubs, and national programmes like NPQs, we provide a rich, collaborative infrastructure for professional growth. Our mission is to foster expert practitioners and leaders who, in turn, develop the next generation—ensuring lasting impact and social justice through exceptional education.

Our Mission

Our mission is to ensure that our trainees progress through the wide range of programmes available to them, themselves, become experts who, in turn, support trainees to develop into the next generation of great practitioners and leaders, thus fulfilling the cycle of learning and guaranteeing a legacy both within our schools and to the benefit of those young people in our classrooms.

The trust has established itself as a champion for staff development throughout all the work which it undertakes, from its roots with educational initiatives underpinned by the Royal Society of the Arts (RSA) to its innovative and considered programmes as its own academy sponsor.

The CRST promotes effective and socially focused partnerships with Teaching School Hubs to provide Early Career Stage Fellows and is an integral part of the NPQ provision across the region, delivering and facilitating across a suite of leadership courses. Our commitment to cultivating leaders and collaboration is at the heart of the PDI, with colleagues dedicated to ensuring the highest quality of training for schools in the trust, through the teaching school hubs, through subject hubs and for partner schools and academies throughout a wide-reaching geographical network. This consistency across the trust, ensures that colleagues and practitioners continue to have access to the best possible opportunities which then lead to positive outcomes for pupils.



Our Staff Behaviours

Developing Our Distinctive Culture-People

We know and understand the powerful role we have in intentionally fostering Our Distinctive Culture through our behaviours and mindsets. These shape our thinking, communication and actions. We all encourage and empower others by being respectful, positive and optimistic.



Integrity



Excellence



Creativity



Community



Respect

The following behaviours will enable us to live out this vision and fulfil our mission of supporting social justice through exceptional schools.

Prioritise the success of our young people at all times

All members of our community advocate on behalf of pupils/students and make decisions with them at heart. We have the highest expectations of all pupils/students and understand the importance of showing them how to achieve the habits that will lead them to success.

Be a role model

We are ALL responsible for building our culture, trust and credibility. All members of our community need to walk the talk - all of the time. We all lead by example.

Communicate effectively

Our staff are direct, honest, act with integrity and communicate appropriately all of the time. We use honest, timely and professional face to face communication as a priority.

Keep your promises and stick to your organisational commitments

We see the importance of professional integrity and aim to keep our word around our organisational commitments.

Commit to the development of others

Our community members are our most valuable asset. We all commit to our own professional growth in order to improve the outcomes for pupils. We see line management commitments as a priority and fully engage in the process.

Have a solution focused approach

Our community have a positive can-do mindset and seek well thought through and appropriate solutions to problems. We are proactive and aim to prevent issues. We are committed to continually improving and seek constructive feedback.

Demonstrate full commitment to the bigger picture

Our colleagues demonstrate loyalty to the Trust. We challenge each other appropriately and support each other at all times. We show flexibility and a willingness to be adaptable or, where necessary, compromise.

"Supporting social justice through exceptional schools."



CRST PEOPLE DEVELOPMENT INSTITUTE PROVISION

- 
- * Early Career Stage (ITE, ECF)
 - * Teach Central (CRST Training Provision)
 - * Recently Qualified Teachers (RQTs)
 - * Leading Teacher Development
 - * Co-Design Model
 - * Leadership
 - * SEND Development
 - * National Professional Qualifications (NPQs)
 - * Central Function Development
 - * Apprenticeship Levy
 - * Career Stage Pathways (examples)

"Supporting social justice through exceptional schools."



CRST
People
Development
Institute

Early Career Stage

Initial Teacher Education (ITE)

Foundation Degrees

Teacher Degree Apprenticeships

Early Career Framework (ECF)

ITE (Initial Teacher Education)

Any teaching journey begins with a strong foundation. Whether starting as a Teaching Assistant or training to teach, we offer:



L5 TA Foundation Degree – A gateway to qualified teacher status.

L6 Teacher Degree Apprenticeships – Combine learning and earning, from undergraduate through to PGCE, available from September 2026.



L6 PGTA (with QTS) Primary Route – For degree-holders looking to qualify through a more traditional path. Available through Coventry & Worcester Universities.



