Raedwald Trust

connection learning without exception resilience respect

# Pay Policy

| Policy Details | |
|---|---|
| Person Responsible for this Policy | **Angela Ransby** |
| Policy Author | **Angela Ransby** |
| Date to Trust Board | **September 2026** |
| Date Ratified | **1st October 2026** |
| Review Date | **September 2027** |
| Policy displayed on website | **YES** |

| | |
|---|---|
| CEO Signature | **Angela Ransby** |
| Trust Board Signature | **Alan Whittaker** |

| Updates Made | Date |
|---|---|
| Job descriptions reviewed | June 2026 |
| Section A, 14 SEN allowances updated<br>Section C, 7 updated<br>Section D, 1.5 updated<br>Annex A – support staff payscales updated<br>Annex C – directed time updated | September 2026 |

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## Section A — General introduction

### 1. Introduction

1.1. This policy sets out the framework for making decisions on employees' pay. It has been developed to comply with current legislation1, the requirements of the School Teachers' Pay and Conditions Document (STPCD), the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service ("Green Book") and in accordance with the principles of public life — objectivity, openness and accountability.

1.2. As part of the application of this policy, the Raedwald Trust will collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of data protection legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time, and our Staff Privacy Notice sets out how we will gather, process and hold personal data of individuals in relation to pay.

1.3. In adopting this pay policy the aim is to:

1.3.1. Achieve excellent outcomes for all students.
1.3.2. Maximise the quality of teaching and learning.
1.3.3. Support the recruitment and retention of a high-quality workforce.
1.3.4. Complement the Trust's Appraisal Policy which is supportive and developmental, and ensures employees have the skills and support to do their job effectively.
1.3.5. Complement the delivery of the statutory appraisal process and make robust decisions on teacher and leadership pay.
1.3.6. Enable us to recognise and reward staff appropriately for their contribution to the Trust.
1.3.7. Help to ensure that decisions on pay are managed in a fair, just and transparent way, whilst eliminating unnecessary bureaucracy for all concerned.
1.3.8. Ensure that there is no pay discrimination in decision making and that decisions on pay (where applicable) are based on evidence and can be justified.

1.4. Pay decisions at the Raedwald Trust 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 |

### 2. Review of policy

This policy is reviewed annually by Raedwald Trust. We will monitor the application and outcomes of this policy to ensure it is working effectively.

1 Including the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

## Section B — Determining teachers' pay

### 1. Basic pay determination on appointment

1.1. The Raedwald Trust will determine the pay range for a vacancy prior to advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

1.2. In making such determinations, the Trust may consider a range of factors, including:

1.2.1. The nature of the post.
1.2.2. The level of qualifications, skills and experience required.
1.2.3. Market conditions.
1.2.4. The wider Trust context and strategic priorities.

1.3. Although there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, the school will determine the appropriate rate of pay for a teacher joining the school taking account of salary expectations, current salary and the factors set out above.

### 2. Pay reviews

2.1. The Trust Board will ensure that each teacher's salary is reviewed annually by no later than 31st October each year, or by no later than 31st December each year for Head Teachers. Pay increases will be backdated to 1st September of the same academic year.

2.2. Salary will also be reviewed if a teacher takes up a new post with effect from the date the post commenced or in other circumstances, as required, with effect from the relevant date. Pay reviews in this Trust will be carried out in a manner that minimises the impact on workload for individual teachers, line managers and Head Teachers.

2.3. All teachers will be notified in writing within one month of a decision on pay, setting out their salary, any payments or other financial benefits awarded, any safeguarding, where a copy of the staffing structure and pay policy may be inspected, and any other information required by STPCD.

### 3. Pay progression

3.1. In this Trust, all teachers will receive regular feedback on their performance and development and are subject to an annual performance appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in our Appraisal Policy.

3.2. All teachers (main, upper, unqualified, leading practitioners and leadership) will be eligible to be considered for pay progression within their range if they have at least 26 weeks' (a year of employment in accordance with STPCD) continuous employment in the previous school year. As a guide, this means that if a teacher starts employment later than the last day of February in the previous school year, they will not be eligible to be considered for an increase in their salary until the following September. However, a review of their salary will still take place in line with paragraph 2 above, except that the outcome will be that they are not eligible for progression due to their length of service.

3.3. The Trust Board will consider its approach in the light of the Trust's budget and ensure that appropriate funding is allocated for pay progression at all levels.

3.4. Following the annual appraisal, a written pay recommendation is required for every teacher. These recommendations will be reviewed by CEO and will be moderated across the Trust by a Trust Central Headteacher.

3.5. Teachers can expect to receive pay progression within the maximum of their pay range, unless they are subject to capability procedures.

## 4. Senior Teacher Pay Range

The pay range for Senior Teachers within this Trust is set out in Annex B.

## 5. Pay progression for Senior Teacher Pay Range

5.1. Eligible main pay range teachers will be automatically considered for progression and no application will be necessary.

