

# Professional Development Strategy



## Rationale and Key Principles

The Camden Education Strategy, *Building Back Stronger*, sets out a vision for “knowledgeable and skilled leaders and teachers who love working and learning in Camden”.

We are committed to a system which will inspire a strong sense of pride and belonging in all our children and the staff who work with them. We want our schools to be centres of high-quality teaching and learning where all children achieve well. This means committed support to building quality of leadership and teaching and investing in our school teams as the system’s most precious resource.

High-performing systems value their staffing teams. We want all those working in our schools; teachers, leaders, and support staff, to enjoy their jobs, have the knowledge and skills to do them well and feel appreciated for all they do for the children in our schools. Research shows that teachers participating in impactful professional development tend to have higher levels of job satisfaction. In Camden we develop opportunities through co-designing improvement initiatives and work collaboratively to establish better practice, building social and professional capital.

An excellent workforce requires excellent professional learning and development. Camden Learning provides opportunities for school professionals to plan, work and learn together across schools. A system-wide collaboration drives innovation as well as motivation, retaining the best practitioners in our classrooms.

Our Professional Development Strategy is designed to support teachers, other school staff and governors to flourish, whether as an Early Career Teacher learning the ropes and cultivating relationships with peers across Camden; a teaching assistant wishing to develop pedagogical expertise; an expert teacher honing their craft and connecting with other subject experts; emerging leaders developing their school-wide impact; or experienced leaders looking for opportunities to create and lead system change.

### A high-quality model of Core Professional Development will enable:

- An ongoing increase in professional capital
- The recruitment of skilled and committed staff
- The retention of existing staff who demonstrate the skills and aptitudes which best benefit our community
- The nurturing and development of professional skills at all levels
- Higher degrees of collaboration between professional and joint practice development
- School partners to deliver high quality programmes
- Innovation and the development of new expertise using research
- Continual evaluation of need and the quality of delivery
- The establishment of a self-improving education system



## A high-quality professional development offer:

- Is responsive to need
- Challenges and develops thinking and practice
- Encourages innovation
- Demonstrates an understanding of context and an awareness of local and national priorities
- Is evidence based and draws from the best research
- Utilises local expertise and best practice
- Provides pathways and new learning for practitioners at all stages in their career
- Has clear outcomes which connect work based learning and external expertise
- Results in high quality practice and improved performance

## We want all young people to leave Camden schools as:

- Ambitious, knowledgeable and intellectually curious critical thinkers, ready to continue learning throughout their lives so they can live, work, and manage the challenges of an uncertain world with confidence and skill
- Good communicators and collaborators able to put across their thoughts, feelings, and ideas, working well with other people
- Healthy individuals able to manage their own physical and mental well-being, stay safe, lead fulfilling lives, and have positive relationships
- Creative and enterprising, able to think creatively and ready to participate positively in life and succeed in work
- Socially and morally responsible changemakers, who not only understand their rights and respect the rights of others but are also able to contribute actively to their community and to the planet.

## Self Improving System

*In a self-improving system, schools take ownership of problems, and solutions are seen to be available from within the school system provided schools work together to diagnose the problems and devise solutions in their mutual interests, (Hargreaves, 2010).*

The school system is not simply an amalgam of isolated schools but a collection of groups of schools that benefit from collaboration in order to get better both individually and at system level.

A self-improving system embodies a collective responsibility. The architecture of this rests on:

- Effective use of evidence to inform practice
- Adopting a local solutions approach
- Fostering collaborative development among schools

As a successful locally aligned area partnership, Camden Learning works with all Camden schools to enact a sustainable model of a self-improving school system. Our aim is to draw from local expertise informed by research, external professionals, experts and advisers.

The role of Camden Learning is:

- To work collegially alongside all school partners, using this expertise to inform approaches
- To ensure all groups of staff at all stages of their career are provided for
- To undertake a process of think, test and learn
- To provide and nurture opportunities to innovate and link to educational research
- To use feedback from schools to inform practice
- To ensure Camden's professional development provision is responsive and high quality
- To ensure that groups which are underrepresented in our workforce are promoted and supported to succeed by challenging the systems and structures which may prevent this

Overall, to better address school need, co-ordinate a rich and comprehensive development programme across Camden including direct CPD provision, brokered provision, delivery by school partners and signposting.