Teach Central ITT 2025–26 (PGCE with QTS) – High-quality Initial Teacher Training from Central Region School Trust's own training provision. Offered through the 'Lead Partner' route.



Teach Central

Part of the Central Region Schools Trust, Teach Central delivers high-quality teacher training across Good and Outstanding schools in the West Midlands and wider central region. We work with all phases of education—first, primary, middle, high, and secondary—offering placements in Birmingham, Dudley, Redditch, Kidderminster, Worcestershire, and Warwickshire.

The Trust has a strong track record of educational innovation, supported by expert-led training and a tailored professional development programme. We invest in research and development to promote social justice through exceptional schools, helping teachers at every stage of their careers, from trainees to future leaders.

Why choose Teach Central?

Teach Central, in partnership with Birmingham City University, offers a distinctive school-led teacher training route. Unlike the traditional PGCE core route, our trainees begin their placement in September, fully immersed in school life from day one. This early start allows trainees to take part in whole-school CPD, safeguarding, and SEND strategies while being treated as valued members of staff. Our approach combines school-based placements, centre-led training, and academic study at master's level, leading to a **PGCE with QTS**.

Trainees complete two placements across our multi-academy trust and partner schools, starting in September. The course includes a bespoke CPD programme, one-to-one support, and subject knowledge enhancement to ensure confident, well-rounded classroom practitioners.

Our research-led approach encourages creativity, reflection, and innovation, empowering trainees to raise standards and improve outcomes for all pupils. Graduates leave ready to lead, inspire, and thrive in rewarding careers—many within our Trust.

- Outstanding Outcomes
- Immersive, Research-Informed Training
- Our full-time, one-year programme (September–July) begins with a school placement beginning on the first academic day of September.
- As a Lead Partner with Birmingham City University, our PGCE with QTS programme is co-designed to meet the needs of local schools and learners.
- Career-Ready Graduates



Early Career Framework (ECF) Provision

In partnership with Haybridge Teaching School Hub, we support early career teachers at the start of their journey with a comprehensive induction programme delivered through StepLab and Ambition Institute. Our multi-tiered support extends to both ECTs (Early Career Teachers) and their mentors. We're proud of the positive impact our ECTs have on students in our pursuit of social justice through exceptional education.

Conferences

Central Region Schools Trust is committed to staff development, hosting an annual ECT conference each January. Separate ECT and mentor conferences are also offered through the Ambition Institute. Held at our Assay base in Birmingham, the CRST conference focuses on practical strategies and early career reflections from expert practitioners. All ECT conferences offered (CRST & Ambition) provide valuable opportunities for ECTs to collaborate, network, and engage in curriculum development across the Trust and beyond.

Places Project

This initiative encourages ECTs to reflect on and enhance their classroom environments to maximise impact on student learning. Starting with a snapshot of their current space, teachers consider how to organise and design classrooms for high effectiveness and inspiration.

Aligned with our Trust's vision of "safe and inspiring places with strong curriculum integrity," the goal is to create environments that support excellence and community pride—even extending to the corridors outside.

'Curriculum integrity' refers to tailoring spaces to best support subject-specific learning—whether it's a Year 4 classroom or a secondary geography room. This involves defining a minimum standard and striving for excellence by thoughtfully considering layout, wall displays, resources, artefacts, and how the space fosters reading and subject identity.

Mentorship

All ECTs receive statutory mentor time and are supported by a dedicated mentor focused on instruction, routines, pedagogy, and subject knowledge. This is enhanced through ECT and mentor conferences and clinics, led by our own ECF Fellow.

Where appropriate, Professional Mentors (SLT links) also provide tailored CPD, including introductions to key areas such as SEND, Inclusion, and Educational Visits.



"Completing my ECT within Central Region Schools Trust has been a phenomenal experience. I have enjoyed support from experienced mentors, a strong and balanced department, and an open-door policy. With clinics and in-person support coupled with online support through MyAmbition and StepLab, I have been supported at every step of the way to become the best teacher I can be. This has set a strong foundation for my further career. Thank you to everyone who has supported me in my two early career years."

