

PAY POLICY & STAFFING STRUCTURES



RÆDWALD
T · R · U · S · T

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PAY POLICY & STAFFING STRUCTURES

Person responsible for this policy:	Angela Ransby
Policy author:	Angela Ransby
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Policy displayed on website:	Yes

CEO Signature:	Angela Ransby
Trust Board Signature:	Roger Fern

The Raedwald Trust is an equal opportunities employer. All pay related decisions are made in accordance with relevant equalities legislation and appropriate consideration is given where staff have been absent for long periods, for example due to sickness or maternity leave.

1. INTRODUCTION

This policy sets out the Trust’s Policy in relation to pay. It takes into account the School Teachers’ Pay and Conditions Document (STPCD), its accompanying statutory guidance and other relevant national pay agreements.

The Trust’s objective is to deliver a Pay Policy that:

- a. is fair and transparent
- b. is applied consistently across the Trust
- c. is integral with professional development opportunities
- d. rewards staff for outstanding contributions to School Improvement
- e. is affordable

The policy is renewed annually. In the event of significant change, consultation with staff and the recognised trade unions is undertaken.

2. ROLES AND RESPONSIBILITIES

Pay decisions are made as follows:

	Starting Salary / Pay Range	Progression
CEO	Trust Board	Trust Board
Head Teacher	CEO	Trust Board
Teachers on Leadership Scale	CEO	Trust Board
Teachers	CEO	Trust Board
Support Staff	CEO	Trust Board

In exercising its functions regarding pay and progression, the Trust Board will take into account advice and recommendations provided by the Head Teacher’s Executive Group (HEG).

All Performance Management Reviews and Training and Development (Raedwald Trust Professional Development Modules) programmes underpin decisions on pay and progression.

Performance Management objectives are internally moderated across the Trust and externally moderated with the Orwell MAT Teaching School before being presented to the Trust Board to ensure consistent and fair pay decisions.

Importantly, Raedwald Trust PMRs are conducted through the Raedwald Trust Professional Development modules (refer to full programme available on the trust Professional Development area of the Staff Launch Pad). In summary, reviewers are allocated according to experience and seniority rather than by your day to day line manager. Reviewer and reviewee matches are allocated at the beginning of an academic year. The following timetable will apply for the academic year 2019-2020:

Launch Schedule – Professional Development Modules

By 6th September:

- *Review and reviewee matches published.*
- *Self-assessed RAG rating programme begins*

By 16th September:

- *Reviewers complete training from OMAT.*
- *Reviewers begin process of meeting with reviewees to agree targets*

By 30th September

- *Targets confirmed following moderation*

By January (2nd week)

- *Reviewer training with OMAT*

By February (by HT)

- *Mid-year review meetings between reviewer and reviewee completed*

July (by end 1st week)

- *Final review meetings between reviewer and reviewee completed*

Sept

- *Internal and external moderation process completed*

3. PAY TIMETABLE

The Trust's pay timetable is as follows:

April

Cost of Living Pay decision made for Green Book staff

May – June

Pay Policy Review

July

Pay Policy for coming academic year agreed

September

QTS, Green Book staff and Head of School PMRs completed: pay progression determined.

Applications for Consultant Teacher status considered and decided

Cost of Living pay decision made for QTS

Statutory Deadlines

31st October: teachers' salary statements issued

31st December: completion of PMRs for Head Teachers and CEO

All staff will receive a salary statement annually.

The salary and pay range may be subject to review where there are significant changes in the post's responsibilities or duties. Each year, the Trust Board will decide whether or not to make a cost of living pay award (for support staff in April and for teachers in September) ensuring the statutory minimum ranges for teachers are applied.

4. PAY SCALES

The Trust's pay scales and pay ranges for teachers and support staff are set out in Annex B

Unqualified teachers on a recognised route into teaching programme may, exceptionally, be paid on the Main Pay Scale having regard to their skills, qualifications and experience.

5. PAY ON APPOINTMENT

Starting salaries of all staff are dedicated in accordance with section 2 above, having regard to the Trust's staff structure, pay ranges, qualifications, experience, previous salary etc.

6. PAY PROGRESSION BASED ON PERFORMANCE

Teachers

The Trust expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year in line with Annex C. Performance Management objectives will be progressive and developmental, thereby ensuring that outstanding performance is rewarded and that consistently good and outstanding teachers have the opportunity over a number of years to progress the top of their respective pay range in line with Annex D.

Consideration will be given to factors beyond the teachers' control which have impacted on their ability to meet objectives.

Where a teacher has been absent for some or all of the reporting period, an assessment will be based on performance during any periods of attendance and/or prior performance.

In the case of NQTs pay decisions will be informed by a successful completion of the statutory induction process and the RT Professional Development Modules

Decision to progress: Where all performance pay progression criteria and PM objectives are met, the teacher will move up to the next performance pay progression point. Where performance is considered to be exceptional, the Board may move the employee up more than one progression point.

Discretion will be applied where not all progression criteria or PM objectives have been fully met, but significant progress has been made.

Decision not to progress: Where the performance pay progression criteria and PM objectives are not fully met, the teacher will not receive performance pay progression

A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

Where a decision not to progress is made, the teacher will be supported through the PMR process to improve their performance.

Support Staff

Support staff are paid in accordance with their contract of employment.

Annual pay progression is subject to performance against PMR objectives. The principles are set out above, in relation to teachers, also apply to support staff.

7. MOVEMENT TO AND WITHIN THE CONSULTANT PAY RANGE (UPPER PAY RANGE)

A Raedwald Trust Senior Teacher may apply for progression to the Consultant Pay Range (UPR). It will be the responsibility of the teacher to decide whether or not they wish to submit an application.

Applications must:

- be submitted on the application form at Annex D and,
- be submitted to the Head Teacher by 31st October in the year before the teacher's next PMR

Consideration will be given to accepting late applications where individual circumstances (for example absence) prevent this deadline being met

An application will be considered by the Head Teacher who will make a recommendation to the HEG.

The criteria for a successful application are:

- the teacher is competent in all elements of the teaching standards; and,
- the teacher's achievements and contributions are substantial and sustained
- the teacher has successfully achieved the milestone indicated in the respective professional development module

In the Trust this means that the teacher has:

- consistently demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period;
- been assessed as meeting their performance management objectives over a sustained period

and in addition that

- teaching has been rated as outstanding overall, with some outstanding, over a sustained period;
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected progress milestones
- the teacher has consistently taken responsibility for identifying and meeting their professional development needs and used their learning to improve their own practice and pupil's learning;
- the teacher has demonstrated that they have made an impact on the academy beyond their own class/groups over a sustained period. This may include:
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to other teachers to enable them to improve their teaching practice;
 - contributing to policy and practice which has improved which has improved teaching and learning across the academy

Sustained means maintained continuously over a period of at least 2 school years. It is normally expected that this will include at least two years at the trust, although discretion may be exercised where there is a clear and compelling evidence of consistent performance against the criteria at the teacher's previous school/academy.

Performance over a lesser period may be taken into account where a teacher has been authorised as absent for some of the relevant period.

The Assessment

The Head Teacher will base their recommendation of evidence provided as part of the teacher's PMR.

A teacher who has not been at the school for all of the 3 year assessment period, should provide supporting evidence from their previous employment.

Procedure

Successful applicants will progress to the Consultant Teacher (Upper Pay Scale) each year.

Unsuccessful applicants will receive feedback from the Head Teacher, including advice and support on how to develop their skills further and how this might lead to a successful future application.

Unsuccessful applicants may appeal against Trust Board decision.

8. APPEALS PROCEDURE

Pay recommendations are discussed as part of the annual PMR meeting. A member of staff may make representations about the pay recommendation contained in their PMR report, and these will

be taken into account by the Trust Board before a pay decision is made. The same principle applies to applications to the Consultant Teacher (Upper Pay Scale).

Staff may appeal against the Trust Board's decision. An appeal must be in writing and submitted within 10 working days of having received the Trust's decision.

An appeal may be made on any of the following grounds:

- Failure to have a proper regard to relevant statutory guidance;
- Failure to take proper account of relevant evidence;
- Failure to disregard irrelevant or inaccurate evidence; or
- Unlawful discrimination or bias

Appeals are considered by a Pay Appeals Committee. The Committee's membership and terms of reference, and appeals procedures, are at Annex E.

Appellants have a right to make representation by being accompanied by a work colleague or a friend.

Appeal hearings will take place normally within 20 working days of receipt of the appeal. The Committee may invite the appellant's PM reviewer to attend to a hearing.

The decision of the Pay Appeals Committee will be notified in writing and, where the appeal is rejected, this will include the reasons for the decision. The decision of the Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.

9. PART TIME TEACHERS

Teachers who work less than a fully day or week are deemed to be part time. The proportion of full time is calculated according to the directed time calculator published in Annex F.

10. SHORT NOTICE/SUPPLY TEACHERS

The Trust's policy is not to employ agency supply teachers. If an agency supply teacher is, as a last resort, employed his or her pay will be determined by the CEO.

11. RAEDWALD TRUST AWARDS

Any member of staff may be given an additional Raedwald Trust Award of £500 - £2500 a year. Any award in excess of £2500 will be referred to the Trust Board. All Raedwald Trust Awards are paid for a fixed period, no more than 12 months, and will be reviewed by the CEO and Trust Board as part of the annual Performance Management Process.

Raedwald Trust Awards are linked to the delivery of defined, time-limited responsibilities that will support school improvement across the Trust, for example in relation to emerging leadership roles, specified academy improvement outcomes, SEND and acting arrangements etc.

Raedwald Trust Award recommendations are made to the Trust Board through the HEG. As part of this process, a recommendation will take into account the qualifications, skills, experience and

potential of staff across the Trust. Raedwald Trust Awards play an important role in the Trust's succession planning.

The amount of each Raedwald Trust Award will reflect the context, nature and complexity of the responsibility to which it relates.

Raedwald Trust Awards may, from time to time, be opened up to an internal application process.

Any Raedwald Trust Award will be confirmed in writing, including the nature of the Award responsibilities and objectives.

12. PENSIONS

All salaries and payments made under this policy are subject to national pensions rules.

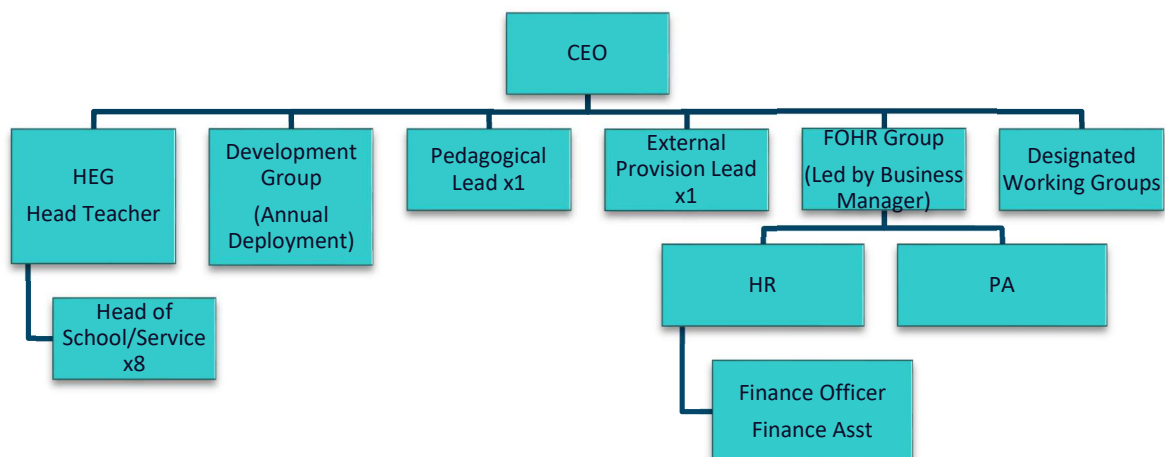
13. STAFFING BUDGET

Pay decisions impact on academy budgets. The Trust endeavours to ensure that sufficient funding is available to sustain performance pay progression at all levels.

14. RETENTION AND RECRUITMENT ALLOWANCE

This policy offers provision for a Recruitment and Retention allowance to be applied in exceptional circumstances. Any Recruitment and Retention Allowance will fall within Trust Board agreed parameters and will be confirmed in writing by the Chair of the Trust Board.

Annex A
Trust Staff Structure



Annex B
Trust Pay Scales

Teacher Pay Scales – January 2019

	Point	National Equivalent
Raedwald Trust Pre-Teacher	PRE 1	UNQ1
	PRE 2	UNQ2
	PRE 3	UNQ3
	PRE 4	UNQ4
Raedwald Trust Teacher	T1 (NQT)	M1
	T2	M2
	T3	M3
Raedwald Trust Senior Teacher	S1	M5
	S2	M6
Raedwald Trust Consultant Teacher	C Low	U1
	C High	U3
Raedwald Trust Lead Teacher (Central Team)	L3	L3
	L4	L4
	L5	L5
	L6	L6
	L7	L7
	L8	L8
	L9	L9
Raedwald Trust Head of School / Service	L3-L7	L3-L7
Raedwald Trust Head Teacher	L8 – L14	L8 – L14
Raedwald Trust CEO	L24 – 30	L24 – 30

Support Staff Pay Scales – September 2019

	Point	Hourly Rate (£)
Raedwald Trust Facilities & Supervision	16	9.69
	17	9.87
	18	9.97
	19	10.28
Raedwald Trust Learning & Progress / FOHR Administrator	20	10.47
	21	10.86
	22	11.14
	23	11.46
	24	11.84
Raedwald Trust Higher Learning & Progress / FOHR Officer	25	12.22
	26	12.62
	27	13.03
	28	13.46
	29	13.99
Raedwald Trust Senior Learning & Progress / FOHR Senior	30	14.46
	31	14.92
	32	15.36
	33	15.81
	34	16.25
Raedwald Trust Central Learning & Progress / FOHR	35	16.60
	36	17.04
	37	17.39
	38	17.93
	39	18.45
	40	18.99
	41	19.52
	42	20.05
	43	20.59
	44	21.11
	45	21.65

Annex C

Performance Management: Education Quality and Impact Expectations

Principles

- All teachers have a responsibility to improve and refine their quality of teaching regardless of the stage of their career. This is achieved through active engagement with the RT Professional Development Modules.
- All teachers and leaders are responsible for the progress and outcomes of pupils in their academies
- Consistent high quality teaching has the most impact on pupils' progress, achievement and attainment and it is the school leaders' responsibility to ensure that this happens
- There are key features of teaching which make impact and these are the focus for all teachers
- They are responsible for their own development and must seek out improvement, feedback and support to improve
- Lesson observations are only part of quality of teaching judgements. Progress, outcomes and impact over time are the main judgement criteria which, along with performance against objectives, contribute to performance management within the Trust
- Leaders must be excellent practitioners themselves and model high expectations readily and consistently
- All staff including staff early in their careers are role models and leaders of learning for others who are less experienced. Developing and serving others and inspiring confidence is an expectation of the core role

Importantly, all performance management reviews are rooted in the internally published Raedwald Trust Professional Development Modules.

Annex D

Performance Pay Progression

1. Application for Progression to Consultant Teacher

Eligibility Criteria:

- ✓ Hold QTS at the date of application
- ✓ Have been assessed as meeting expectations set out in Pay Policy
- ✓ Have enclosed copies of appraisal reports to support your application
- ✓ Print, sign and date form, keeping a copy and pass to your Head Teacher by 31st October

Name:

I confirm that I am applying to be paid as a Consultant Teacher as set out in the Raedwald Trust Pay Policy and enclose copies of my last 3 Performance Review Statements which contain the evidence to support this.

Signed:

Date:

2. Pay Progression Parameters

Decisions on performance pay progression will be based on an assessment of the overall performance of a teacher through their professional development modules.

