



Thank you for your interest in working with the Raedwald Trust.

This information pack should contain everything you need to know about working with us and the post of **SENCO or SEND Teacher** at the Raedwald Trust.

The Raedwald Trust is a partnership of Alternative Provisions and bespoke pathways serving children and young people requiring a different route to success. The Trust is established to deliver its core purpose devolved by parliament: the advancement of education in the public interest. Committed to the 7 Principles of Public Life (Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership), the Raedwald Trust uses compliance to drive a culture of ethics and probity. Through this approach, the Raedwald Trust is able to unleash greatness by enabling bold, imaginative and innovative learning.

You can find further information about the Raedwald Trust at www.raedwaldtrust.com

We always welcome visits from potential applicants. Please get in touch with Laura Leeder, Trust PA (email: lleder@raedwaldtrust.org, tel: 01473 550472) if you would like to arrange a visit or need any further information.

The closing date for applications is 15th October 2021.

Please email completed application forms to Laura Leeder at lleder@raedwaldtrust.org

Interviews will be held w/c 18th October 2021 (please note you may be invited to interview before the closing date)

Included in this pack is:

- A welcome from Angela Ransby, CEO of the Raedwald Trust
- A job description
- A person specification
- The Raedwald Trust Safer Recruitment & Selection Process

Welcome from our CEO

Thank you for your interest in applying to work for the Raedwald Trust.

The Raedwald Trust is a thriving, inspirational Trust situated in the heart of communities across Suffolk and delivers exceptional education to pupils of all ages who require personalised bespoke education pathways.

I have a genuine interest and enthusiasm for learning and I am passionate about education and working with young people. Making a difference in the lives of young people is what brought me into this profession. It is my belief that all pupils should be successful in schools and that schools should serve the needs of their communities. Staff, governors and trustees at the Raedwald Trust are ambitious for every pupil, and this is evident in the day-to-day life of the Trust.

Learning and Teaching is at the heart of all we do. We believe that the Raedwald Trust should be a centre of excellence with high expectations, positive pupil attitudes, good behaviour and a clear focus on raising standards and ensuring progress for all. We do our utmost to create a culture where every pupil feels valued and where every member of staff is committed to pupils achieving their very best. This is achieved by fostering an ethos firmly rooted in social justice, civic values and lifelong learning.

The Raedwald Trust values its staff as professionals and we provide them with access to a wide range of CPD and training opportunities. We are committed to safeguarding and promoting the welfare of children and we expect all of our staff to share this commitment.

Job Description: Raedwald Trust (RT) Teacher (Early, Senior, Consultant)	
Post title:	Raedwald Trust Teacher (essential car user)
Pay Range:	Early Teacher E1-E3 Senior Teacher S1-S2 Consultant Teacher 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 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. 	
Early Teacher:	
<ul style="list-style-type: none"> • 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 • Be 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 	
Senior Teacher:	
<ul style="list-style-type: none"> • Consistently deliver 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 	
Consultant Teacher:	
<ul style="list-style-type: none"> • 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> <p>(a) Provide a role model for teaching and learning.</p> <p>(b) Make a distinctive contribution to the raising of pupil standards.</p>	

- (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
- Participate in regular and frequent commitment to cross-curricular or extra-curricular activities.

Duties and responsibilities:

1. Set high expectations which inspire, motivate and challenge pupils
 - (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
 - (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 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

Person Specification: Raedwald Trust (RT) Teacher (Early, Senior, Consultant)	
Training & Qualifications	
Degree level qualification	Essential
Qualified Teacher Status	Essential
Access to personal transport	Essential
Evidence in participation in recent CPD and commitment to further professional development relating to curriculum/learning and teaching	Desirable
Hold National Award for Special Educational Needs Co-ordination	Desirable
Skills	
Ability to inspire and motivate children	Essential
Ability to assess children, use AfL effectively and plan accordingly; differentiating work to meet each child's needs	Essential
Ability to promote disciplined behavior throughout the class and school; and to have a positive approach to behavior management	Essential
Strong inter-personal skills to develop pupil and parental relationships	Essential
Work effectively as a member of a team	Essential
Excellent communication skills with the ability to communicate effectively (both orally and in writing) to a variety of audiences	Essential
Use ICT to enhance children's learning as well as for planning, developing the curriculum and communicating	Essential
Ability to identify own learning needs	Essential
Excellent organisational skills	Essential
Ability to prioritise, work under pressure and to meet strict deadlines	Essential
Evidence of outstanding lesson observations	Desirable
Show evidence of commitment to taking an active part in school life, including out of school hours activities	Desirable
Knowledge	
Effective teaching and learning styles	Essential
The theory and practice of providing effectively for the individual needs of all children	Essential
Understanding the core subject curriculum guidance, and principles and developments of the National Curriculum	Essential
The monitoring, assessment, recording, tracking and reporting of pupil's progress	Essential
The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection	Essential
Experience	
Experience of and ability to assess, collate and report on complex cases relating to pupils' educational needs	Essential
Experience of multi-agency and partnership working	Essential
Broad experience of working on issues relating to vulnerable children and young people with SEMH and complex learning needs	Essential
Effective and systematic behavior management – experience of using de-escalation techniques in an educational setting; experience of maintaining clear boundaries	Essential
Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs	Essential
Knowledge of SEND processes including Education, Health and Care Plans and annual review process	Essential
Understanding of current developments regarding the National Curriculum	Desirable

Understanding the positive links necessary within a school, and in turn with all its stakeholders	Desirable
Experience of working effectively in partnership with parents	Desirable
Experience of leading a subject area, with ability to show whole school improvement	Desirable
Aptitude & Attitude	
Commitment to safeguarding and protecting the welfare of children	Essential
Ability to work independently on own initiative and also to contribute as part of a management team	Essential
Willingness and ability to be flexible in duties and hours worked	Essential
Ability to get on well with a wide variety of people, be tactful and ensure confidentiality	Essential
An interest in issues relating to teaching & learning	Essential
Smart and professional appearance	Essential

Raedwald Trust Safer Recruitment and Selection

The Raedwald Trust is fully committed to safeguarding and promoting the welfare of children and young people.

Please read our Safeguarding and Child Protection Policies on our website here <https://www.raedwaldtrust.com/about-raedwald-trust/raedwald-trust-policies/>

We implement robust recruitment procedures to ensure the highest standards of safer recruitment are met. We carry out checks when appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.

Shortlisting

Only those candidates meeting the essential criteria set out in the person specification will be considered for interview. As part of our safer recruitment and selection process, we operate a strict pre-employment checking procedure which successful applicants will be required to undergo. These include:

- Disclosure - all RT employees will be required to undertake an enhanced DBS check before they start.
- Qualification – all applicants will be required to bring original certificates for any qualifications that are specific to the role that they are applying for.
- References – applications are required to provide a minimum of two references, one of whom must be your most recent/current employer. References must cover all employment and/or voluntary work in the past five year period.
- Eligibility to work in the UK – RT has a legal obligation to check documentation to confirm that all potential employees are eligible to work in the UK.
- Medical questionnaire – all RT employees are required to complete a medical questionnaire.