**A core CPD programme**

**Camden Learning CPD  
Connected Offer CPD  
Early Career Teachers**

**Adviser visits brokered through the SLA standard and premium**

**Curriculum focus  
Leadership focus**

**Leadership Development**

**NPQs  
Headteacher Coaching  
Mentoring  
Black and Global  
Majority Network  
System Leadership**

**Communities of Learning**

**Initiatives  
Hubs  
Subject Networks  
Research School  
Wider Networks**





### A core CPD programme for all schools

#### Camden Learning Core CPD Offer

We provide a comprehensive and evolving training programme designed to support teaching staff, support staff, school administrators, and school leaders. This programme is shaped by the needs of schools and is reviewed regularly. Camden Learning is committed to publishing an annual CPD core offer, with ongoing evaluation to ensure the offer is aligned to school-identified priorities.

#### Connected CPD Offer

We connect wider CPD offered from Camden Council teams to ensure schools have access to coordinated opportunities. This includes training and support from the Early Years Team, Health and Wellbeing, Health and Safety services and Finance development opportunities.

[Click here to view the Camden Learning Professional Development Brochure](#)

#### Early Career Framework

Early Career Teachers (ECTs) are entitled to a structured two-year programme of training and support. This includes guidance from a school-based mentor who, during the first year, holds weekly meetings to provide coaching focused on gradual improvements that contribute to the development of embedded teaching skills.

In addition to mentorship, ECTs participate in a comprehensive programme comprising online self-study and in-person training sessions. Camden Learning offer an enhanced version of this programme, recognising the importance of fostering a supportive local network and cultivating a strong sense of community.



### Adviser visits brokered through membership subscription

Excellence Adviser visits are a vital part of Camden's commitment to school improvement. These visits offer tailored, high-quality support from experienced professionals who work in partnership with school leaders to strengthen teaching, learning, and leadership. Advisers bring insight into practice and awareness of current educational priorities, helping schools to reflect, refine, and drive forward their strategic goals. Camden Learning recognises the importance of subject specialism, particularly in secondary schools, where expert curriculum knowledge is key to improving outcomes. Through collaborative dialogue and evidence-informed guidance, these visits foster a culture of continuous improvement and excellence across Camden schools.





## Leadership Development

### National Professional Qualifications (NPQs)

We are proud to partner with University College London (UCL) to deliver a suite of National Professional Qualifications (NPQs) designed to support education leaders in their development journey.

Our local NPQ cohorts offer face-to-face learning and foster strong professional networks. These collaborative groups create space for educators to share challenges, solutions, and best practices within a supportive Camden community.

#### NPQs on Offer

- **NPQ for SENCo (NPQSENCO):** Specifically for Special Educational Needs Coordinators, this qualification develops leadership skills to drive effective SEND provision. With NPQSENCO a mandatory qualification, it is essential for current and aspiring SENCos.
- **NPQ for Senior Leadership (NPQSL):** Designed for current and aspiring senior leaders, this qualification equips participants with the strategic skills needed to lead school improvement.
- **NPQ for Headship (NPQH):** Tailored for those preparing for or new to headship, NPQH supports leaders in developing the confidence, resilience, and expertise required to lead a school effectively.

#### Delivery and Facilitation

All NPQs are delivered through a blend of expert-led sessions and local collaboration. Sessions are facilitated by Camden-based professionals who bring practical, context-driven experience to enrich the learning journey.

#### Funding and Applications

Scholarship funding is available for schools in designated areas of need. We encourage early applications, as funding is limited. For the latest information on eligibility and application support, please visit the official NPQ website or contact us directly.

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### Headteacher / Head of School Coaching

Effective coaching is a key tool for school leaders to reflect on their practice, develop new skills, and invest in their professional growth. We recognise the pressures that headteachers face, and our coaching programme is designed to support and empower leaders, offering them dedicated time for reflection and strategic development.

#### Coaching Offer:

- **Standard Coaching Sessions:** All Camden headteachers have access to **three individual coaching sessions per year** as part of the Camden Learning subscription. These sessions provide a space for personal reflection, goal setting, and strategic problem-solving.
- **New Headteacher Coaching:** For new headteachers or heads of school, we offer **six coaching sessions** in their first academic year, ensuring they receive the additional support needed during their transition into the role.
- **Additional Sessions:** Extra coaching sessions can be arranged for a fee, ensuring flexibility for leaders who may want an extended programme.