A teacher will be eligible for annual pay progression where they:

- have been assessed as meeting all of the teaching standards
- have had their teaching assessed as at least good overall, in line with expectations in Annex C
- have been assessed as meeting the requirements of their job description / job role
- have met their individual performance management objectives
- have demonstrated a personal responsibility for identifying and meeting their CPD needs
- have increasingly demonstrated the skills and knowledge to develop and support others in moving their teaching and learning practice further
- have consistently promoted Raedwald Trust values

Consultant teachers are expected to demonstrate outstanding levels of teaching overall.

Lead practitioners are expected to demonstrate outstanding teaching overall.

Evidence considered in assessing performance includes:

- pupil progress data across subject areas
- pupil attainment data across a range of subject areas
- quality of teaching against the Teaching Standards, including observed practice
- self-assessment
- professional dialogue and professional attitudes and conduct
- received feedback

- performance management statement
- CPD records and impact of CPD on pupil progress and attainment
- support and collaboration with others, including the development of others
- quality of learning environment

In the case of Consultant Teacher, evidence of their contribution beyond their own classroom and their impact on the wider academy and Trust.

Annex E

Pay Appeals Procedure

In the event that an appeal is submitted to the CEO, the Trust Board will convene an Appeals Committee 3 Board members to hear the appeal. A meeting date will be set.

The meeting should be attended by:

- the employee, her/his staff or representative if requested
- a representative of the Trust Board
- the Head Teacher – to provide information and advice (except where s/he is the appellant in which case the CEO will attend)

Procedure

1. Trustee serves as chair: Introductions and opening remarks
2. Member of staff: presentation of case
Head Teacher asks questions
Trust Board member asks questions
3. Head Teacher: response to appeal. This may include calling on PM reviewer and/or other member of staff involved in the pay decision to add any relevant information
Appellant to ask questions
Committee to ask questions
4. Appellant makes closing statement
5. Both parties withdraw to allow Appeals Committee to consider their decision.
6. A decision will communicated to both parties in writing within 48 hours.
7. The decision of the Appeals Committee is final

Annex F

Raedwald Trust Directed Time Allocations

Guidance from the STPCD for working time and specified working hours

51 WORKING TIME (EXTRACT FROM STPCD 2018. THIS WILL BE UPDATED ONCE THE STPCD 2019 HAS BEEN PUBLISHED)

51.1. Nothing in this Document is to be taken to conflict with Council Directive 93/104/EC of 23 November 1993 concerning certain aspects of the organisation of working time

51.2. A teacher employed full-time must be available for work for 195 days, of which:

- a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and
- b) 5 days must be days on which the teacher may only be required to perform other duties; and those 195 days must be specified by the employer or, if the employer so directs, by the Head Teacher.

51.3. Paragraph 51.2 does not apply to a teacher employed full-time wholly or mainly to teach or perform other duties in relation to pupils in a residential establishment.

Specified working hours

51.4. The provisions of paragraphs 51.2 to 51.12 do not apply to:

- a) Head Teachers, Deputy Head Teachers, Assistant Head Teachers, teachers on the pay range for leading practitioners or teachers in receipt of an acting allowance for carrying out the duties of a Head Teacher, Deputy Head Teacher or Assistant Head Teacher pursuant to paragraph 23;
- b) Unattached teachers in charge of pupil referral units whose remuneration is determined in accordance with the provisions applicable to Head Teachers pursuant to paragraph 40;
- c) Unattached teachers (other than those in charge of pupil referral units) whose remuneration is determined in accordance with the provisions applicable to a member of the leadership group pursuant to paragraph 40.

51.5. A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the Head Teacher (or, where the teacher is not assigned to any one school, by the employer or the Head Teacher of any school in which the teacher may be required to work) for 1265 hours, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

51.6. Paragraph 52.5 applies to a teacher employed part-time, except that the number of hours the teacher must be available for work must be that proportion of 1265 hours which corresponds to the proportion of total remuneration the teacher is entitled to be paid pursuant to paragraphs 40 and 41.

51.7. In addition to the hours a teacher is required to be available for work under paragraph 51.5 or 51.6, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing

courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

51.8. The employer must not determine how many of the additional hours referred to in paragraph 51.7 must be worked or when these hours must be worked.

51.9. Subject to paragraph 51.10, no teacher employed part-time may be required to be available for work on any day of the week or part of any day of the week on which the teacher is not normally required to be available for work under their contract of employment (whether it is for the purposes of teaching pupils and performing other duties or for the sole purpose of performing other duties).

51.10. Subject to paragraphs 51.6 and 51.11, a part-time teacher may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available for work (whether the teacher is normally required to be available for work for the whole of that day or for only part of that day).

51.11. The total amount of time that the teacher may be required to be available to carry out duties, other than teaching pupils, outside school sessions under paragraph 51.10, when expressed as a proportion of the total amount of time that the teacher would be required to be available for such work if employed in the same post on a full-time basis, must not exceed the equivalent of that proportion of total remuneration that the teacher is entitled to be paid under paragraphs 40 and 41.

51.12. The amount of time a teacher spends taking the break referred to in paragraph 51.3 or travelling to or from their place of work does not count towards the 1265 hours referred to in paragraph 51.5 or the pro rata equivalent referred to in paragraph 51.6, as the case may be.

Raedwald Trust Directed Time 1265 Proposal (Notional Parameters)

Directed time start and finish time; staff breaks; trapped time/gained time <i>To be determined by HT at Academy Level and ratified by HEG on behalf of the Trust Board</i>		
Activity RT Teacher	Hours per week	Hours per year
Lead Teaching	25	950
Staff briefings/meetings	4	152
Planning, preparation and assessment time (<i>taken within school sessions as 10% of lead teaching</i>)	2.5	95
INSET days		32.5
	Time used	1229.5
	Time for other duties	36.5

ROLE TITLE: CHIEF EXECUTIVE OFFICER

CORE PURPOSE:

The Raedwald Trust CEO is a lead professional and significant role model within the MAT and wider Trust community. The role will bring together staff, students and families and seek to extend our work more widely in order to support a wider Trust community as well as expand the MAT.

The CEO will:

- Have overall responsibility for school improvement based upon sound systems of self-evaluation, the appraisal system and CPD;
- Create an environment of high expectations, creativity and aspiration;
- Ensure there is a culture of Inclusion and value of the individual; and
- Work towards expanding the Trust Business Model through identification of local need and creation of a clear action plan that can lead to a broadening of the provision offer.

Leadership Qualities:

Leadership – lead by example, developing the Trust and its people to achieve better outcomes for the community.

Inclusive –ensure all members of the community and the Trust are equally valued.

Partnership worker –network effectively to build and use key relationships to share good practice, innovate and improve performance.

Skilled influencer –use your communication skills to shape outcomes and engage others in achieving them.

Developing others –support others in identifying and achieving their potential.

Resources manager –find ways to use the resources available to efficiently and continuously look for improvements.

Accountabilities	Measures of success
<p>Strategic leadership Lead by example, providing dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the MAT.</p> <p>Work with the Head of each Academy and the Local Governing Body (LGB) to develop the shared vision and strategic plan.</p> <p>Implement strategic plans that identify targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing rapid school improvement.</p> <p>Critically evaluate each Academy's performance and ensure performance targets are achieved including</p>	<ul style="list-style-type: none"> • <i>Academy performance</i> • <i>Financial performance</i> • <i>Parental feedback</i> • <i>Pupil outcomes</i> • <i>Ofsted reports</i> • <i>Trust performance indicators</i> • <i>Budget targets</i> • <i>Trustee feedback</i>

<p>those in vulnerable groups. Provide appropriate balance of challenge and support for Heads of each Academy. Work with political and financial astuteness to plan for the future needs and further development of the Academies. Establish collaborative and open relationships with all stakeholders. With the SLT secure the commitment of parents and the wider community to the vision and direction of the Academies and the Trust.</p>	
<p>Accountabilities</p>	<p>Measures of success</p>
<p>High Quality Learning & Teaching Ensure Academies engage the student/young person through creating effective, interesting and relevant teaching and learning with well-qualified and creative teachers and support staff. Secure and sustain effective, high quality teaching and learning, ensuring each Head has in place sound strategies for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for rapid improvement of all children including those in vulnerable groups. Through this robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment. Ensure that effective and appropriate pastoral support is available to all students. Be creative in supporting 'bespoke learning packages' where need is identified.</p>	<ul style="list-style-type: none"> • <i>Targets achieved</i> • <i>Retention of staff</i> • <i>Attraction of staff</i> • <i>Progress</i> • <i>Performance</i> • <i>Student perception surveys</i> • <i>Parental feedback</i>
<p>Accountabilities</p>	<p>Measures of success</p>
<p>Systems & Processes Ensure Academy priorities are consistently and effectively implemented and the impact monitored for pupil progression, attainment and achievement.</p>	<ul style="list-style-type: none"> • <i>Targets achieved</i> • <i>Retention of staff</i> • <i>Attraction of staff</i> • <i>Progress</i>

<p>Secure robust Trust self-evaluation and quality assurance procedures.</p> <p>Have direct Line Management responsibilities for the Heads of each Academy and the School Business Manager.</p> <p>Work with the Trust and Finance team to direct the formulation of the annual budget in order that the Trust secures its objectives.</p> <p>Ensure regular monitoring with the Finance Committee of the budget and the oversight of the use of resources to ensure that each Academy meets its objectives.</p> <p>Ensure the Trust is in a position to recruit and retain staff of the highest quality.</p> <p>Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with Trust Appraisal and Capability policies and procedures.</p> <p>Ensure that each Academy Head has in place for all staff clearly defined responsibilities and accountabilities.</p> <p>Oversee the implementation of Trust policies and procedures ensuring consistent application and monitoring for impact.</p> <p>Ensure agreed reporting mechanisms are effectively in place for each Trust Board and Local Governing Bodies.</p> <p>Work with the SLT, the Business Manager and Trust Board to maximise the level of external funding that is attracted to support each Academy's development</p>	<ul style="list-style-type: none"> • <i>Performance</i> • <i>Student perception surveys</i> • <i>Parental feedback</i>
<p>Accountabilities</p>	<p>Measures of success</p>
<p>The self-improving school system</p> <p>Treat everyone within each Academy fairly and equitably.</p> <p>Motivate and enable all staff to carry out their respective roles to the highest standard, through on-going, high quality professional development based on an assessment of needs and identified through the appraisal process.</p> <p>Develop leadership capacity at all levels, through coaching and other appropriate means, for individual schools and across the MAT generally.</p>	<ul style="list-style-type: none"> • <i>Targets achieved</i> • <i>Retention of staff</i> • <i>Attraction of staff</i> • <i>Progress</i> • <i>Performance</i> • <i>Student perception surveys</i> • <i>Parental feedback</i>

<p>Support each Academy to establish strong Middle Leadership roles within a distributed leadership structure.</p> <p>Ensure staff across the MAT have opportunities for career development and develop processes to grow our own talent.</p> <p>Keep abreast of educational developments and best management practice in order to introduce appropriate innovation.</p> <p>Provide advisory and other support to Academies/schools within the area as part of a developing wider remit of available provision that can be accessed and purchased from the Trust.</p>	
<p>Summary of Key Duties, Expectations and Roles and Responsibilities of the CEO of The Raedwald Trust</p>	<p>Measures of success</p>
<p>Produce a Budget plan with SBM for 1-3 years ahead and ensure long term viability of the organisation and effective use of funding to the benefit of students' learning.</p> <p>Refine a clear vision for the MAT that is consistent across the MAT.</p> <p>Ensure this Vision is fully understood and embedded with all staff and that systems exist to ensure stakeholders and students appreciate the scope of this vision.</p> <p>Use all initiatives in play, such as the Free School Model, to help expand and develop the business.</p> <p>Monitoring school performance through regular oversight of each of the provisions. Self-Evaluation and School Improvement through the development planning process</p> <p>Ensure planning is consistent, that each Academy has similar key issues and are linked to budget.</p> <p>Provide a clear development plan for school improvement that develops provision and expands the MAT as and when circumstances allow.</p> <p>Lead SLT meetings weekly to monitor progress and QA the Curriculum offer across the MAT.</p> <p>Report termly to the Board.</p> <p>Ensure with Academy Heads that existing QA Marks are maintained and new accreditation identified to demonstrate high quality provision.</p> <p>Appraisal and line management of each Academy Head.</p> <p>Oversight of the organisation, the structures, systems,</p>	<ul style="list-style-type: none"> • <i>Agreed by Finance Sub committee and presented to full Board</i> • <i>Adapted vision statement that takes into account developments and additions to the Trust</i> • <i>Monitoring and evaluation systems in place that identify views of pupils and families, staff and other stakeholders, that are analysed regularly and reported to the Board</i> • <i>Free School Bid(s) in place and completion dates identified</i> • <i>Regular reports to the Board, pupil progress data and outcomes with evidenced progress against Improvement Plan and set targets</i> • <i>SLT meetings are minuted and available for scrutiny by the Board</i> • <i>Robust appraisal system in place</i>

<p>staffing and welfare of staff and safeguarding of students.</p> <p>Utilise internal and external resources to ensure the buildings and other resources are well used and improved when necessary.</p> <p>Establish and maintain a clear staffing structure across the MAT, with defined roles and responsibilities at all levels.</p> <p>Have oversight of the Student offer, Teaching and Learning and the curriculum.</p> <p>H&S.</p> <p>Provide the board with all the necessary Trust policies and required updates and reviews.</p> <p>Ensure Trust and personal Targets set through the PMR process are fulfilled.</p>	<ul style="list-style-type: none"> • <i>Report termly to the Board on key staffing issues, resourcing implications and Risk analysis</i> • <i>Liaise with SBM and produce reports for the Board with regard to H&S</i> • <i>Ensure systems in place to support Trustees carry out their responsibilities in terms of Quality of Provision</i> • <i>CEO PMR records are in accordance with DfE requirements and suitable external adviser employed to undertake the formal process</i>
<p>Community Engagement</p>	<p>Measures of success</p>
<p>Strengthen the Trust’s positive image in the wider community and with all stakeholders.</p> <p>Establish an overview of learning experiences that includes the needs of the wider community.</p> <p>Develop and promote positive strategies for challenging discrimination and prejudice and dealing with harassment.</p> <p>Ensure that Academies within the Trust promote effective partnerships with all parents and carers, to support and improve pupils’ achievement and personal development.</p> <p>Collaborate with other agencies to ensure pupil and community needs are met. Through this robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment.</p> <p>Ensure that effective and appropriate pastoral support is available to all students.</p> <p>Be creative in supporting ‘bespoke learning packages’ where need is identified.</p>	<ul style="list-style-type: none"> • <i>Community feedback</i> • <i>Attendance at events</i> • <i>Funding sources</i> • <i>Involvement of stakeholders in initiatives</i>

Job Description: Head Teacher (essential car user)	
Post title:	Head Teacher (within HEG)
Pay range:	L8 – L14
Line manager:	CEO
Supervisory responsibilities:	Head of School; Staff deployed within the School
Teaching Commitment	n/a
Additional Information	As part of the Head Teacher role, an annual allocation of approximately 0.2fte will be spent engaged in Trust-wide improvement work outside of the nominated Academy, Satellite, Provision or Pathway
Key Purpose of the post:	
<ul style="list-style-type: none"> • Under the overall direction of the CEO play a leading role in: <ul style="list-style-type: none"> ○ formulating the aims, objectives of the academy and trust teams and establishing the policies through which they are to be achieved ○ being responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement ○ proactively managing staff and resources • Have an impact on personal, social, emotional and educational progress of the pupils educated at the provision • Work effectively as a member of the Head Teacher Executive Group (HEG) in supporting other staff and contributing to school and trust improvement • Have overall responsibility and accountability for nominated academies and/or associated schools, ensuring curriculum continuity, consistency, balance, match and progression across the settings where appropriate • Carry out the professional duties of a teacher as required • Take responsibility for safeguarding issues in collaboration with trust staff as appropriate as and with Designated Safeguarding Officers for the school/trust • Take responsibility for promoting and safeguarding the welfare of children, young people and staff employed at the school within the Raedwald Trust • Line manage and deploy staff in order to secure best outcomes for pupils and best value for money 	
Specific roles/responsibilities of the post:	
<p>These include:</p> <ol style="list-style-type: none"> 1. Operational oversight day to day leadership and management of the nominated schools including timetable responsibility 2. Managing partnerships/relationships with the academy's MDT 3. Ensuring high quality provision/TLA delivery across the centre 4. Ensure all staff follow Raedwald Trust policies and agreed practices 5. Implementing agreed school dependent policy and practice 6. Leading on quality assurance mechanisms across allocated schools, with regards to pupil and parent voice 7. Lead on managing relationships with parents and their families in order to improve outcomes for their child(ren) in nominated academies and associated schools 	
Duties and responsibilities	
Shaping the Future	<ol style="list-style-type: none"> (a) Support the CEO in establishing an ambitious vision and ethos for the future of centre and Raedwald Trust (b) Play a major role in the team improvement by participating in the HEG activities, taking responsibility for the actions and self-evaluation planning process, through agreed priorities. (c) Play a major role in the service improvement by participating in the Multi-Disciplinary Team activities through agreed priorities. (d) Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate. (e) Lead by example to motivate and work with others. (f) In partnership with the CEO and Heads of School, lead by example when implementing and managing change initiatives. (g) Promote a culture of inclusion within the Raedwald Trust community where all views are valued and taken into account.