Teacher Development

Recently Qualified Teacher Programme

Leading Teacher Development

Leading Teaching

Co-Design

NPQ in LBC, LTD, LT, LL, LPM – see pages 20–23

Recently Qualified Teacher Programme (RQT)

The Central Region Schools Trust's RQT Programme supports Year 3+ teachers in embedding academic research into classroom practice through a structured action research model. It encourages deeper professional engagement to improve pedagogy and outcomes. The programme fosters a research-informed school culture, encourages personalised professional development, and supports staff retention and career progression through meaningful inquiry and shared learning. The process is supported by an industry expert and one who was instrumental in the implementation of the first Research School in the UK.

Purpose & Rationale

- The RQT programme supports professional development for teachers early in their careers.
- It centres on **Research Disciplined Inquiry (RDI)** to improve teaching practices and student outcomes.
- RDI allows participants to focus on a self-chosen pedagogical or leadership area linked to their performance management objectives.
- Supported by an industry expert, widely renowned as the architect of RDIs

Process:

Teachers will:

- Choose a research focus
- Read and select key texts
- Develop a methodology to assess impact
- Reflect in a written assignment
- Share findings with peers

RQT CPD Schedule

Includes workshops on key topics:

- Role of Form/Class Teacher
- Research methods
- Effective Feedback
- Responsive Teaching
- Positive Behaviour & Research Check-in
- Adaptive Techniques
- Questioning



"Currently my role sits as a class teacher in year 6 with the responsibility of PE lead. The increased responsibility has been an enjoyable opportunity this year which has been support by our RQT project. This task has allowed me to explore resilience and social understanding of PE within our context, informing future decisions and planning surrounding the school going forward."

Leading Teacher Development



Central Region
Schools Trust
Founded by the RSA

Leading Teacher Development

CRST continues to offer a development opportunity through the National Professional Qualifications (NPQs), delivered in partnership with Tudor Grange Teaching School Hub and Best Practice Network in Leading Teacher Development. This programme supports colleagues who lead, or aspire to lead, the development of others through coaching, mentoring, instructional leadership and the design of effective professional learning.

This programme is suitable for those new to leadership roles, senior leaders, lead practitioners, professional mentors, or colleagues with responsibility for staff development. The programme aims to strengthen participants' ability to support high-quality teaching and professional growth, contributing to improved outcomes for both staff and pupils across the Trust.



Leading Teaching

Further, CRST is again offering the National Professional Qualification for Leading Teaching which supports colleagues who are responsible for improving teaching practice within their phase, department, subject area or across a school.

This programme is suitable for aspiring and established middle leaders, lead practitioners, curriculum leaders, and those with responsibility for driving teaching and learning. The programme aims to develop participants' expertise in implementing evidence-informed approaches to teaching, leading improvements in classroom practice, and supporting colleagues to secure high-quality outcomes for all pupils across the Trust.

Delivered over 12 months (Oct-Oct), both programmes combine self-study, live sessions, and school-based application, leading to a nationally recognised qualification. For more information, please see pages 20-23

"A supporting factor for enacting these changes successfully has been my work as part of the Trust's Teacher Development. I have gained insightful knowledge from colleagues in other schools and learnt to identify granular targets to help take our teaching to the next level. The expert delivery from staff on this course has supported in making changes to my own practice, and those in my school."

Co-Design

Co-design started at CRST in 2017 and is our mechanism for enabling genuine collaboration. Co-design groups and meetings are calendared. Staff across schools who lead on the same subject or strategic area come together with a co-design chair or trust lead facilitating the meetings. Each group meets once a term- twice online and once as a full day 'conference'. Subject areas additionally meet for moderation.