5.2. Teachers will progress by one point until they reach the top of their range.

## 6. Consultant Teacher Pay Range for teachers

The pay range for Consultant Teachers within this Trust is set out in Annex B.

## 7. Application to be paid on the Consultant pay range

7.1. Any qualified teacher may apply to be paid on the Consultant pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

7.2. Applications may be made once a year by no later than 31st October of the preceding calendar year.

7.3. Applications should contain evidence from the last 2 years and should be made in writing using Annex C and be submitted to the Head Teacher.

7.4. An application from a qualified teacher to progress on to the Consultant pay range will be successful where they can demonstrate that they meet not only the Teachers' Standards but are highly competent in all elements of the standards, and that their achievements and contribution are substantial and sustained.

7.5. In this Trust, this means that to achieve progression to this pay range the CEO must be satisfied that the teacher meets the definition of substantial contribution as set out below, and there is evidence that this is sustained performance over 2 years:

7.5.1. All objectives are met and exceeded.

7.5.2. Quality of teaching throughout the year is excellent/exceptional and consistently exceeds expectations.

7.5.3. Evidence of coaching and supporting colleagues to achieve improved student outcomes, demonstrating to them effective teaching practice.

7.5.4. Acting as a role model for Teaching and Learning, playing a critical role in the life of the school.

7.5.5. Enhanced and demonstrable contribution to raising pupil standards.

7.5.6. A commitment to personal development and CPD focused on improving outcomes for students.

7.5.7. Highly competent in all areas of the Teachers' Standards.

7.6. The application will initially be assessed by the Head Teacher. The Head Teacher will then make recommendations to the CEO who will make the final decision.

7.7. The assessment will usually be made by 31st October.

7.8. If successful, applicants will move on to the Consultant pay range.

7.9. If unsuccessful, feedback will be provided in writing by the CEO along with confirmation of the process for appeals.

## 8. Pay progression for teachers within the Consultant pay range

8.1. Once a teacher has moved on to the Consultant pay range, if eligible, they will be automatically considered for further progression no more than once every two years and no application will be necessary.

8.2. Consultant pay range teachers will progress by one point until they reach the top of the range if they can demonstrate and the Trust Board is satisfied that there is evidence from the required period of continuing to meet the criteria at point 7.

## 9. Pay range for unqualified teachers (Pre-Teachers)

The Pre-Teacher pay range within this Trust is set out within Annex B.

## 10. Pay progression for Pre-Teachers

10.1. Eligible unqualified teachers will be automatically considered for further progression, and no application will be necessary.

**10.2.** Unqualified teachers will progress by one point until they reach the top of their range.

## 11. Pay ranges for members of the leadership group

11.1. Pay ranges for Head Teachers and Heads of Pathways and Lead Teachers will be determined in line with STPCD for new appointments, where responsibilities significantly change, or if this Trust chooses to review pay of leadership posts in line with STPCD. The pay range will take into account all permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations, including the skills and competencies required. Pay ranges will allow appropriate scope for progression over time.

**Head Teachers**

11.2. A pay range is determined for the Head Teacher by the Trust board and is in line with delegated accountabilities and responsibilities.

**Head of Pathway & Other Leadership Appointments**

11.3. A pay range will be determined for any Head of Pathway, or any other leadership appointments, considering how the role fits within the wider leadership structure of the Trust. The pay range will not exceed the maximum of the headteacher for the school and will not normally overlap with the pay range of the Head Teacher, except in exceptional circumstances.

## 12. Pay progression for members of the leadership group

12.1. Eligible members of the leadership group will be automatically considered for further progression and no application will be necessary.

12.2. Leadership group members will progress by one point until they reach the top of their range.

## 13. Teaching and learning responsibility (TLR) payments

13.1. In this Trust, we pay TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of our staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning, and for which the teacher is made accountable. The award is made whilst the teacher remains in the same post or occupies another post in the absence of a postholder.

13.2. The value of any TLR1 or TLR2 payment is based on the proportion of the TLR responsibility that the teacher is undertaking, i.e. the proportion of the full-time equivalent duties. The pro-rata principle (as set out in section 13) does not apply when determining the value of a TLR1 or TLR2 payment. We will act fairly and appropriately when determining the value of a TLR1 or TLR2 payment.

## 14. Special educational needs (SEN) allowances

14.1. A SEN allowance will be paid to classroom teachers who meet the criteria set out in STPCD. Where

a SEN allowance is to be paid, the spot value of between £2,855 and £5,690 will be determined based on the structure of the SEN provision, whether mandatory qualifications are required for the post, the qualifications or expertise of the teacher, and the relative demands of the post.

## 15. Raedwald Trust Awards

15.1. Any member of staff may be given an additional Raedwald Trust Award of £500 - £2500 approved by the CEO. RT Awards are paid on a pro-rata basis and are pensionable. Any award in excess of £2500 will be approved by the Finance, Resources & Audit Committee (FRA) and then onto the Trust Board. All Raedwald Trust Awards are pro-rata'd, paid for a fixed period, no more than 12 months, and will be reviewed by the CEO and Trust Board via the FRA Committee. In exceptional circumstances, the Trust Board may approve an RT Award determined as a percentage of a staff member's salary.