<p>Leading teaching and learning</p>	<ul style="list-style-type: none"> (a) Ensure staff deliver a high quality education for all pupils that is broad and balanced, with a relevant, stimulating and creative curriculum, tailored to individual needs and personalised as appropriate. (b) Promote the development of teamwork and collective responsibility, within each Academy and across the Trust. (c) Develop, through collaboration and consultation, a safe and stimulating environment that will enable effective learning (d) Support and embed a culture based on High Expectations and High Aspirations for all pupils and students. (e) For KS4, organise and oversee the effective delivery of GCSE programmes which will include English, Maths and Science; additionally for students who are unable to access GCSE, in part or fully, ensure access to accredited foundation learning programmes and vocational opportunities with appropriate accreditation. (f) For KS3, KS2 and KS1, organise and oversee the effective delivery of a suitably broad and balanced curriculum, in line with national policy, to prepare the learner for the next step in their education, which might include a return to mainstream school or Specialist Provision. (g) Work with other significant agencies providing learners with a range of strategies enabling them to develop appropriate behaviours and attitudes towards learning, themselves, and others. Facilitate appropriate education representation at meetings. (h) Promote equality and foster greater understanding of and respect for all faiths, races, genders, ages, disability and sexual orientation (and other groups with protected characteristics) through words, actions and influence within the school and more widely in the community (i) Prepare pupils positively for life in modern Britain and promotes British values of democracy, the rule of law, individual liberty and mutual respect for tolerance of those with different faiths and beliefs
<p>Developing self and others</p>	<ul style="list-style-type: none"> (a) Support the development of collaborative approaches to learning within the centre team and beyond. (b) Support the induction of centre staff new to Raedwald Trust and those being trained within the team as appropriate. (c) Participate in the selection and appointment of teaching and support staff as appropriate. (d) Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn. (e) Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting in the teaching base. (f) Take responsibility and accountability for attendance of pupils and strategies for improving attendance where appropriate. (g) Work with the leadership team in ensuring an appropriate programme of professional development for staff, in line with the team improvement plan and performance management including coaching and mentoring as appropriate. (h) Lead the annual appraisal process for all identified staff. (i) Participate in teacher's performance management processes across the trust.
<p>Managing the organisation</p>	<ul style="list-style-type: none"> (a) Under the direction of the CEO regular reviews of the Raedwald Trust systems to ensure statutory requirements are being met. (b) Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication. (c) As appropriate and under the leadership of the CEO, undertake activities related to professional, personnel/HR issues. (d) Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability according to Raedwald Trust procedures. (e) Ensure a consistent approach to standards of behaviour, attendance and punctuality

	<p>are implemented across the team.</p> <p>(f) Liaise effectively with the other Head Teachers to ensure consistency and sustainability of provision across the settings.</p> <p>(g) Be a proactive and effective member of leadership teams in contributing to team improvement.</p> <p>(h) Contribute to the day-to-day effective organisation and running of Raedwald Trust.</p> <p>(i) Undertake any professional duties, reasonably delegated by the CEO.</p>
Securing accountability	<p>(a) Support the CEO, Leadership Team staff and staff in fulfilling their responsibilities with regard to Raedwald Trust performance.</p> <p>(b) Contribute to the reporting of the team’s performance to the Raedwald Trust stakeholders.</p> <p>(c) Promote and protect the health and safety welfare of pupils and staff.</p> <p>(d) Take responsibility for promoting and safeguarding the welfare of children and young people within Raedwald Trust.</p>
Strengthening community	<p>(a) Assist the leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that Raedwald Trust offers.</p> <p>(b) Develop and maintain contact with all specialist support services and other agencies and schools as appropriate.</p> <p>(c) Promote positive relationships and work with staff in other schools, colleges, teams, and external agencies.</p> <p>(d) Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.</p> <p>(e) Attend meetings with provision staff, schools, parents and carers as appropriate to ensure positive outcomes for all parties.</p> <p>(f) Strengthen partnership and community working.</p>
<p>In addition to the specific responsibilities outlined above, the Head Teacher, as an executive leader within the school, will be expected to:</p>	
<ul style="list-style-type: none"> • Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture • Support the aims and ethos of the school • Set a good example in terms of dress, punctuality and attendance • Take on any additional responsibilities which might from time to time be agreed with the CEO • Build strong links with parents and carers • Uphold the school’s behaviour code • Participate in and where appropriate lead staff training • Attend and where appropriate lead team, SLT and staff meetings • Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools • Take appropriate responsibility for own health, safety and welfare 	

Job Description: Head of School (essential car user)	
Post title:	Head of School
Pay range:	L3 – L7
Line manager:	Head Teacher
Supervisory responsibilities:	Staff deployed within the school
Teaching Commitment	0.5
Key Purpose of the post:	
<ul style="list-style-type: none"> • Under the leadership and direction of the Head Teacher play a major role in: <ul style="list-style-type: none"> ○ formulating the aims, objectives of the team and establishing the policies through which they are to be achieved ○ being responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement ○ proactively managing staff and resources • Take on the responsibilities of the Head Teacher as agreed and appropriate in their absence • Have an impact on personal, social, emotional and educational progress of the pupils educated at the provision • Under the direction of the HEG, to work effectively as a member of the Trust Wide Team in supporting other staff and contributing to school and trust improvement • Have responsibility and accountability for the school, ensuring curriculum continuity, consistency, balance, match and progression across the settings where appropriate • Carry out the professional duties of a teacher as required • With the Head Teacher, take responsibility for safeguarding issues in collaboration with trust staff as appropriate and with Designed Safeguarding Officers for the school/trust • Take responsibility for promoting and safeguarding the welfare of children, young people and staff employed at the school within the Raedwald Trust • Line manage and deploy staff in order to secure best outcomes for pupils and best value for money 	
Specific roles/responsibilities of the post:	
<p>These include:</p> <ul style="list-style-type: none"> • Operational day to day management of the school’s provision including timetable responsibility • Managing partnerships/relationships with the school’s MDT • Ensuring high quality provision/TLA delivery across the centre • Ensure all staff follow Raedwald Trust policies and agreed practices • Implement agreed school policy and practice • Lead on quality assurance mechanisms across the school with regards to pupil and parent voice • Lead on managing relationships with parents and their families in order to improve outcomes for their child(ren) in the school 	
Duties and responsibilities	
Shaping the Future	<ul style="list-style-type: none"> (a) Support the Head Teacher in establishing an ambitious vision and ethos for the future of school and Raedwald Trust. (b) Play a major role in the team improvement by participating in the Leadership Team activities, taking responsibility for the actions and self-evaluation planning process, through agreed priorities. (c) Play a major role in the service improvement by participating in the Multi-Disciplinary Team activities through agreed priorities. (d) Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate. (e) Lead by example to motivate and work with others. (f) In partnership with the Head Teacher and trust team, lead by example when implementing and managing change initiatives. (g) Promote a culture of inclusion within the Raedwald Trust community where all views are valued and taken into account.
Leading teaching and learning	<ul style="list-style-type: none"> (a) Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the team. (b) Assist with the development and delivery of training and support for staff in the

	<p>areas of teaching and learning.</p> <p>(c) Assist with the development and delivery of training and support for staff.</p> <p>(d) Assist with the development and review of agreed aspects of the curriculum including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils.</p> <p>(e) Assist the leadership team in managing the team through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented.</p> <p>(f) Support the leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the team, to ensure a consistently high quality.</p> <p>(g) Ensure the systematic teaching of basic skills and the recording of impact, is consistently high across the team.</p> <p>(h) Ensure robust evaluation of Raedwald Trust performance indicators, progress data and actions to secure improvements comparable to appropriate national standards.</p> <p>(i) Ensure through leading by example the active involvement of pupils and staff in their own learning.</p>
Developing self and others	<p>(a) Support the development of collaborative approaches to learning within the school team and beyond.</p> <p>(b) Support the induction of school staff new to Raedwald Trust and those being trained within the team as appropriate.</p> <p>(c) Participate in the selection and appointment of teaching and support staff as appropriate.</p> <p>(d) Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.</p> <p>(e) Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting in the teaching base.</p> <p>(f) Take responsibility and accountability for attendance of pupils and strategies for improving attendance where appropriate.</p> <p>(g) Work with the leadership team in ensuring an appropriate programme of professional development for staff, in line with the team improvement plan and performance management including coaching and mentoring as appropriate.</p> <p>(h) Lead the annual appraisal process for all identified staff.</p> <p>(i) Participate in the teacher's performance management process.</p>
Managing the organisation	<p>(a) Contribute to regular reviews of the Raedwald Trust systems to ensure statutory requirements are being met.</p> <p>(b) Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication.</p> <p>(c) As appropriate and under the leadership of the Head Teacher, undertake activities related to professional, personnel/HR issues.</p> <p>(d) Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability according to Raedwald Trust procedures.</p> <p>(e) Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the team.</p> <p>(f) Liaise effectively with the other Heads of School to ensure consistency and sustainability of provision across the settings.</p> <p>(g) Be a proactive and effective member of leadership teams in contributing to team improvement.</p> <p>(h) Contribute to the day-to-day effective organisation and running of Raedwald Trust.</p> <p>(i) Undertake any professional duties, reasonably delegated by the Head Teacher.</p>
Securing accountability	<p>(a) Support the Head Teacher, Leadership Team staff and staff in fulfilling their responsibilities with regard to Raedwald Trust performance.</p> <p>(b) Contribute to the reporting of the team's performance to the Raedwald Trust</p>

	<p>stakeholders.</p> <p>(c) Promote and protect the health and safety welfare of pupils and staff.</p> <p>(d) Take responsibility for promoting and safeguarding the welfare of children and young people within Raedwald Trust.</p>
Strengthening community	<p>(a) Assist the leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that Raedwald Trust offers.</p> <p>(b) Develop and maintain contact with all specialist support services and other agencies and schools as appropriate.</p> <p>(c) Promote positive relationships and work with staff in other schools, colleges, teams, and external agencies.</p> <p>(d) Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.</p> <p>(e) Attend meetings with provision staff, schools, parents and carers as appropriate to ensure positive outcomes for all parties.</p> <p>(f) Strengthen partnership and community working.</p>
<p>In addition to the specific responsibilities outlined above, the Head of School, as a senior leader within the school, will be expected to:</p>	
<ul style="list-style-type: none"> • Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture • Support the aims and ethos of the school • Set a good example in terms of dress, punctuality and attendance • Take on any additional responsibilities which might from time to time be agreed with the Head Teacher • Build strong links with parents and carers • Uphold the school's behaviour code • Participate in and where appropriate lead staff training • Attend and where appropriate lead team, SLT and staff meetings • Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools • Take appropriate responsibility for own health, safety and welfare 	

Job Description: RT Pedagogical Lead (including Trust SENDCo) Essential car user	
Post title:	RT Pedagogical Lead & Trust SENDCo
Pay Range:	L3-7
Reporting to:	CEO
Supervisory responsibility:	Identified SEND Staff across the Trust;
Leadership and Management time allowance:	No Teaching Commitment
Key purpose of the post:	
To take responsibility for the leadership of provision made by the academies for all pupils with SEND and provide professional guidance in the area of SEND pedagogy, in order to secure high quality teaching and learning and the effective use of resources to bring about improved standards of achievement for all pupils.	
Specific roles/responsibilities of the post:	
These include:	
<ol style="list-style-type: none"> 1. Under the direction of the CEO, develop and maintain effective trust wide systems, practices and procedures in relation to SEND provision fulfilling trust and academy reporting requirements 2. To ensure effective dissemination of information with regards to SEND students. 3. To support all teaching and non-teaching staff in school to effectively implement intervention strategies for children with SEN needs based on best practice and specialist advice across all curriculum areas. 4. To track the progress and attainment of SEN pupils, assessing the effectiveness of intervention strategies on a pupil by pupil basis. 5. Quality assure all EHCPs and IHPs. 6. Work alongside the CEO and HEG Group to maintain and develop the Trust Development Plan for SEND pupils taking into account best practice, LA and RT site based offers and current and proposed government legislation. 7. To work with parents and specialist services to ensure that pupils with SEN access relevant support services across the trust. 8. To provide strong and inspiring leadership to the RT Pedagogical Group. 	
Duties and responsibilities:	
Leadership and management	<ol style="list-style-type: none"> (a) Support and implement the vision and ethos of Raedwald Trust. (b) Ensure that the work of the team is inclusive and issues are addressed and referred to the leadership team if necessary. (c) Ensure policies are reviewed regularly and are translated into practice by the team and that you bring to the attention of leadership team any which may need revisions or amendments. (d) Together with the leadership team, lead on setting self-evaluation process for SEND provision including lesson observations, monitoring of team standards and bringing about improvement. (e) As appropriate, contribute to the writing of self-evaluation and policy documents. (f) Promote cross curricular approaches to teaching and learning. (g) Be a proactive and effective member of the team. (h) Be an effective role model for your team in terms of teaching, behaviour and classroom management.
Teaching and learning	<ol style="list-style-type: none"> (a) Provide guidance on the choice of appropriate teaching and learning methods and coaching on these methods to support the learning of SEND students. (b) Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range. (c) Provide and attend relevant CPD opportunities ensuring that the pedagogy and practice of the team reflects best educational standards/expectations of examination specifications.

Monitoring and assessment	(a) Together with the HEG of the Raedwald Trust, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across SEND provision.
Manage resources	(a) Manage, monitor and accurately account for any budget expenditure allocated for SEND provision. (b) Evaluate, organise and monitor the use of resources.
Staff development	(a) Take a lead role in identifying group and/or individual training needs and provide support for staff within your area of responsibility promoting a whole team approach. (b) Act as a role model, mentor or consultant to staff as appropriate and encourage collaboration, co-operation and teamwork. (c) Ensure your keep up to date with current developments in SEND delivery, pedagogy and practice and disseminate information as appropriate.