Primary

Subject & curriculum design
Year Teams
Phonics
Oracy
Writing
Maths
EYFS



Secondary

Subject & curriculum design
VI Form



Strategic cross-phase groups

- Disadvantaged and vulnerable (including PP)
- SEND
- Teaching and Learning Leaders
- Attendance
- Safeguarding
- Personal Development
- Reading
- CPD
- Science Partnerships



making
physics
matter



PDI opportunities within co-design

1. In-school co-design representative
2. Cross-Trust co-design chair (primary & secondary subjects)

These roles, designed as development opportunities, allow colleagues to:

- Develop subject/year enrichment
- Identify CPD within co-design model
- Support with co-design moderation
- Facilitate curriculum & assessment conversations in line with Education & Standards

"We genuinely believe that if we want to go far, we need to go together"
Sam McMonagle - Director of School Improvement

Leadership

New to Pastoral Leadership

Pastoral Support Practitioner

New to Subject Leadership

Stepping into Senior Leadership

NPQSL, NPQEYL, NPQH, NPQEL – see pages 20–23

Leadership

From aspiring leaders to executive roles, our leadership journey supports long-term career growth

New to Pastoral Leadership (CRST)

As a result of this training, you will develop your knowledge of:

- What is it to be an effective pastoral leader
- The 'team around the child' and the role of neuro-development/psychology.
- Understanding the role of multi-agencies. The care system and safeguarding. Self awareness and identity.
- Ofsted and Personal Development
- Implementing, monitoring and evaluating effective attendance measures.
- Developing effective relationships & a value driven school system
- Managing conflict & deregulation

L4 Pastoral Support Practitioner (Best Practice Network)



The Level 4 Pastoral Support Practitioner programme offered by Best Practice Network is designed to equip participants with the essential skills and knowledge needed to excel in pastoral care within educational settings. This programme focuses on the vital role that pastoral support plays in promoting student well-being, resilience, and achievement. Participants will engage in practical learning that encompasses effective communication, behaviour management, and strategies for supporting students with diverse needs.



"Supporting social justice through exceptional schools."

Leadership

New to subject leadership (CRST)

As a result of this training, you will develop your knowledge of:

- Implementing, monitoring and evaluating a subject curriculum
- Using data to support subject development
- Facilitating effective department meetings, and subject CPD
- Your own leadership style and behaviours
- The rigour of a deep dive within your curriculum area
- Action planning for your curriculum area aligned to school improvement
- Developing and managing colleagues

Stepping into Senior Leadership (SSAT)



New for 2026-27, the "Stepping into Senior Leadership" programme offered by the SSAT, in partnership with CRST, is an exceptional opportunity for aspiring senior leaders in education to develop the skills and insights necessary for effective leadership.

This programme is designed to empower participants with a deep understanding of strategic decision-making, operational management, and the principles of collaborative leadership. By engaging in practical workshops, interactive discussions, and mentorship from experienced leaders, participants will gain valuable perspectives on addressing the complexities of senior roles in today's educational landscape, leading to a nationally recognised qualification.

There are five modules which are focused on across the programme:

1. Personal and professional readiness
2. Developing a vision for yourself as a senior leader
3. Leading change and managing complexity
4. Leading, motivating and influencing
5. School budgets, finance and HR

Conferences 2026/27

- Secondary Subject
- Cross Phase Strategic
- Senior Leaders (STL)
- Assistant & Vice Principals
- ECTs



"Supporting social justice through exceptional schools."

SEND

Achievement Assistant Portal

L3–5 TA with SEND

L3 EYFS

L5 Thrive

NPQ in SEN, LBC – see pages 20–23

SEND (Special Educational Needs)



Achievement Assistant Portal



This programme is designed to empower support staff working closely with pupils to play a pivotal role in driving student progress and wellbeing. Focused on equipping assistants with the tools, knowledge, and confidence to make a meaningful impact in the classroom, the programme blends practical strategies with an understanding of pedagogy, behaviour, and inclusive practice.

EYFS & TA with SEND Qualifications (L3–L5)



The Level 3 Early Years Educator Teaching Assistant programme focuses on child development, learning through play, safeguarding, and inclusive practice. The programme equips teaching assistants with the knowledge and practical skills to support early education, fostering a nurturing and stimulating environment that promotes the physical, emotional, and cognitive development of children from birth to five years old.