15.2. 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.

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

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

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

## 16. Recruitment and retention incentives and benefits

16.1. Payments or other financial assistance, support or benefits may be made to teachers (except to those in leadership posts, other than in the circumstances set out in STPCD) where we consider it necessary as an incentive for the recruitment of a new teacher or the retention of an existing teacher. Such an incentive or benefit may be made as a one-off award or an ongoing time-limited allowance, and the appropriate value of the award will be determined by the CEO. Where an ongoing time-limited award is to be made, this will be regularly reviewed and it will be made clear in writing, at the outset of the award, the expected duration and the review date after which the award may be withdrawn.

## 17. Early career teachers (ECTs)

17.1. In the case of ECTs, determinations of performance and any pay recommendations will be made by means of the statutory induction process.

17.2. Eligible ECTs will be automatically considered for progression, and no application will be necessary.

17.3. Eligible ECTs may be awarded pay progression at the end of the first year of their induction period, where eligible, in line with the service requirement set out at point 3 of this policy.

## 18. Part-time teachers

18.1. Teachers who work less than a standard working week are deemed to be part-time. Their hours and working time obligations will be set out in their contracts of employment and in line with the provisions of STPCD. Part-time teachers will receive a written statement which sets out expectations regarding the deployment of working time, including timetabled teaching time, leadership and management time (where applicable), and directed time beyond the school day. The pay of part-time teachers will be determined in the same way and at the appropriate percentage of a full-time teacher and any increase in pay will be paid pro rata to full-time equivalent salary rates.

## 19. Short notice/supply teachers

19.1. 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.

## 20. Pay protection

20.1. Pay protection arising from changes to pay and structure will be in line with the provisions of STPCD.

## 21. Absence and pay progression

21.1. Employees who are absent long term (including but not limited to maternity leave and long-term sick leave due to a disability) are still eligible to be considered for pay progression.

21.2. The Trust will take into account the criteria set out in this policy but where a teacher has or will be absent for part or all of the appraisal year, it will take a flexible approach to conducting appraisal so that the teacher receives any pay increase that they would have received had it not been for the maternity leave or disability-related long-term absence. This will usually be either:

21.2.1. Where possible and appropriate and where a long-term absence is known of in advance, the appraisal will be conducted prior to the individual departing on leave, even if that is early in the appraisal cycle.

21.2.2. If there is not sufficient time in the current cycle to make an informed assessment of performance account will be taken of performance in previous appraisal cycles. Ordinarily, this will be the preceding year or 2 years.

## 22. Appeals

22.1. The steps of the pay appeals process perform the function of the grievance procedure on pay matters, and so employees will not be able to raise the complaint under the Trust's Grievance Procedure following conclusion of a pay appeal.

22.2. Employees may be represented by a recognised trade union or colleague at any formal stage of this procedure. The employee is responsible for making these arrangements and for providing their representative with any paperwork they require for the hearing. The teacher should inform the Chair of the appeals who their chosen companion is in good time before the hearing.

**Informal discussion**

22.3. As part of the normal salary review process, the CEO will inform the teacher of the pay recommendation prior to it being considered by the Trust Board. Following this notification of the pay recommendation, if the teacher is dissatisfied, they should first discuss the decision with the CEO within five working days of receipt of the notification.

22.4. This discussion gives an opportunity for a teacher to discuss the pay recommendation, to gain an understanding of why it was made, and to resolve issues quickly and informally. If this does not resolve an issue, a teacher may follow the formal procedure set out below.

**Stage One**

22.5. If the staff member remains dissatisfied and believes that an incorrect pay recommendation has been made, they can make a formal representation in writing to the committee, who will make the decision.

22.6. To make a representation against a pay recommendation, a formal statement should be submitted in writing within five working days of the discussion with the CEO as above. This formal statement should be addressed to the Chair of the Trust Board, stating the grounds of their disagreement with the pay recommendation. The possible grounds for making representations are:

22.6.1. Incorrect application of the Trust's Pay Policy.

22.6.2. Incorrect application of any provision of the STPCD.

22.6.3. Failed to have proper regard for statutory guidance.

22.6.4. Failure to take proper account of relevant evidence.
22.6.5. Taking account of irrelevant or inaccurate evidence.
22.6.6. Bias.
22.6.7. Unlawful discrimination against the teacher.

22.7. The panel who will make the decision (or a representative from) will convene a meeting to consider the representations as soon as is practicably possible. The employee will be invited in writing, giving a minimum of 5 days' notice, and copies of any relevant documents to be considered at the meeting will be enclosed.