In addition to the specific responsibilities outlined above, the RT Pedagogical Group Lead will be expected to:

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the CEO
- Build strong links with parents and carers
- Uphold the school's behaviour code
- Participate in and where appropriate lead staff training
- Attend and where appropriate internal and external stakeholder and staff meetings
- Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools
- Take appropriate responsibility for own health, safety and welfare

Job Description: Raedwald Trust (RT) Consultant Teacher	
Post title:	Raedwald Trust Consultant Teacher (essential car user)
Pay Range:	C Low – C High
Reporting to:	Head of School / Head Teacher Executive Group
Key purpose of the post:	
<p>The appointment is subject to the current conditions of service for Teachers outlined in the School Teachers' Pay and Conditions document and other education and employment legislation, including the Raedwald Trust Pay Policy. This job description may be amended at any time, following consultation with the Headteacher and will be reviewed annually. Priorities and base for the year will be negotiated and agreed.</p> <p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p>	
Specific roles/responsibilities of the post:	
<p>The role of the consultant teacher at the RT is to provide high quality teaching and learning ensure high standards of attainment and progress in student learning.</p> <ul style="list-style-type: none"> • Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document and the RT own specific policies. • Be an excellent classroom practitioner and act as a role model for other teaching staff • Have an impact on educational progress beyond your assigned pupils • Assist in the smooth running of RT at all times. • Ensuring the safeguarding of all pupils. • Consistently deliver outstanding teaching and progress of pupils • Successfully lead a curriculum area across the Trust • Provide co-leadership of area of responsibility for RT Central Team • Provide inspiring training and development to staff from within or outside the Trust • Contribute to pedagogical research within the Trust <p>In addition staff in this band are expected to: be <i>highly competent</i> and make a <i>substantial and sustained contribution</i> to the wider life of the school, as shown below. This will be reviewed during the appraisal process.</p> <ol style="list-style-type: none"> (a) Provide a role model for teaching and learning. (b) Make a distinctive contribution to the raising of pupil standards. (c) Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement. (d) Undertake action research or policy development which enhances practice or outcomes in the school through membership of school working parties and focus meetings. (e) Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice. (f) Deliver high quality CPD sessions/training. (g) Undertake lesson observations and providing feedback and appropriate follow up support. (h) Engage in monitoring of teaching and learning, under the direction of the leadership team (i) Participate in regular and frequent commitment to cross-curricular or extra-curricular activities. 	
Duties and responsibilities:	
<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils <ol style="list-style-type: none"> (a) Establish a safe and stimulating environment for pupils, rooted in mutual respect. (b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions (c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 2. Promote good progress and outcomes by pupils <ol style="list-style-type: none"> (a) be accountable for pupils' attainment, progress and outcomes (b) plan teaching to build on pupils' capabilities and prior knowledge (c) guide pupils to reflect on the progress they have made and their emerging needs (d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 	

- (e) Encourage pupils to take a responsible and conscientious attitude to their own work and study
3. Demonstrate good subject and curriculum knowledge
 - (a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - (b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - (c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 4. Plan and teach well-structured lessons
 - (a) impart knowledge and develop understanding through effective use of lesson time
 - (b) promote a love of learning and children's intellectual curiosity
 - (c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - (d) reflect systematically on the effectiveness of lessons and approaches to teaching
 - (e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
 5. Adapt teaching to respond to the strengths and needs of all pupils
 - (a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - (b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
 - (c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
 - (d) have a clear understanding of the needs of all pupils including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
 6. Make accurate use of assessment
 - (a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - (b) make use of formative and summative assessment to secure pupils' progress.
 - (c) use relevant data to monitor progress, set targets, and plan subsequent lessons.
 - (d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
 7. Manage behaviour effectively to ensure as good and safe learning environment
 - (a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
 - (b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - (c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
 - (d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
 8. Fulfil wider professional responsibilities
 - (a) make a positive contribution to the wider life and ethos of the school.
 - (b) develop effective professional relationships with staff, knowing how and when to draw on advice and specialist support.
 - (c) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from staff
 - (d) communicate effectively with parents with regard to pupils' achievements and well-being.

A RT consultant teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing

proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

- showing tolerance of and respect for the rights of others
not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

In addition to the specific responsibilities outlined above, consultant teachers will be expected to:

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the Headteacher
- Build strong links with parents and carers
- Uphold the school's behaviour code
- Participate in and where appropriate lead staff training
- Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools
- Take appropriate responsibility for own health, safety and welfare

Job Description: Raedwald Trust (RT) Senior Teacher	
Post title:	Raedwald Trust Senior Teacher (essential car user)
Pay Range:	S1 – S2
Reporting to:	Head of School / Head Teacher Executive Group
Key purpose of the post:	
<p>The appointment is subject to the current conditions of service for Teachers outlined in the School Teachers' Pay and Conditions document and other education and employment legislation, including the RT Pay Policies. This job description may be amended at any time, following consultation with the Headteacher and will be reviewed annually. Priorities and base for the year will be negotiated and agreed.</p> <p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p>	
Specific roles/responsibilities of the post:	
<p>The role of the senior teacher at the RT is to provide high quality teaching and learning ensure high standards of attainment and progress in student learning.</p> <ul style="list-style-type: none"> • Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document and the RT own specific policies. • Be an excellent classroom practitioner and act as a role model for other teaching staff • Have an impact on educational progress beyond your assigned pupils • Assist in the smooth running of RT at all times. • Ensure the safeguarding of all pupils. • Consistently outstanding teaching and progress of pupils • Coach and mentor others • Exhibit strong subject leadership • Make strong contribution towards shared responsibility for academy policies and processes • Be highly collaborative with staff in academy and in Trust • Develop middle leadership skills • Own pupils and that of others make increasingly better progress 	
Duties and responsibilities:	
<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils <ol style="list-style-type: none"> (d) Establish a safe and stimulating environment for pupils, rooted in mutual respect. (e) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions (f) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 2. Promote good progress and outcomes by pupils <ol style="list-style-type: none"> (f) be accountable for pupils' attainment, progress and outcomes (g) plan teaching to build on pupils' capabilities and prior knowledge (h) guide pupils to reflect on the progress they have made and their emerging needs (i) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching (j) Encourage pupils to take a responsible and conscientious attitude to their own work and study 3. Demonstrate good subject and curriculum knowledge <ol style="list-style-type: none"> (d) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings (e) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship (f) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject 4. Plan and teach well-structured lessons <ol style="list-style-type: none"> (a) impart knowledge and develop understanding through effective use of lesson time (b) promote a love of learning and children's intellectual curiosity (c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired (d) reflect systematically on the effectiveness of lessons and approaches to teaching 	

- (e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. Adapt teaching to respond to the strengths and needs of all pupils
 - (a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - (b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
 - (c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
 - (d) have a clear understanding of the needs of all pupils including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
 6. Make accurate use of assessment
 - (a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - (b) make use of formative and summative assessment to secure pupils' progress.
 - (c) use relevant data to monitor progress, set targets, and plan subsequent lessons.
 - (d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
 7. Manage behaviour effectively to ensure as good and safe learning environment
 - (a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
 - (b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - (c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
 - (d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
 8. Fulfil wider professional responsibilities
 - (a) make a positive contribution to the wider life and ethos of the school.
 - (b) develop effective professional relationships with staff, knowing how and when to draw on advice and specialist support.
 - (c) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from staff
 - (d) communicate effectively with parents with regard to pupils' achievements and well-being.

A RT senior teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

In addition to the specific responsibilities outlined above, class teachers will be expected to:

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school

- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the Headteacher
- Build strong links with parents and carers
- Uphold the school's behaviour code
- Participate in and where appropriate lead staff training
- Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools
- Take appropriate responsibility for own health, safety and welfare

Job Description: Raedwald Trust (RT) Early Teacher	
Post title:	Raedwald Trust Early Teacher (essential car user)
Pay Range:	E1 – E3
Reporting to:	Head of School / Head Teacher Executive Group
Key purpose of the post:	
<p>The appointment is subject to the current conditions of service for Teachers outlined in the School Teachers' Pay and Conditions document and other education and employment legislation, including the RT Pay Policies. This job description may be amended at any time, following consultation with the Headteacher and will be reviewed annually. Priorities and base for the year will be negotiated and agreed.</p> <p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p>	
Specific roles/responsibilities of the post:	
<p>The role of the early teacher at the RT is to provide high quality teaching and learning ensure high standards of attainment and progress in student learning.</p> <ul style="list-style-type: none"> • Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document and the RT own specific policies. • Be an excellent classroom practitioner and act as a role model for other teaching staff • Have an impact on educational progress beyond your assigned pupils • Assist in the smooth running of RT at all times. • Ensure the safeguarding of all pupils. • Embed teaching standards and good or better teaching • Develop subject knowledge and planning sequences of lessons • Begin to positively contribute to whole school academy life • Being clear on and following academy and Trust policies • Have a positive attitudes towards policies and new initiatives, their own development and by the end of Year 2 fully accountable for outstanding progress of pupils for whom they are responsible 	
Duties and responsibilities:	
<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils <ol style="list-style-type: none"> (a) Establish a safe and stimulating environment for pupils, rooted in mutual respect. (b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions (c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 2. Promote good progress and outcomes by pupils <ol style="list-style-type: none"> (a) be accountable for pupils' attainment, progress and outcomes (b) plan teaching to build on pupils' capabilities and prior knowledge (c) guide pupils to reflect on the progress they have made and their emerging needs (d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching (e) Encourage pupils to take a responsible and conscientious attitude to their own work and study 3. Demonstrate good subject and curriculum knowledge <ol style="list-style-type: none"> (a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings (b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship (c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject 4. Plan and teach well-structured lessons <ol style="list-style-type: none"> (a) impart knowledge and develop understanding through effective use of lesson time (b) promote a love of learning and children's intellectual curiosity (c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired (d) reflect systematically on the effectiveness of lessons and approaches to teaching (e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	

5. Adapt teaching to respond to the strengths and needs of all pupils
 - (a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - (b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
 - (c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
 - (d) have a clear understanding of the needs of all pupils including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. Make accurate use of assessment
 - (a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - (b) make use of formative and summative assessment to secure pupils' progress.
 - (c) use relevant data to monitor progress, set targets, and plan subsequent lessons.
 - (d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7. Manage behaviour effectively to ensure as good and safe learning environment
 - (a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
 - (b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - (c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
 - (d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
8. Fulfil wider professional responsibilities
 - (a) make a positive contribution to the wider life and ethos of the school.
 - (b) develop effective professional relationships with staff, knowing how and when to draw on advice and specialist support.
 - (c) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from staff
 - (d) communicate effectively with parents with regard to pupils' achievements and well-being.

A RT early teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

In addition to the specific responsibilities outlined above, class teachers will be expected to:

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance

- Take on any additional responsibilities which might from time to time be agreed with the Headteacher
- Build strong links with parents and carers
- Uphold the school's behaviour code
- Participate in and where appropriate lead staff training
- Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools
- Take appropriate responsibility for own health, safety and welfare

Job Description: Raedwald Trust (RT) Pre Teacher	
Post title:	Raedwald Trust Pre Teacher (essential car user)
Pay Range:	Pre 1 – Pre 4
Reporting to:	Head of School / Head Teacher Executive Group
Key purpose of the post:	
<p>The appointment is subject to the current conditions of service for Teachers outlined in the School Teachers' Pay and Conditions document and other education and employment legislation, including the Raedwald Trust Pay Policy. This job description may be amended at any time, following consultation with the Headteacher and will be reviewed annually. Priorities and base for the year will be negotiated and agreed. RT Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p>	
Specific roles/responsibilities of the post:	
<p>The role of the consultant teacher at the RT is to provide high quality teaching and learning ensure high standards of attainment and progress in student learning.</p> <ul style="list-style-type: none"> • Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document and the RT own specific policies. • Be an excellent classroom practitioner and act as a role model for other teaching staff • Have an impact on educational progress beyond your assigned pupils • Assist in the smooth running of RT at all times. • Ensure the safeguarding of all pupils. 	
Duties and responsibilities:	
<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils <ol style="list-style-type: none"> (a) Establish a safe and stimulating environment for pupils, rooted in mutual respect. (b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions (c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 2. Promote good progress and outcomes by pupils <ol style="list-style-type: none"> (a) be accountable for pupils' attainment, progress and outcomes (b) plan teaching to build on pupils' capabilities and prior knowledge (c) guide pupils to reflect on the progress they have made and their emerging needs (d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching (e) Encourage pupils to take a responsible and conscientious attitude to their own work and study 3. Demonstrate good subject and curriculum knowledge <ol style="list-style-type: none"> (a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings (b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship (c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject 4. Plan and teach well-structured lessons <ol style="list-style-type: none"> (a) impart knowledge and develop understanding through effective use of lesson time (b) promote a love of learning and children's intellectual curiosity (c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired (d) reflect systematically on the effectiveness of lessons and approaches to teaching (e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 5. Adapt teaching to respond to the strengths and needs of all pupils <ol style="list-style-type: none"> (a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. (b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. (c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development. 	

- (d) have a clear understanding of the needs of all pupils including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate use of assessment

- (a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- (b) make use of formative and summative assessment to secure pupils' progress.
- (c) use relevant data to monitor progress, set targets, and plan subsequent lessons.
- (d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure as good and safe learning environment

- (a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- (b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- (c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- (d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- (a) make a positive contribution to the wider life and ethos of the school.
- (b) develop effective professional relationships with staff, knowing how and when to draw on advice and specialist support.
- (c) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from staff
- (d) communicate effectively with parents with regard to pupils' achievements and well-being.

A RT pre teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

In addition to the specific responsibilities outlined above, consultant teachers will be expected to:

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the Headteacher
- Build strong links with parents and carers
- Uphold the school's behaviour code
- Participate in and where appropriate lead staff training
- Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools
- Take appropriate responsibility for own health, safety and welfare

Job Description: RT Central Learning and Progress (essential car user)	
Post title:	Varied
Pay Range:	35-41
Reporting to:	CEO
Pupil Facing Commitment	Varied
Key purpose of the post:	
<p>Post holders will provide professional leadership and management of an identified area offered across the Trust, ensuring high quality teaching and learning, effective use of resources, effective mentoring and improved standards of attainment and progress in student learning.</p> <ul style="list-style-type: none"> • Carry out the duties of this post in line with the remit outlined by the CEO and RT Policies • Be responsible for the organisation, planning and evaluation of identified area • Be an excellent classroom practitioner and act as a role model for other pupil facing staff • Have a demonstrable impact on educational progress beyond your assigned pupils through providing strong and inspiring leadership • Work as part of the academy based teams in contributing to team improvement • Assist in the smooth running of RT at all times 	
Specific roles/responsibilities of the post:	
<p>These include:</p> <ol style="list-style-type: none"> 1. To be identified on appointment 	
Duties and responsibilities:	
Leadership and management	<ul style="list-style-type: none"> (a) Support and implement the vision and ethos of RT (b) Ensure that the work of allocated teams is inclusive and issues are addressed and referred to the CEO/HEG if necessary (c) Ensure policies are reviewed regularly and are translated into practice by the team and that you bring to the attention of the HEG any which may need revisions or amendments (d) Together with the HEG, lead on the school self-evaluation process for your area including monitoring of team standards and bringing about improvement (e) As appropriate, contribute to the writing of self-evaluation and policy documents (f) Promote cross trust approaches to teaching and learning (g) Be a proactive and effective member of the team (h) Be an effective role model for your team in terms of teaching, behaviour and opportunity management
Teaching and learning	<ul style="list-style-type: none"> (a) Lead an identified curriculum area across the Trust (b) Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range (c) Provide and attend relevant CPD opportunities ensuring that the pedagogy and practice of the team reflects best educational standards/expectations of examination specifications
Monitoring and assessment	<ul style="list-style-type: none"> (a) Together with the HEG, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting in identified curriculum area (b) Monitor standards including recorded work as relevant to identified curriculum area
Manage resources	<ul style="list-style-type: none"> (a) Manage, monitor and accurately account for any budget expenditure for the curriculum team (b) Evaluate, organise and monitor the use of resources
Staff development	<ul style="list-style-type: none"> (a) Take a lead role in identifying group and/or individual training needs and provide support for staff within your area of responsibility promoting a whole team approach (b) Act as a role model, mentor or consultant to staff as appropriate and encourage collaboration, co-operation and teamwork (c) Ensure you keep up to date with current developments in identified curriculum area and disseminate information as appropriate through the HEG
In addition to the specific responsibilities outlined above, the post holder will be expected to:	
<ul style="list-style-type: none"> • Treat people fairly, equitably, and with dignity and respect to create and maintain a positive trust culture • Support the aims and ethos of the trust 	

- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the CEO
- Build strong links with parents and carers
- Uphold the trust's behaviour code
- Participate in and where appropriate lead staff training
- Attend and where appropriate lead team, and staff meetings
- Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools
- Take appropriate responsibility for own health, safety and welfare