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### Mentoring and Buddying

- **Tailored Mentoring:** In addition to coaching, we offer **mentoring and buddying opportunities** for headteachers, particularly for those in their first years of leadership. These initiatives connect new or aspiring leaders with experienced headteachers who can offer guidance, share experiences, and provide ongoing support.
- **Peer-to-Peer Support:** We foster a collaborative culture where headteachers can draw on each other's expertise through structured mentoring relationships, building a network of support across Camden.

## Supporting Black and Global Majority (BGM) Leaders

We are committed to developing a diverse and inclusive leadership pipeline. To support Black and Global Majority (BGM) leaders, we offer promoted pathways that provide coaching, shadowing, and networking opportunities specifically designed to enhance career progression.

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### System Leadership

In Camden, we recognise the value of strong partnerships in driving school improvement and sustainability. While decisions around partnerships and collaboration rest with individual schools and their governing bodies, we provide structured support to ensure schools can make informed and impactful choices.

#### Support Offer:

- **Partnership Brokerage:** We actively facilitate introductions between schools seeking to collaborate, including brokering partnerships with other schools, trusts, or external organisations.
- **Strategic Advice:** Tailored guidance on partnership models, governance implications, due diligence, and alignment with long-term school improvement goals.
- **Peer Network Access:** Opportunities to engage with a strong network of system leaders through termly leadership forums, strategic planning groups, and collaborative development projects.
- **Shared Resources and Frameworks:** Tools and templates to support schools in evaluating partnership effectiveness and sustainability.
- **Leadership Development:** Access to mentoring and CPD opportunities for leaders exploring or leading system-level collaboration

[Click here to read the Camden Learning Partnership Toolkit](#)



## Communities of Learning

### Initiatives

The Initiative Delivery Model places schools at the centre of decision-making, innovation, and delivery. It aims to establish a coherent, system-wide approach that enables schools to identify priorities, design and trial solutions, and lead improvement grounded in local evidence, professional expertise and through cluster working.

The model responds flexibly to emerging themes across the school system. New ideas and approaches are developed and tested within schools, with learning generated from authentic practice. Improvement is driven by professional judgement, peer collaboration, and contextual evidence, informed by wider educational research to ensure Camden remains at the leading edge of effective educational practice.

[Click here to read recent initiative reports](#)



## Hubs

Camden Learning's Hubs offer focused professional development and collaboration opportunities across key areas of education. Led by schools, the hubs draw on local expertise to support the development of effective practice. They provide space for educators to share knowledge, improve pedagogy, and explore innovative approaches informed by research and experience.

Each hub responds to strategic priorities within Building Back Stronger and adapts to emerging needs identified by schools and Camden Learning. By sharing insights and effective practices across the borough, the hubs help build a sustainable system for continuous improvement and professional growth.

- **SEND Hub:** Supports schools in developing knowledge and understanding of Special Educational Needs and Disabilities (SEND), with workstreams focused on reducing barriers to learning through inclusive teaching strategies.
- **EYFS Hub:** Enhances early childhood education through an action research approach, focusing on foundational skills and holistic development in the Early Years Foundation Stage.
- **Primary Maths Hub:** Works with schools to strengthen mathematics education for primary pupils, offering CPD, resources, and collaborative learning opportunities.
- **Secondary Pedagogy Hub:** Focuses on improving teaching practices and subject knowledge in secondary education, tailored to specific disciplines and curriculum areas.
- **AI Hub:** Explores the role of artificial intelligence in education, supporting schools to understand and integrate emerging technologies into teaching, learning, and school operations. The hub offers CPD, practical guidance, and ethical frameworks to ensure responsible and effective use of AI.

## Subject Networks

Subject Networks offer subject leaders valuable opportunities to stay informed about the latest developments in their fields, both locally and nationally. These sessions are designed to meet the specific needs of subject leaders at primary and secondary levels, with a focus on both enhancing subject knowledge and developing leadership practices.

Key focus areas include:

- **Curriculum Planning and Development:** Subject Networks focus on curriculum planning, sequencing, and development, ensuring that subject leaders can align their curriculum with current best practices and Ofsted expectations. These sessions support the continuous evolution of high-quality, coherent curricula that cater to all learners.
- **Developing Leadership in a Subject:** In addition to subject-specific knowledge, these networks emphasise the development of leadership skills within the subject area. This includes strategies for leading teaching and learning, fostering a culture of continuous improvement, and driving subject-specific pedagogical changes across the school.
- **Application of Knowledge:** Sessions are highly practical, focusing on the real-world application of subject knowledge within schools. This includes the implementation of teaching strategies and leadership approaches that lead to tangible improvements in student outcomes.
- **Ofsted Focus – Developing Teaching:** These networks also integrate insights from the *Ofsted framework*, particularly developing teaching in subjects. Leaders will explore how to drive effective pedagogy, monitor teaching quality, and ensure that teaching strategies meet the needs of diverse learners in their subject areas.