22.8. The teacher will have the opportunity to make representations to the Appeals panel or their representative, including presenting evidence, calling relevant witnesses, and asking questions. The employee must give sufficient advance notice if they wish to call witnesses, to ensure that there is time to arrange their attendance. A school representative will also attend to present the management case, including calling relevant witnesses. A notetaker will also be present.

22.9. Following this meeting, the panel will make a pay determination and will inform the teacher in writing within five days.

**Stage Two**

22.10. If a teacher wishes to appeal against the decision made at Stage One, they may do so within five working days of the written decision, on the grounds that the committee who made the decision:

22.10.1. Incorrectly applied the Trust's Pay policy.
22.10.2. Incorrectly applied any provision of the STPCD.
22.10.3. Failed to have proper regard for statutory guidance.
22.10.4. Failed to take proper account of relevant evidence.
22.10.5. Took account of irrelevant or inaccurate evidence.
22.10.6. Was biased.
22.10.7. Unlawfully discriminated against the teacher.

22.11. Appeals against the decision at Stage One should be made in writing and addressed to the Clerk to the Trust Board stating the grounds of their appeal in accordance with above.

22.12. Upon receipt of an appeal, an appeal panel of three different Trustees who have not been involved in the original decision will convene a meeting to consider the appeal as soon as is practicably possible. The employee will be invited in writing, giving a minimum of 5 days' notice, and copies of any relevant documents to be considered at the hearing will be enclosed.

22.13. The teacher will have the opportunity to present evidence to the appeal panel, including calling relevant witnesses and asking questions. The employee must give sufficient advance notice if they wish to call witnesses, to ensure that there is time to arrange their attendance. A school representative will attend, who will have the same opportunity. A representative of the original decision-making panel will also attend to explain why the decision at Stage One was made. A notetaker will also be present.

22.14. The decision of the panel will be confirmed in writing to the teacher within 7 days. The appeal panel's decision is final; there is no further right of appeal.

## Section C — Determining support staff pay

### 1. Pay reviews

1.1. The Trust Board will ensure that each member of support staff's salary is reviewed annually with effect from 1st September, if eligible.

### 2. Salary scales

The salary scales used will be in accordance with the Green Book and can be found in Annex B.

### 3. Term time only employees

3.1. Support staff who work 39 weeks per year are deemed to be term-time only. Some support staff who work a reduced number of weeks during the year than an all-year-round employee but work extra weeks during school holidays, depending on the requirements of the role, are deemed to be term-time plus.

3.2. An employee who works term-time only or term-time plus is entitled to a pro-rated proportion of weeks per year annual leave entitlement, which are added to the number of weeks the employee is required to work and paid in twelve equal monthly instalments.

3.3. The Trust calculates pay for employees who work term-time only or term-time plus in accordance with the advisory model calculation set out in the Green Book, and the working weeks and number of weeks' holiday individuals are entitled to will be set out in their contracts of employment.

### 4. Job descriptions

4.1. The CEO, in conjunction with the line manager of the role will ensure that an up-to-date job description is available for each post which identifies the appropriate duties.

4.2. The job description will be reviewed as appropriate and it will be amended to reflect the current role, although it should be recognised that job descriptions are not intended to list all tasks. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. and if it is, the postholder will be paid the new grade from a date determined by the CEO. If the assessment results in a lower grade, the employee may be entitled to salary protection in accordance with their terms and conditions of employment.

### 5. Basic pay determination on appointment

5.1. The Trust will determine the grade for a vacancy prior to advertising it, which will be identified on the job description. On appointment, the CEO will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations, this may take into account a range of factors, including:

5.1.1. The nature of the post.
5.1.2. The level of qualifications, skills and experience required.
5.1.3. Market conditions.
5.1.4. The wider Trust context and strategic priorities.

### 6. Incremental progression

6.1. If the employee has more than 6 months' service in their role at 1st September, they are eligible for an increment, subject to satisfactory service. This will be paid annually with effect from 1st September until the employee reaches the top of their scale.

6.2. If the employee has less than 6 months' service in their role at 1st September, the first increment will not be paid until 6 months after their appointment, subject to satisfactory service. Subsequent increments will be payable on 1st September in line with paragraph 6.1 of this policy.

6.3. Incremental progression is subject to satisfactory service and, as such, may be withheld where there are concerns about an employee's performance, such as achievement of objectives under the school's

appraisal policy or wider performance concerns during the appraisal year. Where concerns arise, these will be discussed with the employee and a support plan put in place. In cases where incremental progression is withheld, the employee will receive confirmation of this in writing, including the reasons, and informing them of their right of appeal. Pay progression may be refused without recourse to the capability procedure.

## 7. Raedwald Trust Awards

7.1. Any member of staff may be given an additional Raedwald Trust Award of £500 - £2500 approved by the CEO. RT Awards are paid on a pro-rata basis and are pensionable. Any award in excess of £2500 will be approved by the Finance, Resources & Audit Committee (FRA) and then onto the Trust Board. All Raedwald Trust Awards are pro-rata'd, paid for a fixed period, no more than 12 months, and will be reviewed by the CEO and Trust Board via the FRA Committee. In exceptional circumstances, the Trust Board may approve an RT Award determined as a percentage of a staff member's salary.