Job Description: Senior Learning & Progress Support	
Post title:	Senior Learning & Progression (essential car user)
Pay Range:	30 – 34
Reporting to:	CEO / Head Teacher
Key purpose of the post:	
Senior Learning & Progression post holders work within an agreed system of supervision to support the education of children and young people at the Raedwald Trust. Senior Learning & Progression post holders take a leading role in the duties outlined for Higher Learning & Progression post holders; senior post holders are able to demonstrate tangible, sustained positive impacts on individual pupils and cohorts.	
Specific roles/responsibilities of the post:	
<p>1. Supporting the pupil</p> <p>Take responsibility for helping pupils make progress in a range of classroom settings including working with individuals, small groups and whole classes where the assigned teacher is not present, by:</p> <ul style="list-style-type: none"> (a) Undertaking activities with individuals, groups or a class of pupil in order to facilitate their physical, emotional and educational development within a safe environment (b) Carrying out pre-determined educational activities and work programmes ensuring that specific guidelines are followed whilst promoting independent learning to support the pupil's understanding Encouraging acceptance and inclusion of the pupil with special needs to support achievement and development (c) Promoting and reinforcing the pupil's self-esteem and encourage the pupil to maximise their achievement and development (d) Attending planning meetings and under the overall direction and guidance of the teacher, contributing to the short, medium and long term planning and preparation of lessons (e) Preparing and delivering lessons, under the direction of the teacher, including covering for teacher absence and delivery of specific interventions to pupils (f) Monitoring, evaluating and providing teachers with feedback on pupils' participation and progress (g) Contributing to the maintenance of pupils records (h) Supporting teachers in selecting and preparing teaching resources that meet the pupils' needs and interests. (i) Liaise with the class teacher to devise complementary learning activities. <p>2. Supporting the teacher by:</p> <ul style="list-style-type: none"> (a) Monitoring, assessing and recording pupils' work as directed by the teacher. (b) Supporting the school by: (c) Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate (d) Carrying out the duties of a Senior Learning and Progress staff as required or directed (e) Contributing to behaviour management of pupils in accordance with the school policy and guidance (f) Working within the framework of the Trust's agreed policies and procedures 	
Duties and responsibilities:	
1. Professional Values & Practice	<ul style="list-style-type: none"> (a) Have high expectations of all students and am committed to raising their educational achievement and supporting their social and emotional development. (b) Build and maintain fair, respectful, trusting, supportive and constructive relationships with pupils and promote their development as learners. (c) Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils with whom they work. (d) Liaise sensitively and effectively if required with parents, carers, and home schools recognising their roles in pupils' learning. (e) Recognise and respect the contribution that parents and carers can make to the development and well-being of the pupils with whom they work. (f) Work collaboratively and co-operatively with staff, and carry out roles effectively, knowing when to seek supervision and advice when needed. (g) Improve own practice, including responding to advice and feedback, through observation, evaluation and discussion with staff. (h) Have a proper and professional regard for the ethos, policies and practices of the Raedwald

	<p>Trust and maintain high standards in personal attendance and punctuality</p> <p>(i) Observe at all times the proper boundaries appropriate to the context in which you work</p> <p>(j) Work to break down barriers associated to learning with both pupils and parents when relevant</p>
2. Knowledge & Understanding	<p>(a) Know and understand the key factors that can affect the way pupils learn and make academic and social progress.</p> <p>(b) Contribute to effective personalised provision by taking practical account of diversity.</p> <p>(c) Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.</p> <p>(d) Have sufficient understanding to support pupils' development, learning and progress within my areas of expertise and acquire further knowledge to contribute effectively and with confidence to the learning activities in which you involved.</p> <p>(e) Achieved a nationally recognised qualification at level 2 or above in English/literacy and/or Mathematics/numeracy.</p> <p>(f) Know how to use ICT to advance pupils' learning, and can use common ICT tools to support my professional activities.</p> <p>(g) Be familiar with the statutory and non-statutory frameworks in the school curriculum and the age-related expectations in the subjects and ability ranges of the learners you support.</p> <p>(h) Understand the objectives, content and intended outcomes for the lessons in which you are involved, and understand the place of these in the related teaching programme.</p> <p>(i) Have an understanding of, and always act within, the statutory frameworks which set out your duties and responsibilities.</p> <p>(j) Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.</p>
3. Professional Skills:	<p>(a) Planning and Expectations</p> <ul style="list-style-type: none"> ▪ Contribute effectively to planning and preparation of learning activities and resources as required. ▪ Plan and understand the role in learning activities including how the will provide feedback to pupils and staff on pupils' learning and behaviour. ▪ Promote and support the inclusion of all pupils in the learning activities ▪ Working within a framework of supervision, and plan and prepare clearly structured learning activities that will interest and motivate learners and advance their learning as required. ▪ Plan how to will meet the diversity of pupils' needs and interests. ▪ Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures. <p>(b) Monitoring and Assessment</p> <ul style="list-style-type: none"> ▪ Support the evaluation of pupils' progress using a range of assessment activities and techniques. ▪ Monitor pupils' responses to learning tasks and modify my approach accordingly. ▪ Monitor pupils' participation and progress, providing focused support and feedback to pupils and teachers. ▪ Contribute to maintaining and analysing records of pupils' progress. ▪ Review and report back on pupils' social and emotional progress. <p>(c) Teaching and Learning Activities</p> <ul style="list-style-type: none"> • Use behaviour management strategies, in line with the school's policy and procedures, which contribute to establishing and maintaining a purposeful learning environment. • Communicate effectively and sensitively with pupils to support their learning. • Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. • Advance pupils' learning in a range of settings, including working with individuals, and groups without the presence of a teacher. • Where relevant, guide the work of other adults supporting teaching and learning in the

	<p>classroom.</p> <ul style="list-style-type: none"> • Lead and manage safely the learning activities, the physical teaching space and resources for which you are given responsibility in line with school policies and agreed practices.
4. Generic tasks	<p>The following list of tasks is indicative of the generic tasks which post holders in this banding may be routinely expected to do. This is not intended to be an exclusive or exhaustive list:</p> <p><i>Recording & monitoring absences</i> <i>Classroom display</i> <i>Administering teaching cover & work experience</i> <i>Invigilating examinations & processing exam results</i> <i>ICT trouble shooting and minor repairs</i> <i>Stocktaking & ordering supplies and equipment;</i> <i>Cataloguing, preparing, issuing and maintaining equipment and materials</i> <i>Inputting & managing pupil data, and collating pupil reports</i> <i>Photocopying</i></p>
In addition to the specific responsibilities outlined above, the staff are expected to	
<ul style="list-style-type: none"> ▪ Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture ▪ Support the aims and ethos of the school ▪ Set a good example in terms of dress, punctuality and attendance ▪ Take on any additional responsibilities which might from time to time be agreed with the Headteacher ▪ Build strong links with parents and carers ▪ Uphold the school's behaviour code ▪ Participate in and where appropriate lead staff training ▪ Attend and where appropriate lead team, SLT and staff meetings ▪ Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools ▪ Take appropriate responsibility for own health, safety and welfare 	

Job Description: Higher Learning & Progress Support	
Post title:	Higher Learning & Progression (essential car user)
Pay Range:	25 - 29
Reporting to:	Head Teacher
Key purpose of the post:	
Higher Learning & Progress post holders work within an agreed system of supervision to support the education of children and young people at the Raedwald Trust.	
Specific roles/responsibilities of the post:	
<p>1. Supporting the pupil</p> <p>Take responsibility for helping pupils make progress in a range of classroom settings including working with individuals, small groups and whole classes where the assigned teacher is not present, by:</p> <ul style="list-style-type: none"> (a) Undertaking activities with individuals, groups or a class of pupil in order to facilitate their physical, emotional and educational development within a safe environment (b) Carrying out pre-determined educational activities and work programmes ensuring that specific guidelines are followed whilst promoting independent learning to support the pupil's understanding (c) Encouraging acceptance and inclusion of the pupil with special needs to support achievement and development (d) Promoting and reinforcing the pupil's self-esteem and encourage the pupil to maximise their achievement and development (e) Attending planning meetings and under the overall direction and guidance of the teacher, contributing to the short, medium and long term planning and preparation of lessons (f) Preparing and delivering lessons, under the direction of the teacher, including covering for teacher absence and delivery of specific interventions to pupils (g) Monitoring, evaluating and providing teachers with feedback on pupils' participation and progress (h) Contributing to the maintenance of pupils records (i) Supporting teachers in selecting and preparing teaching resources that meet the pupils' needs and interests. (j) Liaise with the class teacher to devise complementary learning activities. <p>2. Supporting the teacher by:</p> <ul style="list-style-type: none"> (a) Monitoring, assessing and recording pupils' work as directed by the teacher. (b) Supporting the school by: (c) Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate (d) Carrying out the duties of a Higher Learning and Progress staff as required or directed (e) Contributing to behaviour management of pupils in accordance with the school policy and guidance (f) Working within the framework of the Trust's agreed policies and procedures 	
Duties and responsibilities:	
1. Professional Values & Practice	<ul style="list-style-type: none"> (a) Have high expectations of all students and am committed to raising their educational achievement and supporting their social and emotional development. (b) Build and maintain fair, respectful, trusting, supportive and constructive relationships with pupils and promote their development as learners. (c) Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils with whom they work. (d) Liaise sensitively and effectively if required with parents, carers, and home schools recognising their roles in pupils' learning. (e) Recognise and respect the contribution that parents and carers can make to the development and well-being of the pupils with whom they work. (f) Work collaboratively and co-operatively with staff, and carry out roles effectively, knowing when to seek supervision and advice when needed. (g) Improve own practice, including responding to advice and feedback, through observation, evaluation and discussion with staff. (h) Have a proper and professional regard for the ethos, policies and practices of the Raedwald Trust and maintain high standards in personal attendance and punctuality (i) Observe at all times the proper boundaries appropriate to the context in which you work

	(j) Work to break down barriers associated to learning with both pupils and parents when relevant
2. Knowledge & Understanding	<p>(a) Know and understand the key factors that can affect the way pupils learn and make academic and social progress.</p> <p>(b) Contribute to effective personalised provision by taking practical account of diversity.</p> <p>(c) Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.</p> <p>(d) Have sufficient understanding to support pupils' development, learning and progress within my areas of expertise and acquire further knowledge to contribute effectively and with confidence to the learning activities in which you involved.</p> <p>(e) Achieved a nationally recognised qualification at level 2 or above in English/literacy and/or Mathematics/numeracy.</p> <p>(f) Know how to use ICT to advance pupils' learning, and can use common ICT tools to support my professional activities.</p> <p>(g) Be familiar with the statutory and non-statutory frameworks in the school curriculum and the age-related expectations in the subjects and ability ranges of the learners you support.</p> <p>(h) Understand the objectives, content and intended outcomes for the lessons in which you are involved, and understand the place of these in the related teaching programme.</p> <p>(i) Have an understanding of, and always act within, the statutory frameworks which set out your duties and responsibilities.</p> <p>(j) Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.</p>
3. Professional Skills:	<p>(a) Planning and Expectations</p> <ul style="list-style-type: none"> ▪ Contribute effectively to planning and preparation of learning activities and resources as required. ▪ Plan and understand the role in learning activities including how the will provide feedback to pupils and staff on pupils' learning and behaviour. ▪ Promote and support the inclusion of all pupils in the learning activities ▪ Working within a framework of supervision, and plan and prepare clearly structured learning activities that will interest and motivate learners and advance their learning as required. ▪ Plan how to will meet the diversity of pupils' needs and interests. ▪ Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures. <p>(b) Monitoring and Assessment</p> <ul style="list-style-type: none"> ▪ Support the evaluation of pupils' progress using a range of assessment activities and techniques. ▪ Monitor pupils' responses to learning tasks and modify my approach accordingly. ▪ Monitor pupils' participation and progress, providing focused support and feedback to pupils and teachers. ▪ Contribute to maintaining and analysing records of pupils' progress. ▪ Review and report back on pupils' social and emotional progress. <p>(c) Teaching and Learning Activities</p> <ul style="list-style-type: none"> • Use behaviour management strategies, in line with the school's policy and procedures, which contribute to establishing and maintaining a purposeful learning environment. • Communicate effectively and sensitively with pupils to support their learning. • Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. • Advance pupils' learning in a range of settings, including working with individuals, and groups without the presence of a teacher. • Where relevant, guide the work of other adults supporting teaching and learning in the classroom. • Organise and manage safely the learning activities, the physical teaching space and resources for which you are given responsibility in line with school policies and agreed practices.

(4) Generic tasks	<p>The following list of tasks is indicative of the generic tasks which post holders in this banding may be routinely expected to do.</p> <p>This is not intended to be an exclusive or exhaustive list:</p> <p><i>Recording & monitoring absences</i></p> <p><i>Classroom display</i></p> <p><i>Administering teaching cover & work experience</i></p> <p><i>Invigilating examinations & processing exam results</i></p> <p><i>ICT trouble shooting and minor repairs</i></p> <p><i>Stocktaking & ordering supplies and equipment;</i></p> <p><i>Cataloguing, preparing, issuing and maintaining equipment and materials</i></p> <p><i>Inputting & managing pupil data, and collating pupil reports</i></p> <p><i>Photocopying</i></p>
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In addition to the specific responsibilities outlined above, the staff are expected to

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the Headteacher
- Build strong links with parents and carers
- Uphold the school's behaviour code
- Participate in and where appropriate lead staff training
- Attend and where appropriate lead team, SLT and staff meetings
- Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools
- Take appropriate responsibility for own health, safety and welfare

Job Description: Learning & Progress Support	
Post title:	Learning & Progression (essential car user)
Pay Range:	20 – 24
Reporting to:	Head Teacher
Key purpose of the post:	
Learning & Progress postholders work within an agreed system of supervision to support the education of children and young people at the Raedwald Trust.	
Specific roles/responsibilities of the post:	
<p>1. Supporting the pupil Take responsibility for helping pupils make progress in a range of classroom settings including working with individuals, small groups and whole classes where the assigned teacher is not present, by:</p> <ul style="list-style-type: none"> (a) Undertaking activities with individuals, groups or a class of pupils in order to facilitate their physical, emotional and educational development within a safe environment (b) Carrying out pre-determined educational activities and work programmes ensuring that specific guidelines are followed whilst promoting independent learning to support the pupil's understanding (c) Encouraging acceptance and inclusion of the pupil with special needs to support achievement and development (d) Promoting and reinforcing the pupil's self-esteem and encourage the pupil to maximise their achievement and development (e) Attending planning meetings and under the overall direction and guidance of the teacher, contributing to the short, medium and long term planning and preparation of lessons (f) Preparing and delivering lessons, under the direction of the teacher, including delivery of specific interventions to pupils (g) Monitoring, evaluating and providing teachers with feedback on pupils' participation and progress (h) Contributing to the maintenance of pupils records (i) Supporting teachers in selecting and preparing teaching resources that meet the pupils' needs and interests. (j) Liaise with the class teacher to devise complementary learning activities. <p>2. Supporting the teacher by:</p> <ul style="list-style-type: none"> (g) Monitoring, assessing and recording pupils' work as directed by the teacher. (h) Supporting the school by: (i) Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate (j) Carrying out the duties of a Learning and Progress staff as required or directed (k) Contributing to behaviour management of pupils in accordance with the school policy and guidance (l) Working within the framework of the Trust's agreed policies and procedures 	
Duties and responsibilities:	
1. Professional Values & Practice	<ul style="list-style-type: none"> (a) Have high expectations of all students and am committed to raising their educational achievement and supporting their social and emotional development. (b) Build and maintain fair, respectful, trusting, supportive and constructive relationships with pupils and promote their development as learners. (c) Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils with whom they work. (d) Liaise sensitively and effectively if required with parents, carers, and home schools recognising their roles in pupils' learning. (e) Recognise and respect the contribution that parents and carers can make to the development and well-being of the pupils with whom they work. (f) Work collaboratively and co-operatively with staff, and carry out roles effectively, knowing when to seek supervision and advice when needed. (g) Improve own practice, including responding to advice and feedback, through observation, evaluation and discussion with staff. (h) Have a proper and professional regard for the ethos, policies and practices of the Raedwald Trust and maintain high standards in personal attendance and punctuality (i) Observe at all times the proper boundaries appropriate to the context in which you work