The Level 3 Teaching Assistant with SEND programme equips achievement assistants with the skills and knowledge to provide effective, inclusive support in the classroom. The course covers key areas such as understanding SEND, supporting learning and development, promoting positive behaviour, and working collaboratively with teachers and external professionals. It prepares participants to make a meaningful impact on pupil progress and well being, especially for those with additional needs.

The Level 5 Teaching Assistant Programme is designed for experienced achievement assistants and focuses on advanced skills in supporting teaching and learning, inclusive education, behaviour management, and curriculum development. It also develops leadership capabilities, preparing participants to mentor others, contribute to school improvement, and support strategic SEND and intervention planning. This qualification is ideal for those aspiring to progress into higher-level support or teaching roles at L6.

The Thrive Level 5 Teaching Assistant Apprenticeship is designed for experienced AAs who want to develop advanced skills in supporting the emotional and social well being of pupils. Delivered in partnership with Best Practice Network and Thrive, the programme combines leadership development with Thrive practitioner training. It covers neuroscience, child development, emotional regulation, and practical strategies to create safe, supportive learning environments.

National Professional Qualifications (NPQs)

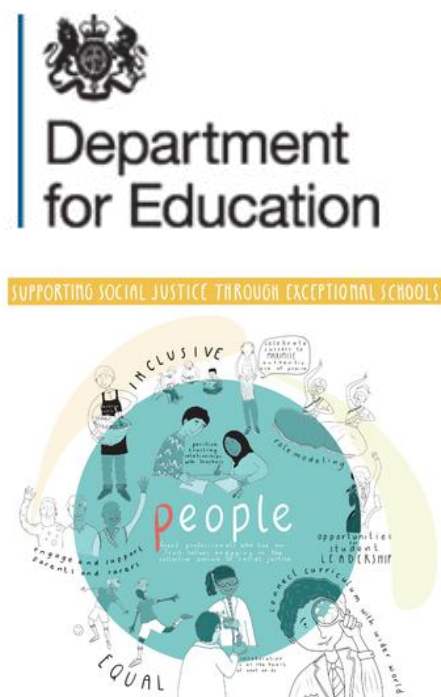
Through collaborations with leading organisations such as Tudor Grange Teaching School Hub, Best Practice Network, Haybridge Teaching School Hub, Ambition Institute, the National Institute Teaching & Windsor Academy Trust, we ensure colleagues have access to high-quality, evidence-based programmes tailored to a variety of roles—from teacher development and behaviour management to senior leadership and executive headship.

These partnerships enable us to support professional growth across all career stages, align development with trust priorities, and build capacity for sustained school improvement.

- NPQ in Leading Teacher Development (NPQLTD)
- NPQ in Leading Behaviour and Culture (NPQLBC)
- NPQ in Leading Teaching (NPQLT)
- NPQ in Leading Literacy (NPQLL)
- NPQ in Leading Primary Maths (NPQLPM)

- NPQ in Early Years Leadership
- NPQ in SEND
- NPQ in Senior Leadership (NPQSL)
- NPQ in Headship (NPQH)
- Early Headship Coaching Offer (EHCO)
- NPQ in Executive Leadership (NPQEL)

- NPQ in Leading Behaviour and Culture (NPQLBC)
- NPQ in SEND



"The NPQ has deepened my understanding of the SENDCo role and strengthened my leadership skills,, and take on the role myself someday. I am passionate about SEND in the Early Years, where early intervention and tailored strategies can make a lasting impact. By delivering the best SEND support to our youngest learners, we can address learning gaps sooner, benefiting all children through a strong focus on adaptive teaching."

Which NPQ is right for you?