7.2. 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.

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

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

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

## 8. Pay protection

Pay protection arising from changes to pay and structure will be in line with the Green Book.

## 9. Appeals

A member of support staff has the right to appeal against a decision that affects their pay. The principles of the appeals process for teachers apply (set out in Section B, paragraph 16) however, the Green Book replaces STPCD at 22.

## Section D — Determining executive pay

### 1. Executive pay

1.1. In this Trust, the Executive Team consists of: Chief Executive Officer and Chief Financial Officer. Pay arrangements for Head Teachers and Heads of Pathway working in the Trust will be as per the provisions of STPCD.

1.2. When setting pay and terms and conditions for the Executive team, the following documents may be taken into consideration and used for reference purposes:

1.2.1. School Teachers' Pay and Conditions (STPCD).

1.2.2. Academy trust handbook and any relevant Education and Skills Funding Agency guidance.

1.2.3. Green and Burgundy Books.

1.3. Pay for executives will be reviewed on an annual basis and the pay review will be completed by December. Any pay increase will be based on performance, taking account of the parameters of public sector pay increases as they apply to the education sector. All executives are given challenging performance management objectives, and these are managed and assessed under the Trust's appraisal policy. No increases will be given without supporting data demonstrating the required performance and evidence based on a constant drive for improvement

1.4. In determining starting salaries or increases for executives, the trust considers the following and includes such information in the justification:

1.4.1. Level of educational challenge to the Trust.

1.4.2. Level of financial challenge to the Trust (including any financial constraints).

1.4.3. Level of geographic challenge to the Trust.

1.4.4. External pay reports and evaluation.

1.4.5. Any relevant contractual changes to protect the trust — extending notice periods, restrictive covenants etc.

1.4.6. Media/ESFA and parental scrutiny.

1.5. For Raedwald, the recommended framework for decision making is as follows:

1.5.1. We should not exceed the pay scales published by the STPCD: Group 8 HT Pay Range should apply and can apply for CEO as the CEO serves as a Head Teacher when required and can be named on GIAS.

1.5.2. The level of responsibility and accountability of the CFO is akin to that of a Head Teacher at the Raedwald Trust

1.5.3. Leadership scales such as HoS and HoP should be akin to those in a large, group 8, secondary school as these roles best match to vice and deputy leadership roles

1.5.4. All senior leaders will be supported to acquire a relevant professional qualification such as CIMA or ACCA for the CFO; NPQH or NPQEL all other leaders. Requests by senior leaders to be supported for post graduate qualifications will be presented to the board.

1.5.5. Raedwald should adopt a 1:4 combined median pay ratio. This ratio is correctly conservative: Trusts are typically apply a 1:8 or 1:10 ratio differential. 1:4 means that based on August 2023 salaries, the highest earner should not exceed £155,240

1.5.6. Executive pay if formally reviewed annually, at the start of each academic year to evaluate affordability and risk

## Annex A: Trust Pay Scales

### QTS Pay Scales

| | Point | National Equivalent |
|---|---|---|
| Raedwald Trust Pre-Teacher | PRE 1 | UNQ1 |
| | PRE 2 | UNQ2 |
| | PRE 3 | UNQ3 |
| | PRE 4 | UNQ4 |
| | PRE 5 | UNQ5 |
| | PRE 6 | UNQ6 |
| Raedwald Trust Teacher | T1 (NQT) | M1 |
| | T2 | M2 |
| | T3 | M3 |
| Raedwald Trust Senior Teacher | S1 | M4 |
| | S2 | M5 |
| | S3 | M6 |
| Raedwald Trust Consultant Teacher | C Low | U1 |
| | C Mid | U2 |
| | C High | U3 |
| Raedwald Trust: TRUST TLR x2 (SEND; Curriculum & Assessment) | TLR | £2880 - £5000 |
| Raedwald Trust Lead Teacher | L4 – L7 | |
| Raedwald Trust Head of School / Head of Pathway | L8 – L11 | |
| Raedwald Trust Director of Curriculum & Learning / Head Teacher / Head of Traded Services | L14 – L20 | |
| Raedwald Trust Deputy CEO | L20 – L28 | |
| Raedwald Trust CEO | L38 – L43 | |