	(j) Work to break down barriers associated to learning with both pupils and parents when relevant
2. Knowledge & Understanding	<p>(a) Know and understand the key factors that can affect the way pupils learn and make academic and social progress.</p> <p>(b) Contribute to effective personalised provision by taking practical account of diversity.</p> <p>(c) Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.</p> <p>(d) Have sufficient understanding to support pupils' development, learning and progress within my areas of expertise and acquire further knowledge to contribute effectively and with confidence to the learning activities in which you involved.</p> <p>(e) Achieved a nationally recognised qualification at level 2 or above in English/literacy and/or Mathematics/numeracy.</p> <p>(f) Know how to use ICT to advance pupils' learning, and can use common ICT tools to support my professional activities.</p> <p>(g) Be familiar with the statutory and non-statutory frameworks in the school curriculum and the age-related expectations in the subjects and ability ranges of the learners you support.</p> <p>(h) Understand the objectives, content and intended outcomes for the lessons in which you are involved, and understand the place of these in the related teaching programme.</p> <p>(i) Have an understanding of, and always act within, the statutory frameworks which set out your duties and responsibilities.</p> <p>(j) Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.</p>
3. Professional Skills:	<p>1. Planning and Expectations</p> <ul style="list-style-type: none"> ▪ Contribute effectively to planning and preparation of learning activities and resources as required. ▪ Plan and understand the role in learning activities including how the will provide feedback to pupils and staff on pupils' learning and behaviour. ▪ Promote and support the inclusion of all pupils in the learning activities ▪ Working within a framework of supervision, and plan and prepare clearly structured learning activities that will interest and motivate learners and advance their learning as required. ▪ Plan how to will meet the diversity of pupils' needs and interests. ▪ Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures. <p>2. Monitoring and Assessment</p> <ul style="list-style-type: none"> ▪ Support the evaluation of pupils' progress using a range of assessment activities and techniques. ▪ Monitor pupils' responses to learning tasks and modify my approach accordingly. ▪ Monitor pupils' participation and progress, providing focused support and feedback to pupils and teachers. ▪ Contribute to maintaining and analysing records of pupils' progress. ▪ Review and report back on pupils' social and emotional progress. <p>(3.) Teaching and Learning Activities</p> <ul style="list-style-type: none"> • Use behaviour management strategies, in line with the school's policy and procedures, which contribute to establishing and maintaining a purposeful learning environment. • Communicate effectively and sensitively with pupils to support their learning. • Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. • Advance pupils' learning in a range of settings, including working with individuals, and groups without the presence of a teacher. • Where relevant, guide the work of other adults supporting teaching and learning in the classroom. • Organise and manage safely the learning activities, the physical teaching space and resources for which you are given responsibility in line with school policies and agreed practices.

<p>3. Generic tasks</p>	<p>The following list of tasks is indicative of the generic tasks which post holders in this banding may be routinely expected to do. This is not intended to be an exclusive or exhaustive list: <i>Recording & monitoring absences</i> <i>Classroom display</i> <i>Administering teaching cover & work experience</i> <i>Invigilating examinations & processing exam results</i> <i>ICT trouble shooting and minor repairs</i> <i>Stocktaking & ordering supplies and equipment;</i> <i>Cataloguing, preparing, issuing and maintaining equipment and materials</i> <i>Inputting & managing pupil data, and collating pupil reports</i> <i>Photocopying</i></p>
<p>In addition to the specific responsibilities outlined above, the staff are expected to</p>	
<ul style="list-style-type: none"> ▪ Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture ▪ Support the aims and ethos of the school ▪ Set a good example in terms of dress, punctuality and attendance ▪ Take on any additional responsibilities which might from time to time be agreed with the Headteacher ▪ Build strong links with parents and carers ▪ Uphold the school's behaviour code ▪ Participate in and where appropriate lead staff training ▪ Attend and where appropriate lead team, SLT and staff meetings ▪ Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools ▪ Take appropriate responsibility for own health, safety and welfare 	

Job Description: FOHR Central Team	
Post title:	FOHR MAT Trust Business Manager (essential car user)
Pay Range:	
Reporting to:	CEO
Key purpose of the post:	
<p>The overall purpose of this post is to provide advice to the CEO, MAT Boards' directors and leadership in all financial and business operational matters within the Raedwald Trust.</p> <ul style="list-style-type: none"> • TBM will work closely with FO to organise and manage finance systems and support in the trust office. • To lead FOHR group in the strategic direction in line with the FOHR improvement plan. 	
Specific roles/responsibilities of the post:	
<ul style="list-style-type: none"> • To contribute to the overall ethos/work/aims of the Trust • To be committed to the safeguarding and promotion of the welfare of children and young people • To comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person • To develop constructive relationships and communicate with all staff and other agencies/professionals • To participate in training and other learning activities and performance development as required • To recognise own strengths and areas of expertise and use these to advise and support others • Will be required to attend and participate in regular meetings with the FOHR Team to provide updates, discuss developments of the administration function and share any issues or concerns • Such other responsibilities allocated which are appropriate to the grade of the post 	
Duties and responsibilities:	
<ul style="list-style-type: none"> • To develop a FOHR team that delivers and meets the needs of the academies and the Trust. • The MAT Business Manager will be the Principal Finance Officer (PFO) for the MATs and as such support the CEOs in performing their roles as Accounting Officer ensuring that the MATs operate good financial governance in line with the requirements of the Academies Financial Handbook manual. • To coordinate when additional weeks for FOHR team are to be worked in conjunction with HEG. • Finance • As Chief Finance Officer be a main point of contact (with Finance Officer) on finance matters with the EFA and provider of financial and commercial advice to the Boards • Ensure that good financial governance operates in line with the requirements of the academies finance manual – in particular regularity, propriety and the achievement of good value for money • Overall responsibility for accounting policies, financial regulations and ensuring that financial systems operate with sound financial controls 	

- With the Finance Officer and support from professional advisers, co-ordination and completion of annual report and accounts in accordance with EFA guidance
- Development of MAT long term financial plans to ensure financial viability
- Leadership and co-ordination of the annual budget setting processes working with the MAT's management accounting providers
- Monitoring the financial performance of the Academies within the MAT
- Working with HEG to ensure that plans and actions are agreed where significant variations from financial plans and budgets arise
- Using information provided by the Finance Officer produce regular reports to the Boards of the financial position for the MAT
- Liaison with external and auditors to ensure that agreed audit recommendations are implemented
- Ensuring that the MAT has adequate and effective insurance policies in place and that claims are being dealt with in a timely manner
- Management of the Trusts payroll provider contract

Procurement

- Working with the HEG to achieve better value for money by rationalizing and procuring goods and services for all academies in the MAT

HR & Legal

- To be the principal provider of information to the MAT Boards on HR
- Contribute to the development of HR strategy and all MAT employee related policies
- Procure and manage the HR and legal advisory service contracts for the MATs to ensure that directors, CEO and Academy Head Teachers have access to appropriate professional advice on Human Resources and legal issues

Business Development

- Development with the CEO and Directors business plans for the growth of the MAT
- Promotion of the benefits of joining the MAT to other schools
- Working with CEO and legal advisers to add new schools to the MAT

Estates Management

- To be the principal provider of information to the MAT Board on estates and property issues
- Ensure that there is a strategic programme of maintenance and improvements to each of the academies' premises.
- Ensure that all academies have access to expert property management advice to enable premises to be safe and fit for purpose for the effective delivery of education
- Ensure that arrangements are in place for the maintenance, servicing, testing and inspection of site equipment, plant and vehicles.

Health & Safety

- To be the principal provider of information to the MAT Board on health and safety issues
- To contribute to and maintain the MAT Health and Safety Policy
- Ensure that staff get the necessary access to advice, guidance and training on Health and Safety issues
- Ensure that effective procedures operate in the MAT for reporting of accidents and near misses; and
- Ensure that monitoring procedures are in place to assure the Boards that the Health and Safety policy and procedures are up to date and being followed.

IT

- To contribute in the development of the IT strategy in support of the education and operational needs of the MAT
- To procure and manage contracts for the provision of IT infrastructure, systems and licences
- To act as the MAT's lead for Data Protection and Freedom of Information issues

Other

- Supporting the Board in the systematic review of risks by development and maintenance of MAT risk registers and ensuring academies have business continuity plans in place
- Ensure that MAT wide licenses and registrations are maintained

The current main duties and responsibilities of this post are outlined in this job description. The list is not intended to be exhaustive. The need for flexibility, shared accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's banding and whenever reasonably instructed.

The job description will be reviewed annually to ensure that it relates to the role as being performed and to incorporate whatever reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented. The post-holder is expected to participate fully in such discussions and implementation.

In addition to the specific responsibilities outlined above, the staff are expected to

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the TBM or Head Teacher
- Uphold the school's behaviour code
- Participate in and where appropriate lead staff training
- Attend and contribute team, SLT and staff meetings
- Develop strong links with Raedwald Trust sites, LGB, LA support teams, outside agencies, and partnership schools
- Take appropriate responsibility for own health, safety and welfare

Job Description: FOHR Central Team	
Post title:	FOHR Finance Officer (essential car user)
Pay Range:	35 – 41
Reporting to:	Trust Business Manager
Key purpose of the post:	
<ul style="list-style-type: none"> To provide an effective and efficient administrative financial support service to the CEO, Trust Business Manager, Leadership Team and Trustees for the efficient conduct of the Trust’s financial affairs and to ensure compliance with Finance policies. Finance Officer will work closely with TBM to organise and manage finance systems and support in the trust office and be responsible for undertaking admin, organisational processes, maintaining confidentiality at all times. To provide CEO/Trust office with a full and comprehensive finance service. 	
Specific roles/responsibilities of the post:	
<ul style="list-style-type: none"> To contribute to the overall ethos/work/aims of the Trust To be committed to the safeguarding and promotion of the welfare of children and young people To comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person To develop constructive relationships and communicate with all staff and other agencies/professionals To participate in training and other learning activities and performance development as required To recognise own strengths and areas of expertise and use these to advise and support others Will be required to attend and participate in regular meetings with the FOHR Team to provide updates, discuss developments of the administration function and share any issues or concerns Such other responsibilities allocated which are appropriate to the grade of the post 	
Duties and responsibilities:	
	<ul style="list-style-type: none"> To develop a finance team that delivers and meets the needs of the academies and the Trust. To be responsible for the maintenance of clear and effective filing records and other systems and to keep them updated in accordance with legal requirements such as GDPR referring to Raedwald Trust retention schedule. To use electronic office based systems wherever possible and to minimise paper based records. To be part of Trust GDPR team. To support TBM in ensuring finance staff are appropriately trained and maintain relevant CPD. To coordinate when additional weeks for finance staff are to be worked in conjunction with TBM. To answer telephones and emails courteously, with sensitivity and confidence, using initiative as required and forward detailed messages as appropriate. To carry out projects and tasks as directed. To support the Trust Business Manager to provide the Leaderships teams and strategic governing body with information which will help them to monitor the budget and take financial decisions. To inform HEG of budget/expenditure on a half-termly basis. To inform CEO/Chair of Trustees/TBM monthly of budget/expenditure update position. To produce monthly cashflow projections for CEO & Chair of Trustees Assist the Trust Business Manager to maintain and update the equipment register. To supervise the school’s computerised finance accounting package. To be responsible for the issue of invoices following up their prompt payment. To be responsible for processing funding income, delegated and ad hoc. To liaise with the ESFA/LA and keep up to date with changes which will affect the setting and monitoring of the Trust budget. Liaise with relevant authorities to ensure that all funding due to the academy is received and update TBM monthly. Ensure that the school’s financial procedures manual is reviewed and updated as necessary. Monitor the payment of salaries by the school’s payroll provider, liaising with the provider as required. Ensure that all necessary returns, reports and documentation are completed accurately within time constraints including bids, reporting to ESFA & statistical returns.

	<ul style="list-style-type: none"> • To carry out other related duties to meet the needs of the Trust. • Continually evaluate all finance systems to ensure they are effective and efficient. • Attend and participate in relevant meetings as required. • Participate in training and other learning activities and performance development as required. • Undertake complex financial administration procedures. • Manage expenditure within an agreed budget. • Operate relevant equipment/complex ICT packages. • To ensure all expenditure is coded correctly.
	<ul style="list-style-type: none"> • Monthly reconciliation of all academy bank accounts • Reconciliation of credit card statement • Maintenance of online banking facility • Authorisation of weekly payment runs via BACs and cheque • Liaise with academies bankers regarding transaction details when necessary • Oversee input of standard information to the Finance system (suppliers, debtors) in accordance with procedures • Posting and monthly reconciliation of General Annual Grant (GAG) and Other Grant Income • Posting of all Direct Credits • Production of monthly Accruals and Prepayments • Production of monthly Creditor, Debtor and Deferred Income reports • Production of Fixed Asset Register • Record and reconcile monthly VAT report • Posting cashbook & nominal ledger journals • Production of monthly management reports • Monitor expenditure against pre-approved contracts • Assist with the preparation of the annual budget with TBM/CEO • Manage Free School Meal and Ever 6 FSM data • Dealing with queries from suppliers, debtors, budget holders and other Academy staff • Dealing with Insurance Claims when necessary • Provide information to Auditors for year-end audit & where necessary • Developing and understanding of Academy policies and procedures, complying with their contents and raising concerns in a timely manner
<p>In addition to the specific responsibilities outlined above, the staff are expected to</p>	
<ul style="list-style-type: none"> ▪ Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture ▪ Support the aims and ethos of the school ▪ Set a good example in terms of dress, punctuality and attendance ▪ Take on any additional responsibilities which might from time to time be agreed with the TBM or Head Teacher ▪ Uphold the school's behaviour code ▪ Participate in and where appropriate lead staff training ▪ Attend and contribute team, SLT and staff meetings ▪ Develop strong links with Raedwald Trust sites, LGB, LA support teams, outside agencies, and partnership schools ▪ Take appropriate responsibility for own health, safety and welfare 	

Job Description: FOHR Senior	
Post title:	FOHR Office (essential car user)
Pay Range:	30 – 34
Reporting to:	Trust Business Manager
Key purpose of the post:	
<ul style="list-style-type: none"> FOHR Senior postholders will provide higher level administrative & management support within sites or central team under the supervision of the Trust Business Team. Progression post holders will work closely with TBM to organise and manage admin systems and support in the school/trust office and be responsible for undertaking admin, organisational processes, maintaining confidentiality at all times. To provide Head Teachers/Trust office with a full and comprehensive admin service. 	
Specific roles/responsibilities of the post:	
<ul style="list-style-type: none"> To contribute to the overall ethos/work/aims of the Trust To be committed to the safeguarding and promotion of the welfare of children and young people To comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person To develop constructive relationships and communicate with all staff and other agencies/professionals To participate in training and other learning activities and performance development as required To recognise own strengths and areas of expertise and use these to advise and support others Will be required to attend and participate in regular meetings with the FOHR Team to provide updates, discuss developments of the administration function and share any issues or concerns Such other responsibilities allocated which are appropriate to the grade of the post To take on the role of Exam Officer if applicable and supervise Trust exam officers 	
Duties and responsibilities:	
Office Management	<ul style="list-style-type: none"> To develop an office team that delivers and meets the needs of the academy and the Trust. To liaise with key professionals within the Trust's team as appropriate and communicate effectively to ensure professional and seamless working. Organise meetings and ensure that Head Teacher and Head of School are well prepared for those meetings, preparing agendas, pre-meeting briefings and meeting papers and booking of rooms. To ensure all staff create a professional and welcoming reception for all visitors and parents and all visitor checks and health and safety processes are in place to monitor entry in and out of the building. To line manage and organise team admin staff ensuring the smooth and effective running of the school office/s and all administrative and communicative systems. To contribute to administrative staff performance and appraisal. To oversee all school records and relevant IT systems to ensure a smooth running of all school administration. To contribute to the Trust central systems and implementation. To oversee the school MIS system and ensure in line with Trust policy. To ensure the school office is kept tidy, organised and in good order at all times. To ensure all members of the office staff present, at all times, a positive image of the school to all staff, parents and visitors both internally and externally. To establish and implement/improve standardised administrative systems, processes and working practices across the Trust To be responsible for the maintenance of clear and effective filing records and other systems and to keep them updated in accordance with legal requirements such as GDPR referring to Raedwald Trust retention schedule. To use electronic office based systems wherever possible and to minimise paper based records. To be part of Trust GDPR team.