Specialist	Your current role or the one you aspire to*	What you'll learn	Common across all programmes
NPQ for Leading Teaching	• Head of Department • Head of Year • Phase Leader • TLR in teaching and learning	• Creating a culture of high expectations • Developing colleagues' planning and teaching • Curriculum development • Adapting colleagues' teaching to meet the needs of all pupils • Effective assessment	• 12 months • Online self-study you can access flexibly • Three one-day conferences • Visit two schools virtually • Hear from expert serving leaders in two masterclasses • Develop your leadership skills through practice clinics
NPQ for Leading Teacher Development	• Head of Department • Head of Faculty • Assistant or Deputy Headteacher • Phase Leader	• Delivering impactful professional development • Adapting professional development to different experience and expertise • Embedding effective teaching practices	
NPQ for Leading Behaviour and Culture	• Head of Year • Deputy Head of Year • Phase Leader • Pastoral Leader • Assistant or Deputy Headteacher	• Creating excellent school culture • Setting conditions for great behaviour • Working with pupils with complex behavioural needs • Deliver professional development linked to improving behaviour and culture	
NPQ for Leading Literacy	• Literacy Lead • Head of Department • Assistant or Deputy Headteacher • Phase Leader	• Enhancing pupils' language capability, reading, writing and comprehension • Conducting effective assessments • Championing reading	
NPQ for Leading Primary Maths	• Head of Maths in a Primary School • Phase Leader	• Developing Maths teaching and lesson planning • Implementing a coherent Maths curriculum • Leading a culture of professional learning • Supporting colleagues to adapt Maths lessons for differing needs • Effective assessment	

"I have developed my way of thinking and will change the way that I approach implementing new ideas." "The NPQLTD has opened my mind to educational research and improvement."

Leadership

	Your current role or the one you aspire to*	What you'll learn	Common across all programmes
NPQ for Senior Leadership	Assistant or Deputy Headteacher	- Contributing to strategic direction of your school - Establishing positive culture - Effective curriculum planning and assessment - Maintaining teaching quality - Leading behaviour at whole-school level - Developing and managing colleagues - Working with stakeholders - Managing governance and statutory compliance	18 months - Online self-study you can access flexibly - Four one-day conferences - Visit two schools virtually - Hear from expert serving leaders in two masterclasses (five for NPQEL) - Develop your leadership skills through practice clinics and structured conversations with implementation advisors (and 1:1 coaching for NPQEL)
NPQ for Special Educational Needs Co-ordinators (SENCOs)	SENCO	- Embedding a strong universal offer that meets the needs of all pupils - Creating a culture that allows pupils with SEND to flourish - Statutory framework and compliance - Assessing impact of interventions and adapting pupil plans - How to lead whole-school SEND provision and practices	
NPQ for Early Years Leadership	- Nursery Leaders - Head of Early Years - Childminders with additional leadership responsibilities	- Setting strategic direction and monitoring progress - Embedding excellent culture - High-quality curriculum development - Supporting children's behaviour and social and emotional development - Developing colleagues - Working with stakeholders - Managing compliance of running a nursery	
NPQ for Headship	Headteacher	- Establishing strategic direction - Setting whole-school culture - Conducting effective curriculum and lesson planning - Maintaining teaching quality - Effective assessment practices - Working with stakeholders - Managing governance - Manage statutory compliance	
NPQ for Executive Leadership	- Executive Principal - Central Trust leadership role - Trust CEO	- Creating a strong Trust culture - Embedding effective teaching across schools - Supporting pupils to succeed at scale - Running a large organisation - Working effectively with colleagues and stakeholders - Managing governance and accountability across schools	

"Great teaching is the foundation of school improvement, and great leadership develops great teaching."

Central Functions

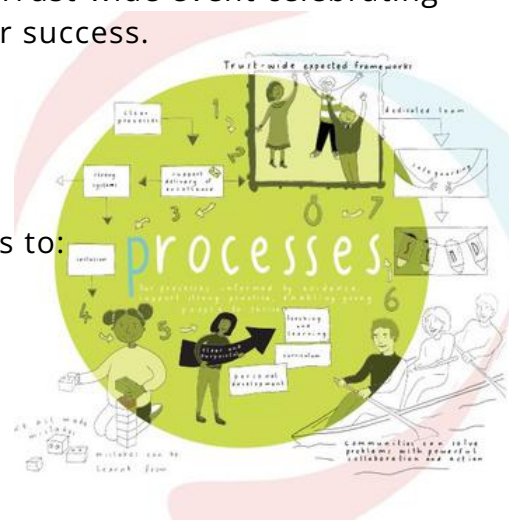
IT Infrastructure, Data, Marketing,
ASSAY, Finance, HR,
Governance, Estates, Business Support

- A strong culture of collaboration and shared expertise
- Access to Trust-wide networks and strategic projects
- Investment in your development through CPD, apprenticeships, and leadership pathways
- Opportunities to contribute to Trust-wide innovation and improvement
- A meaningful role in supporting social justice through exceptional education

We provide clear, progressive development routes for our central roles. Whether you're starting your career or stepping into leadership, we support your journey with tailored opportunities.