### Pay Scales (apart from QTS) – April 2026

| | Point | Hourly Rate (£) |
|---|---|---|
| Raedwald Trust Facilities & Supervision | 16 | 13.63 |
| | 17 | 13.84 |
| | 18 | 13.96 |
| | 19 | 14.30 |
| Raedwald Trust Learning & Progress / FOHR Administrator / Welfare & Safeguarding | 20 | 14.52 |
| | 21 | 14.94 |
| | 22 | 15.26 |
| | 23 | 15.62 |
| | 24 | 16.04 |
| Raedwald Trust Higher Learning & Progress / FOHR Officer /Higher Welfare & Safeguarding | 25 | 16.46 |
| | 26 | 16.90 |
| | 27 | 17.37 |
| | 28 | 17.84 |
| | 29 | 18.44 |
| Raedwald Trust Leadership (FOHR) | 35 | 21.34 |
| Finance Officer (point 35-40) | 36 | 21.83 |
| HR/Exams Officer (point 35-40) | 37 | 22.22 |
| Trust PA & Communications (point 35 – 40) | 38 | 22.82 |
| IT Lead (38-45) | 39 | 23.41 |

| | | |
|---|---|---|
| Central Safeguarding Welfare & Compliance Lead (point 50 – 56)<br>Chief Financial Officer / Trust Business Manager (point 61 – 70) | 40 | 24.01 |
| | 41 | 24.60 |
| | 42 | 25.19 |
| | 43 | 25.79 |
| | 44 | 26.38 |
| | 45 | 26.97 |
| | 46 | 27.57 |
| | 47 | 28.16 |
| | 48 | 28.80 |
| | 49 | 29.46 |
| | 50 | 30.15 |
| | 51 | 30.86 |
| | 52 | 31.34 |
| | 53 | 32.20 |
| | 54 | 32.88 |
| | 55 | 33.57 |
| | 56 | 34.25 |
| | 57 | 34.93 |
| | 58 | 35.61 |
| | 59 | 36.30 |
| | 60 | 36.98 |
| | 61 | 37.67 |
| | 62 | 38.36 |
| | 63 | 38.73 |
| | 64 | 39.73 |
| | 65 | 40.73 |
| | 66 | 41.74 |
| | 67 | 42.74 |
| | 68 | 43.75 |
| | 69 | 47.24 |
| | 70 | 49.32 |

## Annex B: 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:<br><br>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/Appraisal Statements which contain the evidence to support this.<br><br>Signed:<br><br>Date: |
|---|

**2.** Pay Progression Parameters

Decisions on pay progression will be based on an assessment of the overall contribution 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 meeting the expectations of the RT EDI Framework
- have been assessed as meeting the requirements of their job description / job role
- have met their individual appraisal 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.

Evidence considered in assessing 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
- 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 C: Raedwald Trust Directed Time Allocations

Guidance from the STPCD for working time and specified working hours.

Raedwald Trust Directed Time 1265 Proposal (Notional Parameters)

| | | |
|---|---|---|
| Staff breaks; trapped time/gained time<br>*To be determined by HT at Academy Level and ratified by CEO on behalf of the Trust Board* | | |
| Activity RT Teacher | Hours per week | Hours per year |
| Lead Teaching<br>Staff briefings/meetings<br>Planning, preparation and assessment time *(taken within school sessions as 10% of lead teaching)* | **32** | **1216** |
| INSET days | | **25** |
| | Time used | 1241 |
| Kitty hours | ~~Time for other duties~~ | **24** |

## Annex D: Job Descriptions

| **ROLE: Chief Executive Officer** | |
|---|---|
| CORE PURPOSE:<br>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.<br><br>The CEO will:<br>• Have overall responsibility for school improvement based upon sound systems of self-evaluation, the appraisal system and CPD;<br>• Create an environment of high expectations, creativity and aspiration;<br>• Ensure there is a culture of Inclusion and value of the individual; and<br>• 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.<br><br>Leadership Qualities:<br>Leadership – lead by example, developing the Trust and its people to achieve better outcomes for the community.<br>Inclusive –ensure all members of the community and the Trust are equally valued.<br>Partnership worker –network effectively to build and use key relationships to share good practice, innovate and improve performance.<br>Skilled influencer –use your communication skills to shape outcomes and engage others in achieving them.<br>Developing others –support others in identifying and achieving their potential.<br>Resources manager –find ways to use the resources available to efficiently and continuously look for improvements. | |
| Accountabilities | Measures of success |
| <u>Strategic leadership</u><br>Lead by example, providing dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the MAT.<br>Work with the Head of each Academy and the Trust Board Committees to develop the shared vision and strategic plan.<br>Implement strategic plans that identify targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing rapid school improvement.<br>Critically evaluate each Academy's performance and ensure performance targets are achieved including those in vulnerable groups.<br>Provide appropriate balance of challenge and support for Heads of each Academy.<br>Work with political and financial astuteness to plan for the future needs and further development of the Academies.<br>Establish collaborative and open relationships with all stakeholders.<br>With the SLT secure the commitment of parents and the wider community to the vision and direction of the Academies and the Trust. | • *Academy performance*<br>• *Financial performance*<br>• *Parental feedback*<br>• *Pupil outcomes*<br>• *Ofsted reports*<br>• *Trust performance indicators*<br>• *Budget targets*<br>• *Trustee feedback* |