## Delivery:

- Each session is led by experienced subject leaders from Camden schools or recognised specialist advisers. Their deep expertise ensures that the networks are relevant, practical, and rooted in the context of Camden schools.
- Participants will have the opportunity to share best practices, collaborate on challenges, and gain actionable strategies to implement within their own schools.



## Primary Networks

Literacy	Maths	Computing
Music	Geography	RE
PSHE	PE	History
DT	Science	Art

## Secondary Networks

English	Maths	Computer Science
Music	Geography	Religious Studies
PSHE	PE and Dance	History
DT and Food Tech	Science	Art
Business Studies	MFL	Drama
Politics	Psychology	Sociology

## SEND Networks

SEND networks bring together schools and partners across a local area to strengthen inclusive practice and improve outcomes for children and young people with additional needs.

In primary, these networks focus on early identification, building staff confidence, and sharing effective classroom strategies to support needs at the earliest stage.

In secondary, the emphasis shifts towards managing more complex needs, supporting mental health and engagement, and preparing young people for adulthood and next steps. Across both phases, SEND networks provide a vital forum for collaboration, professional development, and a consistent, joined-up approach to inclusion at borough level.

Sessions take place each half term.



## Research School

The North London Alliance Research School is a collaboration between lead Research School Torriano Primary and secondary partner, Parliament Hill School. Additional associate schools are Eleanor Palmer and Brecknock Primary.

There is a shared culture of using evidence-informed practice to develop skilled and knowledgeable teachers across the North London Alliance. The Research School builds on these foundations, supporting local and regional schools to translate the best research evidence into classroom practice. Through a range of training and exemplification, covering different pedagogical approaches and subject themes, the aim is to reach a wide audience of teachers and leaders in our region.

Specialisms are offered in the following areas:

- Professional learning design and implementation
- Communication and Language, including explicit vocabulary teaching across all key stages
- Mastery in Mathematics
- Primary and Secondary Literacy
- Cognitive Science: understanding and applying the science of learning to the classroom

The aim is to develop an evidence-informed ecosystem through sustained partnerships with networks of schools, teachers, and school improvement partners. Together, the networks will focus on the most effective approaches that benefit disadvantaged learners in our schools and communities.

## Wider Networks

### BGM Educators Network

Our BGM Educators Network offers targeted support for BGM leaders, including coaching and shadowing opportunities to build leadership capacity and increase visibility within the system. This network is designed to foster leadership development, share best practices, and provide a platform for mutual support and advocacy.

### Rights Respecting Schools Network

The Rights Respecting Schools Network supports Camden schools in embedding the principles of the UN Convention on the Rights of the Child into their ethos and practice. Participating schools collaborate to promote pupil voice, inclusion, and wellbeing, creating environments where children feel safe, respected, and empowered. The network provides a platform for sharing approaches, resources, and impact, helping schools to foster a culture of respect and active citizenship alongside academic success.

### Raising Standards at KS4 and KS5 Networks

These networks bring together secondary schools to collaborate on improving outcomes at Key Stage 4. Through shared expertise, data-informed strategies, and subject-specific development, schools work collectively to address attainment gaps and strengthen curriculum delivery. The network supports schools in identifying effective interventions and promoting high standards of teaching and learning, with a focus on sustainable improvement across Camden.

### Executive Headteacher Peer Network

The Executive Headteacher Network brings together Camden's executive leaders to collaborate on strengthening school partnerships and system-wide effectiveness. Through shared expertise, strategic discussion, and reflective learning, the network supports Executive Headteachers in developing their leadership practice and shaping borough-wide approaches. By capturing both the benefits and challenges of collaborative school structures, the network fosters informed decision-making and promotes sustainable improvement across Camden's educational landscape.



## Progression Pathways: Teacher to Leader

The Teacher to Leader pathway provides a clear route for educators to develop their expertise and transition into leadership roles. Each stage builds on professional experience, deepens impact, and prepares teachers for greater responsibility within the school system.