	<ul style="list-style-type: none"> • To ensure office staff hold a current first aid certificate on each site – training will be provided on this. • To assist with school events and the promotion of the school. • To ensure office staff are able to manage queries and provide information and advice about the school and school activities to parents, students and visitors by phone or written communications. • To ensure efficient and timely communication of school events and activities to office staff and ensure office staff workloads are effectively managed, prioritised and monitored to meet relevant deadlines and to report to the SLT when there are difficulties in achieving or managing this. • To support TBM in ensuring admin staff are appropriately trained and maintain relevant CPD. • To coordinate when additional weeks for admin staff are to be worked in conjunction with TBM. • To manage the administration and correspondence for curriculum related activities in liaison with relevant school staff. • To manage support the SLT in the preparation and arrangements for annual review meetings and any additional multi-agency meetings.
Administration	<ul style="list-style-type: none"> • General clerical / administrative / filing support / reprographics. • Communications with staff, students, parents and other external stakeholders. • Administration supporting the functions of admissions, attendance and/or behaviour, student welfare and data management. • To ensure the smooth running of the office, organise day to day activities and jobs and contribute to the planning and development of the administrative support for the school and its Senior Management. • To answer telephones and emails courteously, with sensitivity and confidence, using initiative as required and forward detailed messages as appropriate. • To take minutes at meetings when required. • To ensure school diary is managed and communicated dealing with any relevant administrative and organisational issues. • To manage office supplies and first aid equipment, re-ordering as necessary. • To ensure first aid to students and staff is administered as necessary and in a sympathetic and efficient manner, ensuring the correct records are kept and logged and the accident book is completed for more serious injuries. To communicate with parents where necessary and in line with policy, particularly for collection of child or for head injuries. • To administer medicines to any student as required (following school policy). • To carry out projects and tasks as directed.
Students	<ul style="list-style-type: none"> • To manage all administration processes and systems for admissions and for school leavers are successfully completed (including the maintenance of the school admissions register). • To liaise with outside schools and providers for records and information about students. • To ensure the accurate recording of attendance data and reasons for absence, including school registers and student and staff records and to run regular reports for SLT and the Trust. • To manage up to date records are kept for students attending any offsite activities, ensuring permission slips are received and tracking parents for sickness and non-attendance. • To manage the administration process for admissions for potential parents to view the school and for students attending taster and transition days. To issue information to new families and ensure all details are gathered, signed and filed including transport. • To ensure all Trust invigilators are trained annually and updated on changes to JCQ regulations. • To manage and monitor all exam entries for the Trust – ensuring timescales met and collating entry information for CEO/TBM.

Personnel	<ul style="list-style-type: none"> • To assist Trust HR with the recruitment process, ensuring applications packs are sent out, making arrangements for interviews and writing and securing references. • To be safer recruitment trained regularly and SCR trained. • To provide induction information for new staff as and when required. • To monitor and report on staff attendance and absences regularly to Head Teacher and TBM. • Ensure staff absence insurance information is sent to TBM within the timescale. • To update monthly staff sheets for absence/additional hours/mileage. • Ensuring documentation is approved per the Trust policy and within timescale. • To liaise with the Trust's HR and TBM to ensure relevant DBS checks are up to date and have been carried out for new starters. • To ensure Single Central Record is maintained for volunteers, visitors and contractors across all sites (as required) and feedback to TBM. • To liaise with HR and personnel to ensure the school central register is maintained and is checked regularly for up to date information staff.
Finance	<ul style="list-style-type: none"> • To support the Trust finance team to manage, collect and record invoices. • To liaise with the Trust finance team with regards to managing and reconciling income from uniform/meals etc. • To liaise with the Trust's finance team to ensure ordering process is adhered to within Trust policy. • To be part of FOHR central team to support cost savings/efficiencies across the Trust.
Premises	<ul style="list-style-type: none"> • To liaise with TBM regarding any on site works, orders or visitors. • To liaise with Head Teacher and TBM to ensure all health and safety regulations and checks are up to date and ensure any actions identified in audits are undertaken. • To carry out or supervise the role of Fire Warden and ensure all records for evacuations are up to date and accessible. • To report any premises or health and safety issues to Head Teacher and TBM.
In addition to the specific responsibilities outlined above, the staff are expected to	
<ul style="list-style-type: none"> ▪ Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture ▪ Support the aims and ethos of the school ▪ Set a good example in terms of dress, punctuality and attendance ▪ Take on any additional responsibilities which might from time to time be agreed with the TBM or Head Teacher ▪ Build strong links with parents and carers ▪ Uphold the school's behaviour code ▪ Participate in and where appropriate lead staff training ▪ Attend and contribute team, SLT and staff meetings ▪ Develop strong links with Raedwald Trust sites, LGB, LA support teams, outside agencies, and partnership schools ▪ Take appropriate responsibility for own health, safety and welfare 	

Job Description: FOHR Senior	
Post title:	FOHR Trust PA and External Relations (essential car user)
Pay Range:	30 - 34
Reporting to:	Trust Business Manager
Key purpose of the post:	
<ul style="list-style-type: none"> To provide a highly effective and efficient administrative support service to the CEO, Trust Business Manager, Leadership Team and Trustees for the efficient conduct of the Trust's administrative affairs and to ensure compliance with policies. Trust PA and External Relations will work closely with CEO and TBM to organise and manage admin and IT systems and support in the trust office and be responsible for undertaking admin, organisational processes, maintaining confidentiality at all times. To provide CEO/Trust office with a full and comprehensive administrative service. 	
Specific roles/responsibilities of the post:	
<ul style="list-style-type: none"> To contribute to the overall ethos/work/aims of the Trust To be committed to the safeguarding and promotion of the welfare of children and young people To comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person To develop constructive relationships and communicate with all staff and other agencies/professionals To participate in training and other learning activities and performance development as required To recognise own strengths and areas of expertise and use these to advise and support others Will be required to attend and participate in regular meetings with the FOHR Team to provide updates, discuss developments of the administration function and share any issues or concerns Such other responsibilities allocated which are appropriate to the grade of the post 	
Duties and responsibilities:	
<ul style="list-style-type: none"> Email management Extensive and complex diary management Organising meetings and conference calls, handling schedule conflicts Travel arrangements Arranging draft agendas, preparing documentation for meetings and minute taking where required Preparing detailed itineraries, prone to last-minute changes Setting up client meetings Preparing and amending a range of correspondence, reports and presentations Liaising with visitors Handling expenses Manage CEO electronic diary, assessing priority of appointments and reallocation as necessary Process CEO correspondence, ensuring that incoming correspondence is dealt with by the CEO/or on behalf of the CEO, or other staff as appropriate Maintain office systems, including data management and filing Maintain records of CEO contacts Screen calls, enquiries and requests, and deal with them when appropriate. Assist CEO in researching and following up with action on matters which fall within the CEO's responsibility – chasing responses, triggering follow-up action. Produce documents, briefing papers, reports and presentations for the Trust team Organise meetings and ensure that CEO is well prepared for those meetings, preparing agendas, pre-meeting briefings and meeting papers and booking of rooms. Manage arrangements for Trustees' and Sub-Committee meetings, including production/distribution of agenda and papers Assist/support CEO and TBM in arranging publicity and other events. Meet and greet visitors at all levels of seniority. Supervise all Trust office incoming/outgoing mail. Manage external relations including liaising with Trust PR company and social media. 	

- To be responsible for the maintenance of clear and effective filing records and other systems and to keep them updated in accordance with legal requirements such as GDPR referring to Raedwald Trust retention schedule. To use electronic office based systems wherever possible and to minimise paper based records. To be part of Trust GDPR team.
- To be the central contact point for all Trust recruitment.
- Manage, maintain and update the Trust website ensuring statutory compliance is met at all times.
- Maintain Trust policy schedule and ensure these are drafted in preparation for CEO/Trust Board key meetings.
- Manage and maintain stationery for Trust office.
- Any other duties as may reasonably be required by the CEO/TBM

In addition to the specific responsibilities outlined above, the staff are expected to

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the CEO or TBM
- Build strong links with parents and carers
- Uphold the Trust's behaviour code
- Participate in staff training
- Attend and contribute team, SLT and staff meetings
- Develop strong links with Raedwald Trust sites, LGB, LA support teams, outside agencies, and partnership schools
- Take appropriate responsibility for own health, safety and welfare

Job Description: FOHR Officer	
Post title:	FOHR Officer (essential car user)
Pay Range:	25 – 29
Reporting to:	Trust Business Manager
Key purpose of the post:	
<ul style="list-style-type: none"> FOHR Officer postholders will provide higher level administrative support within sites or centres under the supervision of the Trust Business Team. Progression post holders will work closely with TBM to organise and supervise admin systems and support in the school office and be responsible for undertaking admin, organisational processes, maintaining confidentiality at all times. To provide Head of School with a full and comprehensive admin service. 	
Specific roles/responsibilities of the post:	
<ul style="list-style-type: none"> To contribute to the overall ethos/work/aims of the Trust To be committed to the safeguarding and promotion of the welfare of children and young people To comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person To develop constructive relationships and communicate with all staff and other agencies/professionals To participate in training and other learning activities and performance development as required To recognise own strengths and areas of expertise and use these to advise and support others May be required to attend and participate in regular meetings with the FOHR Team to provide updates, discuss developments of the administration function and share any issues or concerns Such other responsibilities allocated which are appropriate to the grade of the post To take on the role of Exam Officer if applicable 	
Duties and responsibilities:	
Office Management	<ul style="list-style-type: none"> To develop an office team that delivers and meets the needs of the academy and the Trust. To liaise with key professionals within the Trust's team as appropriate and communicate effectively to ensure professional and seamless working. Organise meetings and ensure that Head Teacher and Head of School are well prepared for those meetings, preparing agendas, pre-meeting briefings and meeting papers and booking of rooms. To ensure all staff create a professional and welcoming reception for all visitors and parents and all visitor checks and health and safety processes are in place to monitor entry in and out of the building. To line manage and organise team admin staff ensuring the smooth and effective running of the school office/s and all administrative and communicative systems. To contribute to administrative staff performance and appraisal. To oversee all school records and relevant IT systems to ensure a smooth running of all school administration. To oversee the school MIS system. To ensure the school office is kept tidy, organised and in good order at all times. To ensure all members of the office staff present, at all times, a positive image of the school to all staff, parents and visitors both internally and externally. To establish standardised administrative systems, processes and working practices across the school To be responsible for the maintenance of clear and effective filing records and other systems and to keep them updated in accordance with legal requirements such as GDPR referring to Raedwald Trust retention schedule. To use electronic office based systems wherever possible and to minimise paper based records. To hold a current first aid certificate – training will be provided on this. To assist with school events and the promotion of the school. To manage queries and provide information and advice about the school and school

	<p>activities to parents, students and visitors by phone or written communications.</p> <ul style="list-style-type: none"> • To ensure efficient and timely communication of school events and activities to office staff and ensure office staff workloads are effectively managed, prioritised and monitored to meet relevant deadlines and to report to the SLT when there are difficulties in achieving or managing this. • To support TBM in ensuring admin staff are appropriately trained and maintain relevant CPD. • To coordinate when additional weeks for admin staff are to be worked in conjunction with TBM. • To manage the administration and correspondence for curriculum related activities in liaison with relevant school staff. • To support the SLT in the preparation and arrangements for annual review meetings and any additional multi-agency meetings.
Administration	<ul style="list-style-type: none"> • General clerical / administrative / filing support / reprographics. • Communications with staff, students, parents and other external stakeholders. • Administration supporting the functions of admissions, attendance and/or behaviour, student welfare and data management. • To ensure the smooth running of the office, organise day to day activities and jobs and contribute to the planning and development of the administrative support for the school and its Senior Management. • To answer telephones and emails courteously, with sensitivity and confidence, using initiative as required and forward detailed messages as appropriate. • To take minutes at meetings when required. • To manage the school's diary, dealing with any relevant administrative and organisational issues. • To maintain office supplies and first aid equipment, re-ordering as necessary. • To provide first aid to students and staff as necessary and in a sympathetic and efficient manner, ensuring the correct records are kept and logged and the accident book is completed for more serious injuries. To communicate with parents where necessary and in line with policy, particularly for collection of child or for head injuries. • To administer medicines to any student as required (following school policy). • To carry out projects and tasks as directed.
Students	<ul style="list-style-type: none"> • To ensure all administration processes and systems for admissions and for school leavers are successfully completed (including the maintenance of the school admissions register). • To liaise with outside schools and providers for records and information about students. • To ensure the accurate recording of attendance data and reasons for absence, including school registers and student and staff records and to run regular reports for SLT and the Trust. • To ensure up to date records are kept for students attending any offsite activities, ensuring permission slips are received and tracking parents for sickness and non-attendance. • To support the admissions process for potential parents to view the school and for students attending taster and transition days. To issue information to new families and ensure all details are gathered, signed and filed including transport.

Personnel	<ul style="list-style-type: none"> • To assist Trust’s HR with the school’s recruitment process, ensuring applications packs are sent out, making arrangements for interviews and writing and securing references. • To provide induction information for new staff as and when required. • To monitor and report on staff attendance and absences regularly to Head of School and TBM. • Ensure staff absence insurance information is sent to TBM within the timescale. • To update monthly staff sheets for absence/additional hours/mileage. • Ensuring documentation is approved per the Trust policy and within timescale. • To liaise with the Trust’s HR and TBM to ensure relevant DBS checks are up to date and have been carried out for new starters. • To ensure Single Central Record is maintained for volunteers, visitors and contractors. • To liaise with HR and personnel to ensure the school central register is maintained and is checked regularly for up to date information.
Finance	<ul style="list-style-type: none"> • To support the Trust finance team to collect and record invoices. • To liaise with the Trust finance team with regards to managing and reconciling income from uniform/meals etc. • To liaise with the Trust’s finance team to ensure ordering process is adhered to within Trust policy.
Premises	<ul style="list-style-type: none"> • To liaise with TBM regarding any on site works, orders or visitors. • To liaise with Head Teacher and TBM to ensure all health and safety regulations and checks are up to date. • To carry out or supervise the role of Fire Warden and ensure all records for evacuations are up to date and accessible. • To report any premises or health and safety issues to Head Teacher and TBM.
In addition to the specific responsibilities outlined above, the staff are expected to	
<ul style="list-style-type: none"> ▪ Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture ▪ Support the aims and ethos of the school ▪ Set a good example in terms of dress, punctuality and attendance ▪ Take on any additional responsibilities which might from time to time be agreed with the TBM or Head Teacher/Head of School ▪ Build strong links with parents and carers ▪ Uphold the school’s behaviour code ▪ Participate in and where appropriate lead staff training ▪ Attend team, SLT and staff meetings ▪ Develop strong links with Raedwald Trust sites, LGB, LA support teams, outside agencies, and partnership schools ▪ Take appropriate responsibility for own health, safety and welfare 	

Job Description: FOHR Administrator	
Post title:	FOHR Finance Assistant (essential car user)
Pay Range:	20 – 24
Reporting to:	Trust Finance Officer
Key purpose of the post:	
<ul style="list-style-type: none"> • To assist in providing an effective and efficient administrative financial support service to the CEO, Trust Business Manager, Leadership Team and Trustees for the efficient conduct of the Trust’s financial affairs and to ensure compliance with Finance policies. • Finance Assistant will be responsible for undertaking admin and organisational processes, maintaining confidentiality at all times. • To assist in providing CEO/Trust office with a full and comprehensive finance service. 	
Specific roles/responsibilities of the post:	
<ul style="list-style-type: none"> • To contribute to the overall ethos/work/aims of the Trust • To be committed to the safeguarding and promotion of the welfare of children and young people • To comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person • To develop constructive relationships and communicate with all staff and other agencies/professionals • To participate in training and other learning activities and performance development as required • To recognise own strengths and areas of expertise and use these to advise and support others <ul style="list-style-type: none"> • Such other responsibilities allocated which are appropriate to the grade of the post 	
Duties and responsibilities:	
<ul style="list-style-type: none"> • To be responsible for the maintenance of clear and effective filing records and other systems and to keep them updated in accordance with legal requirements such as GDPR referring to Raedwald Trust retention schedule. To use electronic office based systems wherever possible and to minimise paper based records. • To answer telephones and emails courteously, with sensitivity and confidence, using initiative as required and forward detailed messages as appropriate. • To carry out projects and tasks as directed. • To be responsible for the issue of invoices following up their prompt payment. • To process funding income, delegated and ad hoc. • Liaise with relevant authorities to ensure that all funding due to the academy is received and update TBM monthly. • Ensure that all necessary returns, reports and documentation are completed accurately within time constraints including bids, reporting to ESFA & statistical returns. • To carry out other related duties to meet the needs of the Trust. • Attend and participate in relevant meetings as required. • Participate in training and other learning activities and performance development as required. • Operate relevant equipment/complex ICT packages. • To ensure all expenditure is coded correctly. • Monthly reconciliation of all academy bank accounts. • Reconciliation of credit card statements. • Prepare weekly payment runs via BACs and cheque. • Input of standard information to the Finance system (suppliers, debtors) in accordance with procedures. • Posting General Annual Grant (GAG) and Other Grant Income. • Posting of all Direct Credits. • Post all invoices accurately onto trust finance system only when they have been authorised in accordance with 	

trust finance procedures ensuring strict limits are adhered to.