| Accountabilities | Measures of success |
|---|---|
| <u>High Quality Learning & Teaching</u><br>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.<br>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.<br>Through this robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment.<br>Ensure that effective and appropriate pastoral support is available to all students.<br>Be creative in supporting 'bespoke learning packages' where need is identified. | • *Targets achieved*<br>• *Retention of staff*<br>• *Attraction of staff*<br>• *Progress*<br>• *Performance*<br>• *Student perception surveys*<br>• *Parental feedback* |
| Accountabilities | Measures of success |
| <u>Systems & Processes</u><br>Ensure Academy priorities are consistently and effectively implemented and the impact monitored for pupil progression, attainment and achievement.<br>Secure robust Trust self-evaluation and quality assurance procedures.<br>Have direct Line Management responsibilities for the Heads of each Academy and the School Business Manager.<br>Work with the Trust and Finance team to direct the formulation of the annual budget in order that the Trust secures its objectives.<br>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.<br>Ensure the Trust is in a position to recruit and retain staff of the highest quality.<br>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.<br>Ensure that each Academy Head has in place for all staff clearly defined responsibilities and accountabilities.<br>Oversee the implementation of Trust policies and procedures ensuring consistent application and monitoring for impact.<br>Ensure agreed reporting mechanisms are effectively in place for each Trust Board and Local Governing Bodies.<br>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 | • *Targets achieved*<br>• *Retention of staff*<br>• *Attraction of staff*<br>• *Progress*<br>• *Performance*<br>• *Student perception surveys*<br>• *Parental feedback* |

| Accountabilities | Measures of success |
|---|---|
| <u>The self-improving school system</u><br>Treat everyone within each Academy fairly and equitably.<br>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.<br>Develop leadership capacity at all levels, through coaching and other appropriate means, for individual schools and across the MAT generally.<br>Support each Academy to establish strong Middle Leadership roles within a distributed leadership structure.<br>Ensure staff across the MAT have opportunities for career development and develop processes to grow our own talent.<br>Keep abreast of educational developments and best management practice in order to introduce appropriate innovation.<br>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. | • *Targets achieved*<br>• *Retention of staff*<br>• *Attraction of staff*<br>• *Progress*<br>• *Performance*<br>• *Student perception surveys*<br>• *Parental feedback* |
| Summary of Key Duties, Expectations and Roles and Responsibilities of the CEO of The Raedwald Trust | Measures of success |
| Produce a Budget plan with TBM for 1-3 years ahead and ensure long term viability of the organisation and effective use of funding to the benefit of students' learning.<br>Refine a clear vision for the MAT that is consistent across the MAT.<br>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.<br>Use all initiatives in play to help expand and develop the business.<br>Monitoring school performance through regular oversight of each of the provisions. Self-Evaluation and School Improvement through the development planning process<br>Ensure planning is consistent, that each Academy has similar key issues and are linked to budget.<br>Provide a clear development plan for school improvement that develops provision and expands the MAT as and when circumstances allow.<br>Lead SLT meetings weekly to monitor progress and QA the Curriculum offer across the MAT.<br>Report termly to the Board.<br>Appraisal and line management of each Academy Head.<br>Oversight of the organisation, the structures, systems, staffing and welfare of staff and safeguarding of students.<br>Utilise internal and external resources to ensure the buildings and other resources are well used and improved when necessary.<br>Establish and maintain a clear staffing structure across the MAT, with defined roles and responsibilities at all levels. | • *Agreed by Finance Sub committee and presented to full Board*<br>• *Adapted vision statement that takes into account developments and additions to the Trust*<br>• *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*<br>• *Free School Bid(s) in place and completion dates identified*<br>• *Regular reports to the Board, pupil progress data and outcomes with evidenced progress against Improvement Plan and set targets*<br>• *SLT meetings are minuted and available for scrutiny by the Board*<br>• *Robust appraisal system in place*<br>• *Report termly to the Board on key staffing issues, resourcing implications and Risk analysis*<br>• *Liaise with SBM and produce reports for the Board with regard to H&S*<br>• *Ensure systems in place to support Trustees carry out their responsibilities in terms of Quality of Provision* |

| | |
|---|---|
| Have oversight of the Student offer, Teaching and Learning and the curriculum.<br>H&S.<br>Provide the board with all the necessary Trust policies and required updates and reviews.<br>Ensure Trust and personal Targets set through the PMR process are fulfilled. | • *CEO PMR records are in accordance with DfE requirements and suitable external adviser employed to undertake the formal process* |
| Community Engagement | Measures of success |
| Strengthen the Trust's positive image in the wider community and with all stakeholders.<br>Establish an overview of learning experiences that includes the needs of the wider community.<br>Develop and promote positive strategies for challenging discrimination and prejudice and dealing with harassment.<br>Ensure that Academies within the Trust promote effective partnerships with all parents and carers, to support and improve pupils' achievement and personal development.<br>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.<br>Ensure that effective and appropriate pastoral support is available to all students.<br>Be creative in supporting 'bespoke learning packages' where need is identified. | • *Community feedback*<br>• *Attendance at events*<br>• *Funding sources*<br>• *Involvement of stakeholders in initiatives* |