Apprenticeships and Qualifications We make strategic use of the Apprenticeship Levy to fund qualifications from Level 3 to Level 7. Many of our colleagues have progressed through apprenticeship schemes, with many going on to secure permanent roles within the Trust. During National Apprenticeship Week, we hosted "Apprentice Impact," a Trust-wide event celebrating the achievements of our apprentices and their contribution to our success.

- Role-specific CPD
- Leadership development programmes
- Coaching and mentoring
- Access to external training and qualifications



We foster a culture of shared learning and innovation. For example, our IT team recently held a full-team CPD day, including a visit to our connectivity partner's data centre and team-building activities to strengthen collaboration and technical understanding.

You'll work alongside experienced professionals and subject matter experts across the Trust.
Structured to support cross-functional collaboration and knowledge sharing.

We support hybrid working where appropriate and provide the digital tools and infrastructure to enable flexibility, productivity, and connection.

We celebrate success and support internal mobility.

"Throughout my time at the Trust, I've been fortunate to receive outstanding support and numerous opportunities for professional development. This ongoing investment in my growth has played a key role in my career progression and has allowed me to contribute meaningfully to the Trust's vision for technology in education."

Apprenticeships & Levy Funded Opportunities

Apprenticeship Opportunities

(available across all functions and all career stages, as well as for recruitment)

The Apprenticeship Levy?

A UK government tax on employers with an annual pay bill over £3 million to fund apprenticeship training and skills development. To encourage employers to invest in training and developing apprentices.

Benefits for the Trust:

The Trust can use the levy to fund apprenticeship programs across all its schools and functions, supporting staff development and improving skills without extra cost.

Cross-Functional Use:

We access the levy across a variety of roles and departments within the Trust, not just teaching staff, enabling broad workforce development.

Examples of levy opportunities at the Central Region Schools Trust *(for illustrative purposes)*

- L3 Teaching Assistant with SEND
- L3 Early Years Educator
- L5 Teaching Assistant with SEND & Curriculum
- L5 Thrive Leadership
- L6 PGCE (QTS) Primary
- L4 Network Manager
- L7 Accountancy Professional
- L3 IT Technician
- L3 Certificate in Professional Development
- L5 Technician Scientist
- L3 Business Support



"Being part of the Trust has given me access to CPD opportunities that have genuinely boosted my confidence and skill set - from behaviour management strategies to inclusive practice. The support and development opportunities within the Trust, and from my apprenticeship, have not only helped me grow professionally but have made me feel valued and motivated to keep pushing for the best outcomes for our students."



Central Region
Schools Trust
Founded by the RSA

CRST
People
Development
Institute

Career Development Pathways Teaching & Learning SEND

*** Used for illustrative purposes – for bespoke and tailored planning, please refer to your CPD tracking and liaise with the PDI***

Career Pathways - Teaching & Learning

NB: NPQs (LTD, LT, LL, LBC, SL, H) to be considered at appropriate career stage points, as per performance management linked objectives