### Stage 1

#### Early Career Teacher (ECT): Building Foundations

Purpose	Focus	Examples	Progression readiness
Establish excellent classroom practice and build professional confidence.	Master lesson design, pedagogy, and classroom management. Engage in coaching and professional reflection. Contribute actively to team planning and school life.	Primary: A Year 3 teacher refines questioning techniques through instructional coaching and records improved pupil engagement data.  Secondary: An English ECT shares a new retrieval practice strategy at a departmental meeting.	Consistent teaching. Proactive engagement in self-evaluation Evidence of growing influence beyond the classroom.



### Stage 2

#### Developing Teacher: Deepening Practice

Purpose	Focus	Examples	Progression readiness
Strengthen subject expertise and refine teaching practice to improve pupil outcomes.	Deepen curriculum knowledge and pedagogical skill Lead aspects of planning or assessment within a team. Begin to mentor or support colleagues.	Primary: A Year 6 teacher leads a phase-wide moderation session to improve writing assessment.  Secondary: A science teacher refines practical lesson delivery and shares resources across the department.	Evidence of impact on pupil progress. Contribution to team development. Emerging leadership shown through subject co-ordinator role.



**Stage 3**  
**Accomplished Teacher: Leading Practice**

Purpose	Focus	Examples	Progression readiness
Extend influence beyond own classroom by leading practice and contributing to whole-school improvement.	Lead curriculum development or a key initiative.  Mentor and coach colleagues.  Model high-quality teaching and share best practice.	Primary: A teacher leads a whole-school literacy strategy and monitors impact.  Secondary: A maths specialist designs and delivers CPD for cross school colleagues and mentors an ECT.	Demonstrates sustained impact on pupil outcomes  Evidence of leadership in curriculum or pedagogy.  Recognised as a role model for professional practice.

 **Subject Networks / Learning Hubs / Initiatives**

**Stage 4**  
**Subject Leader / Department Lead Teacher: Early Leadership**

Purpose	Focus	Examples	Progression readiness
Lead and develop high-quality teaching within a subject area.	Drive curriculum development and assessment.  Support and coach team members.  Monitor and improve standards within the subject.	Primary: Leads curriculum review and implements new schemes of work.  Secondary: Analyses data to inform departmental improvement. Coaches colleagues in pedagogical approach.	Evidence of improved outcomes in subject area.  Demonstrates leadership and team development skills through improved practice in classrooms other than their own.

 **Subject Networks / Learning Hubs / Initiatives**

## Stage 5

### Phase Leader / Head of Department / Head of Faculty: Middle Leadership

Purpose	Focus	Examples	Progression readiness
Provide strategic leadership for a phase or department to ensure high standards of teaching and learning.	Lead team planning and assessment.  Manage performance and professional development.  Contribute to whole-school priorities.	Primary: Oversees KS2 curriculum and assessment.  Secondary: Leads departmental CPD and monitors impact. Implements interventions based on data analysis.	Sustained improvement in phase/department outcomes.  Effective team leadership and contribution to school strategy.



Subject Networks / Learning Hubs / Initiatives / NPQ

## Stage 6

### Assistant Headteacher / SENCO: Middle Leadership

Purpose	Focus	Examples	Progression readiness
Support strategic leadership and lead whole-school initiatives.	Drive improvement in a key area (e.g., curriculum, assessment, inclusion).  Line manage staff and lead CPD.  Contribute to school development planning.	Primary: Leads inclusion in role as SENCO / School lead on teaching and learning.  Secondary: Leads Raising Standards / School lead on teaching and learning.	Demonstrates impact on whole-school priorities.  Effective leadership of staff and systems.



Leadership Networks / Learning Hubs / Initiatives / NPQ

**Stage 7**  
**Deputy Headteacher: Senior Leadership**

Purpose	Focus	Progression readiness
<p>Provide strategic leadership for a phase or department to ensure high standards of teaching and learning.</p>	<p>Provide operational and strategic leadership across all school functions.</p> <p>Lead whole-school improvement priorities including teaching, curriculum, assessment, or behaviour.</p> <p>Ensure consistency of high-quality teaching and learning across all year groups.</p> <p>Manage and develop staff performance, including appraisal and professional development.</p> <p>Lead safeguarding and child protection practices in collaboration with the DSL team.</p> <p>Oversee data analysis to inform school self-evaluation and external accountability.</p>	<p>Evidence of whole-school impact.</p> <p>Strategic leadership capability and readiness for headship.</p>