- Posting nominal ledger & cashbook journals.
- Monitor Trust finance email address.
- Dealing with queries from suppliers, debtors, budget holders and other Academy staff.
- Prepare & administer the trusts banking & post transactions onto the trusts finance system.
- Ad-hoc Visits to Bank when necessary.
- Provide information to Auditors upon request.
- Organise workload & prioritise on a daily basis.
- Developing and understanding of Academy policies and procedures, complying with their contents and raising concerns in a timely manner.

In addition to the specific responsibilities outlined above, the staff are expected to

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the Finance Officer
- Uphold the school's behaviour code
- Participate in staff training
- Attend and contribute to team and staff meetings
- Develop strong links with Raedwald Trust sites, LA support teams, outside agencies, and partnership schools
- Take appropriate responsibility for own health, safety and welfare

Job Description: FOHR Administrator	
Post title:	FOHR Administrator (essential car user)
Pay Range:	20 – 24
Reporting to:	FOHR Officer / Trust Business Manager
Key purpose of the post:	
<ul style="list-style-type: none"> FOHR Administrator postholders will provide administrative support within sites or centres under the supervision of the FOHR Officer/Trust Business Team. To be an ambassador for the school when meeting parents and other visitors and act as a first point of reference when people arrive. 	
Specific roles/responsibilities of the post:	
<ul style="list-style-type: none"> To contribute to the overall ethos/work/aims of the Trust To be committed to the safeguarding and promotion of the welfare of children and young people To comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection (GDPR), equal opportunities, reporting all concerns to an appropriate person To develop constructive relationships and communicate with all staff and other agencies/professionals To participate in training and other learning activities and performance development as required To recognise own strengths and areas of expertise and use these to advise and support others May be required to attend and participate in meetings with the FOHR Team to provide updates, discuss developments of the administration function and share any issues or concerns Such other responsibilities allocated which are appropriate to the grade of the post. 	
Duties and responsibilities:	
Office Management	<ul style="list-style-type: none"> To be part of an office team that delivers and meets the needs of the academy and the Trust. To liaise with key professionals within the Trust's team as appropriate and communicate effectively to ensure professional and seamless working. Ensure a professional and welcoming reception for all visitors and parents and all visitor checks and health and safety processes are in place to monitor entry in and out of the building. To maintain all school records and relevant IT systems to ensure a smooth running of all school administration. To ensure the school office is kept tidy, organised and in good order at all times. To present, at all times, a positive image of the school to all staff, parents and visitors both internally and externally. To adhere to standardised administrative systems, processes and working practices across the school To maintain clear and effective filing records and other systems and to keep them updated in accordance with legal requirements such as GDPR referring to Raedwald Trust retention schedule. To use electronic office based systems wherever possible and to minimise paper based records. To hold a current first aid certificate if appropriate – training will be provided on this. To assist with school events and the promotion of the school. To manage queries and provide information and advice about the school and school activities to parents, students and visitors by phone or written communications. To ensure efficient and timely communication of school events and activities. To support the administration and correspondence for curriculum related activities in liaison with relevant school staff. To support the SLT in the preparation and arrangements for annual review meetings and any additional multi-agency meetings.
Administration	<ul style="list-style-type: none"> General clerical / administrative / filing support / reprographics. Communications with staff, students, parents and other external stakeholders. Administration supporting the functions of admissions, attendance and/or behaviour, student welfare and data management. To assist with the smooth running of the office, organise day to day activities and jobs and

	<p>contribute to the planning and development of the administrative support for the school and its Senior Management.</p> <ul style="list-style-type: none"> • To answer telephones and emails courteously, with sensitivity and confidence, using initiative as required and forward detailed messages as appropriate. • To take minutes at meetings when required. • To maintain the school's diary, dealing with any relevant administrative and organisational issues. • To maintain office supplies and first aid equipment, re-ordering as necessary. • To provide first aid to students and staff as necessary and in a sympathetic and efficient manner, ensuring the correct records are kept and logged and the accident book is completed for more serious injuries. To communicate with parents where necessary and in line with policy, particularly for collection of child or for head injuries. • To administer medicines to any student as required (following school policy). • To carry out projects and tasks as directed.
Students	<ul style="list-style-type: none"> • To assist with administration processes and systems for admissions and for school leavers are successfully completed (including the maintenance of the school admissions register). • To liaise with outside schools and providers for records and information about students. • To assist with the accurate recording of attendance data and reasons for absence, including school registers and student and staff records and to run regular reports for SLT and the Trust. • To assist up to date records are kept for students attending any offsite activities, ensuring permission slips are received and tracking parents for sickness and non-attendance. • To support the admissions process for potential parents to view the school and for students attending taster and transition days. To issue information to new families and ensure all details are gathered, signed and filed including transport.
Personnel	<ul style="list-style-type: none"> • To report on staff attendance and absences regularly to Head of School and TBM. • To report staff absence insurance information is sent to TBM within the timescale when required. • To update monthly staff sheets for absence/additional hours/mileage. • Ensuring documentation is approved per the Trust policy and within timescale. • To liaise with FOHR and personnel to ensure the school central register is maintained and is checked regularly for up to date information.
Finance	<ul style="list-style-type: none"> • To support the Trust finance team to collect and record invoices • To liaise with the Trust finance team with regards to managing and reconciling income from uniform/meals etc. • To liaise with the Trust's finance team to ensure ordering process is adhered to within Trust policy.
Premises	<ul style="list-style-type: none"> • To liaise with FOHR Officer / TBM regarding any on site works, orders or visitors. • To support with all health and safety regulations and checks are up to date. • To carry out the role of Fire Warden and update all records for evacuations are up to date and accessible. • To report any premises or health and safety issues to FOHR Officer /TBM
In addition to the specific responsibilities outlined above, the staff are expected to	
<ul style="list-style-type: none"> ▪ Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture ▪ Support the aims and ethos of the school ▪ Set a good example in terms of dress, punctuality and attendance ▪ Take on any additional responsibilities which might from time to time be agreed with the TBM or Head Teacher/Head of School ▪ Build strong links with parents and carers ▪ Uphold the school's behaviour code ▪ Participate in and where appropriate lead staff training ▪ Attend team, SLT and staff meetings ▪ Develop strong links with Raedwald Trust sites, LGB, LA support teams, outside agencies, and partnership schools ▪ Take appropriate responsibility for own health, safety and welfare 	

Job Description: Raedwald Trust Facilities & Supervision	
Post title:	Caretaker / Custodian/ Cleaner (essential car user)
Pay Range:	16 - 19
Reporting to	Head Teacher and Head of School
Key purpose of the post:	
<ul style="list-style-type: none"> To provide a highly effective and efficient caretaking and cleaning support service to the academy maintaining compliance with policies whilst maintaining confidentiality at all times. Caretaker/Cleaner will work closely with Head of School and office staff to ensure compliance testing and required checks are undertaken within the agreed timelines. 	
Specific roles/responsibilities of the post:	
<ul style="list-style-type: none"> To contribute to the overall ethos/work/aims of the Trust To be committed to the safeguarding and promotion of the welfare of children and young people To comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person To develop constructive relationships and communicate with all staff and other agencies/professionals To participate in training and other learning activities and performance development as required To recognise own strengths and areas of expertise and use these to advise and support others Will be required to attend and participate in regular meetings with the FOHR Team to provide updates, discuss developments of the administration function and share any issues or concerns Such other responsibilities allocated which are appropriate to the grade of the post 	
Duties and responsibilities:	
Security	<ul style="list-style-type: none"> Opening and closing, unlocking and locking of school gates and buildings Open and close the school for evening use at times arranged by the Head Teacher Unsetting and setting of school alarm system Responding to, and resetting of, the school alarm, liaising with the police and alarm company. Checking and securing the school premises subsequent to out of hours intruder alarm activation Register as main Key Holder and be the first point of contact in an emergency callout situation Overall security of the school premises including the locking of all windows, doors and gates. You may be called out at unsociable hours or at weekends to deal with security problems, make emergency repairs or allow access to any contractor who may be working on the site, in school holidays or weekends.

Cleaning	<ul style="list-style-type: none"> • To clean the school to the highest standards • Mopping and buffing hard floor surfaces • Buffing and maintaining flooring in school hall • Vacuuming carpeted areas • Wiping, polishing, dusting of designated areas • Spot cleaning of spillages • Emptying and cleaning bins • Cleaning of toilets and toilet areas, and replenishment of paper towels, toilet rolls and other disposables. • Cleaning of internal glass, internal and external door glass and internal side of external windows • Cleaning of external windows at ground level as necessary • Straightening furniture and general tidying up
General	<ul style="list-style-type: none"> • Returning to school between shifts if required • Upkeep and general care of the school • Unlocking and re-locking bins in preparation for pick-up • Ensuring that external rubbish is stored appropriately • Sweep outside areas, pick up litter and be responsible for the removal of all debris from paths, play areas, grassed areas, flowerbeds and all entrances. • To empty internal communal rubbish bins daily and work with pupils and staff on recycling initiatives. • Carrying out minor repairs to property, fixtures, fittings and equipment, which are not beyond the scope of an unskilled handyman. • Drawing the attention of the Head of School / office staff to any repairs or maintenance work, which is beyond the competence and responsibility of Caretaking staff. • Directing workmen and contractors to the sites of repair and maintenance work and inspecting the work of contractors where there is a requirement to sign a satisfaction note. • General portering duties and moving of furniture • Assisting teaching staff with simple tasks as requested • Checking damage/security every morning on arrival at the premises • Lettings as required - opening, closing and general duties • Preparation of Hall for functions as required • Receive and check goods and supplies and take them to the appropriate place for storage • Ensure that all refuse is disposed of promptly and stored away from the main building • Routinely clean lamp shades and light diffusers (strip lights) in accordance with Health & Safety Policy / Working at Heights • Ensure that clear passage is maintained on fire escape routes • Test fire alarms weekly if required and maintain test register • Carry out periodic cleaning of all internal surfaces • Report any defects of building, furniture, fittings and equipment to the Head of School / office staff • Grounds Maintenance • Regular check of roofs for pooling, debris, plant growth etc. • Regularly check and clean soffits, bargeboards and external lights • Keep all hard surfaces free of moss and weeds • Disinfect drains and dustbins regularly • Make safe any hazards and ensure that the area is cordoned off • Keep paths, entrances free of ice and snow to ensure the safety of children, parents, staff and visitors.
Management	<ul style="list-style-type: none"> • Be responsible for monitoring and ordering cleaning supplies and equipment • Monitor the work of contractors working on site

- Heating, Lighting and Water
- The switching off of all lights and appropriate electric plug sockets
- Ensure that all lights and heating are working effectively
- Read Gas, Electric and Water metres as required
- Monitoring and setting of heating controls and boilers
- Be aware of the location of all stopcocks, gas and electricity meters and read meters as required.
- Ensure that the boiler house is tidy and that no flammable material is stored there
- Using appropriate PPE, replace, repair fluorescent tube starters and fluorescent tubes
- Any other work requested by, and deemed appropriate by, the Head Teacher / Head of School

In addition to the specific responsibilities outlined above, the staff are expected to

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the TBM or Head Teacher
- Build strong links with parents and carers
- Uphold the school's behaviour code
- Participate in and where appropriate lead staff training
- Attend and contribute team, SLT and staff meetings
- Develop strong links with Raedwald Trust sites, LGB, LA support teams, outside agencies, and partnership schools
- Take appropriate responsibility for own health, safety and welfare

Job Description: Raedwald Trust Facilities & Supervision	
Post title:	Midday Supervision (essential car user)
Pay Range:	16 – 19
Reporting to:	Head Teacher and Head of School
Key purpose of the post:	
<ul style="list-style-type: none"> To supervise and ensure the safety and well-being of pupils during the lunchtime period, eating a duty meal if required, working under the direction of the Head Teacher and Head of School To supervise pupils in the dining hall, playground and other school premises, and making sure they do not leave the school or go into areas that are out of bounds. 	
Specific roles/responsibilities of the post:	
<ul style="list-style-type: none"> To contribute to the overall ethos/work/aims of the Trust To be committed to the safeguarding and promotion of the welfare of children and young people To comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person To develop constructive relationships and communicate with all staff and other agencies/professionals To participate in training and other learning activities and performance development as required To recognise own strengths and areas of expertise and use these to advise and support others Will be required to attend and participate in regular meetings with the FOHR Team to provide updates, discuss developments of the administration function and share any issues or concerns Such other responsibilities allocated which are appropriate to the grade of the post 	
Duties and responsibilities:	
Security	<ul style="list-style-type: none"> Escort children to and from dining room Supervise collection of meals and assist with use of cutlery Assist pupils when returning used plates, trays, cutlery, glasses/beakers and clearing tables Supervise pupils eating food brought from home and ensure packed lunch equipment is cleared away Ensure orderly return to classroom Supervising pupils at mealtimes - encouraging children to eat healthily, helping infants to open packaging or cut up food, and providing some social and educational training, such as good table manners. Cleaning up spillages, and possibly helping catering staff to clean tables and clear the dining area. Overseeing children in the playground or during wet play, and monitoring the safety and suitability of activities. Supervising children using toilet facilities - issuing passes to older children and accompanying infants, checking they wash and dry their hands. Making sure children who are ill or injured receive appropriate medical attention, and reporting any serious accidents. Use behaviour management strategies, in line with school's policy and procedures. Communicate effectively and sensitively with pupils to support lunchtime conduct. Build and maintain fair, respectful, trusting, supportive and constructive relationships with pupils. Observe at all times the proper boundaries appropriate to the context in which you work
In addition to the specific responsibilities outlined above, the staff are expected to	
<ul style="list-style-type: none"> Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture Support the aims and ethos of the school 	

- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the TBM or Head Teacher
- Build strong links with parents and carers
- Uphold the school's behaviour code
- Participate in and where appropriate lead staff training
- Attend and contribute team, SLT and staff meetings
- Develop strong links with Raedwald Trust sites, LGB, LA support teams, outside agencies, and partnership schools
- Take appropriate responsibility for own health, safety and welfare