Programme	Who	Why	Impact	Progression
RQT Programme	Y3-5 Teachers	Supports teacher development and career progression by deepening pedagogical expertise through evidence-informed practice, critical reflection, and professional enquiry.	Improves teaching quality and pupil outcomes by enabling teachers to refine their practice through research-informed approaches and reflective professional development.	Develops the expertise, reflective practice, and evidence-informed approach required to progress towards Lead Practitioner roles and support the improvement of teaching and learning across a school.
New to Subject Leadership	New subject leaders	Develops the knowledge and leadership skills needed to lead a subject area effectively, including curriculum development, staff leadership, quality assurance, and school improvement planning.	Strengthens curriculum quality, staff development, and departmental effectiveness, leading to improved teaching and pupil outcomes.	Provides a clear progression route into senior leadership by developing strategic curriculum leadership, staff development, and school improvement expertise.
New to Pastoral Leadership	New pastoral/phase leaders	Develops the knowledge and skills required for effective pastoral leadership, including safeguarding, multi-agency working, attendance, behaviour, and relationship-building to support pupil wellbeing and personal development.	Improves pupil wellbeing, attendance, and behaviour by strengthening pastoral systems, safeguarding practice, and relational approaches across the school.	Supports progression into phase or senior pastoral leadership by developing the strategic understanding and operational expertise needed to lead safeguarding, behaviour, attendance, and pupil wellbeing at scale.
Stepping into Senior Leadership	Heads of Department Heads of Faculty Heads of Year	Provides aspiring senior leaders with practical training and mentoring to develop strategic leadership skills in vision, change, people management, and school operations, preparing them for senior leadership roles.	Strengthens leadership capacity and effectiveness by developing the skills needed to lead teams, manage change, and improve whole-school outcomes.	Supports progression into senior leadership by building the strategic, operational, and interpersonal skills required to lead at a whole-school level.

Career Pathways - SEND

NB: NPQs (SEN, LBC, SL) to be considered at appropriate career stage points, as per performance management linked objectives

Programme	Who	Why	Impact	Progression
CRST Achievement Assistant Programme	ALL Achievement Assistants	Develops support staff to enhance pupil progress and wellbeing through practical, evidence-informed strategies in pedagogy, behaviour, and inclusive practice.	Improves pupil progress, engagement, and wellbeing by strengthening the effectiveness of support staff in the classroom.	Provides progression into higher-level support roles, specialist pastoral or SEND positions, and routes into teacher training and wider leadership pathways.
L3 Teaching Assistant with SEND	Achievement Assistants	Develops the knowledge, skills, and behaviours needed to effectively support teaching, learning, pupil progress, and wellbeing within a school team.	Improves pupil progress, engagement, and wellbeing by providing effective in-class support and contributing to high-quality teaching and learning.	Provides a foundation for progression into higher-level teaching assistant roles or routes into teacher training and wider school-based leadership pathways.
L5 Teaching Assistant with SEND, Behaviour or Curriculum	Higher Level Achievement Assistants Aspirant QTS (colleagues without L6 already)	Develops advanced skills in supporting pupils with SEND by enhancing inclusive practice, adapting learning, and collaborating effectively with key stakeholders.	Improves outcomes for pupils with SEND by strengthening inclusive practice, targeted support, and collaboration with families and professionals.	Supports progression into specialist SEND roles or higher-level leadership pathways focused on inclusion and additional needs provision.
L6 Teacher Degree Apprenticeship (PGTA with QTS)	Achievement Assistants or HLTAs with L6 degree level qualification already.	Provides an employment-based route to Qualified Teacher Status through Coventry or Worcester University, combining study and school-based training to prepare for effective classroom teaching.	Improves teaching quality and pupil outcomes by developing confident, effective classroom practitioners through structured training and academic study whilst remaining within the Trust.	Supports progression into Qualified Teacher Status and improves staff retention by offering a structured, supported pathway into teaching within the Trust.
L6 Teacher Degree Apprenticeship (undergraduate route) with QTS	Achievement Assistants or HLTAs progressing from L5 TA programme (colleagues who do not have L6 already)	Provides a structured route to Qualified Teacher Status, developing the knowledge, skills, and behaviours needed to deliver effective teaching and take responsibility for pupil outcomes.	Improves pupil attainment and progress by developing confident, effective teachers who can deliver high-quality learning and assessment in the classroom.	Improves pupil outcomes through high-quality teaching while supporting progression into Qualified Teacher Status and further career development within the profession.

"Supporting social justice through
exceptional schools."

Community | Creativity | Integrity | Excellence | Respect



Central Region
Schools Trust

Founded by the RSA



Suite B.06, Assay Studios, 141 Newhall Street,
Birmingham, B3 1SF



0121 270 3117



info@crst.org.uk



crst.org.uk

[People Development Institute](#)