 **Leadership Networks / Leading a Learning Hub / Leading an initiatives / NPQ**

**Stage 8**  
**Head of School / Headteacher: Senior Leadership**

Purpose	Focus	Progression readiness
<p>Provide overall leadership and accountability for the school.</p>	<p>Set and deliver the long-term vision, culture, and ethos of the school in partnership with governors.</p> <p>Lead on curriculum, staffing, finance, site, safeguarding, and pastoral systems.</p> <p>Ensure that all pupils achieve the highest standards regardless of background or need.</p> <p>Inspire, develop, and retain high-performing staff through strong leadership and development opportunities.</p> <p>Monitor, evaluate, and report school performance to stakeholders, governors, and Ofsted.</p> <p>Build and sustain positive relationships with parents, the wider community, and local partnerships.</p>	<p>Evidence of whole-school impact.</p> <p>Strategic leadership capability and readiness for headship.</p>

 **Leadership Networks / NPQ / Headteacher Coaching**

**Stage 9**  
**Executive Headteacher: Systems Leader**

Purpose	Focus
<p>Provide strategic leadership across multiple schools.</p>	<p>Provide strategic leadership and direction across multiple schools within a trust or federation.</p> <p>Ensure consistent standards of excellence in teaching, learning, outcomes, and wellbeing.</p> <p>Lead trust-wide school improvement strategies, talent development, and capacity building.</p> <p>Promote a shared vision and culture while respecting the unique contexts of each school.</p> <p>Oversee governance, finance, HR, and accountability measures across the group.</p> <p>Engage with regional and national education bodies to influence policy and best practice.</p> <p>Foster strong community partnerships and lead large-scale stakeholder engagement.</p>

 Leadership Networks / NPQ / Headteacher Coaching



## Progression Pathways: Teaching Assistant to Teacher

The Teaching Assistant (TA) pathway offers a structured route for professional growth, enabling individuals to develop skills, gain qualifications, and progress into specialist or teaching roles. Each stage builds on experience and expertise, supporting career development within education.

### Stage 1: Entry-Level Teaching Assistant – Building Confidence

At this stage, TAs focus on supporting classroom organisation and pupil learning. Responsibilities include assisting teachers with lesson delivery, providing one-to-one or small-group support—particularly for pupils with additional needs—and promoting a positive classroom environment. Entry-level TAs often help with administrative tasks, supervise pupils during non-class times, and support the implementation of individual education plans (IEPs).

**Preparation:** While formal qualifications are not required, a Level 2 Certificate in Supporting Teaching and Learning is beneficial. Many begin through volunteering or entry-level roles.

### Stage 2: Experienced Teaching Assistant – Deepening Impact

Experienced TAs take on more targeted responsibilities, such as supporting pupils with complex needs and contributing to assessment through observation and feedback. They work closely with teachers to implement personalised strategies and interventions, develop subject-specific knowledge, and build strong relationships with families.

**Preparation:** A Level 3 qualification in Supporting Teaching and Learning is recommended, alongside CPD in literacy, numeracy, or SEND.

### Stage 3: Higher Level Teaching Assistant (HLTA) – Leading Learning

HLTAs extend their influence by planning and delivering structured learning activities under teacher guidance and covering classes during planned teacher absence. They lead interventions, mentor less experienced TAs, and contribute to curriculum planning and school improvement.

**Preparation:** Achieving HLTA status through national standards and training, supported by experience in independent teaching and mentoring.

### Stage 4: Specialist Teaching Assistant – Developing Expertise

Specialist TAs provide intensive support in areas such as SEND, early years, or core subjects. They tailor interventions to meet specific needs, collaborate with external professionals, and develop resources to support accessibility and differentiation. Acting as key workers for vulnerable pupils, they play a vital role in inclusive education.

**Preparation:** Specialist qualifications and training (e.g., dyslexia, autism support) and participation in networks and CPD are key to success in this role.

### Transition to Teaching – Becoming a Qualified Teacher

For TAs aspiring to teach, this stage involves structured in-school experience, planning and delivering lessons, and engaging in reflective practice aligned to the Teachers' Standards.

#### Pathways:

**With a Degree:** Enrol in a PGCE, Postgraduate Teacher Apprenticeship, or SCITT programme.

**Without a Degree:** Pursue an undergraduate degree with QTS or explore TA Apprenticeships leading to work-based QTS routes.

**Preparation:** Build a portfolio of practice, seek mentorship, and engage in advanced CPD to ensure readiness for teacher training.