**ROLE TITLE: DEPUTY CHIEF EXECUTIVE OFFICER – Essential Car User**
**Pay Grade: L20-L28**
**Responsible to CEO**

CORE PURPOSE:
The Raedwald Trust Deputy CEO is a lead professional and significant role model within the MAT and wider Trust community. The role will support the CEO to 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 Deputy 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
- Support the CEO to 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 |
|---|---|
| Strategic leadership<br>Lead by example, providing dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the MAT.<br>Work with the Central Team, Head of each Academy and governance leaders to implement the shared vision and strategic plan.<br>Implement strategic plans that identify targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing rapid school improvement.<br>Critically evaluate each Academy's performance and ensure performance targets are achieved including those in vulnerable groups.<br>Provide appropriate balance of challenge and support for trust leaders.<br>Work with political and financial astuteness to plan for the future needs and further development of the Academies.<br>Establish collaborative and open relationships with all | • *Academy performance*<br>• *Financial performance*<br>• *Parental feedback*<br>• *Pupil outcomes*<br>• *Ofsted reports*<br>• *Trust performance indicators*<br>• *Budget targets*<br>• *Trustee feedback* |

| | |
|---|---|
| stakeholders. | |
| Accountabilities | Measures of success |
| High Quality Learning & Teaching<br>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.<br>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.<br>Through this robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment.<br>Ensure that effective and appropriate pastoral support is available to all students.<br>Be creative in supporting 'bespoke learning packages' where need is identified. | • *Targets achieved*<br>• *Retention of staff*<br>• *Attraction of staff*<br>• *Progress*<br>• *Performance*<br>• *Student perception surveys*<br>• *Parental feedback* |
| Accountabilities | Measures of success |
| Systems & Processes<br>Ensure Academy priorities are consistently and effectively implemented and the impact monitored for pupil progression, attainment and achievement.<br>Secure robust Trust self-evaluation and quality assurance procedures.<br>Have direct Line Management responsibilities for identified trust leaders<br>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.<br>Ensure the Trust is in a position to recruit and retain staff of the highest quality.<br>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.<br>Ensure that trust leaders have in place for all staff clearly defined responsibilities and accountabilities.<br>Oversee the implementation of Trust policies and procedures ensuring consistent application and monitoring for impact.<br>Ensure agreed reporting mechanisms are effectively in place for each Trust Board and Local Governing Bodies. | • *Targets achieved*<br>• *Retention of staff*<br>• *Attraction of staff*<br>• *Progress*<br>• *Performance*<br>• *Student perception surveys*<br>• *Parental feedback* |
| Accountabilities | Measures of success |
| The self-improving school system<br>Treat everyone within each Academy fairly and equitably.<br>Motivate and enable all staff to carry out their respective | • *Targets achieved*<br>• *Retention of staff*<br>• *Attraction of staff* |

| | |
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| roles to the highest standard, through on-going, high quality professional development based on an assessment of needs and identified through the appraisal process.<br>Develop leadership capacity at all levels, through coaching and other appropriate means, for individual schools and across the MAT generally.<br>Support each Academy to establish strong Middle Leadership roles within a distributed leadership structure.<br>Ensure staff across the MAT have opportunities for career development and develop processes to grow our own talent.<br>Keep abreast of educational developments and best management practice in order to introduce appropriate innovation.<br>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. | • *Progress*<br>• *Performance*<br>• *Student perception surveys*<br>• *Parental feedback* |
| Summary of Key Duties, Expectations and Roles and Responsibilities of the Deputy CEO of The Raedwald Trust | Measures of success |
| Support the CEO and CFO to produce a Budget plan for 1-3 years ahead and ensure long term viability of the organisation and effective use of funding to the benefit of students' learning.<br>Refine a clear vision for the MAT that is consistent across the MAT.<br>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.<br>Support the CEO to use all initiatives in play to help expand and develop the business.<br>Monitor school performance through regular oversight of each of the provisions. Self-Evaluation and School Improvement through the development planning process<br>Ensure planning is consistent, that each Academy has similar key issues and are linked to budget.<br>Provide a clear development plan for school improvement that develops provision and expands the MAT as and when circumstances allow.<br>Lead SLT meetings weekly to monitor progress and QA the Curriculum offer across the MAT.<br>Report termly to the Board.<br>Ensure with Academy Heads that existing QA Marks are maintained and new accreditation identified to demonstrate high quality provision.<br>Oversight of the organisation, the structures, systems, staffing and welfare of staff and safeguarding of students.<br>Utilise internal and external resources to ensure the buildings and other resources are well used and improved when necessary.<br>Establish and maintain a clear staffing structure across the MAT, with defined roles and responsibilities at all levels.<br>Have oversight of the Student offer, Teaching and Learning | • *Agreed by Finance committee and presented to full Board*<br>• *Adapted vision statement that takes into account developments and additions to the Trust*<br>• *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*<br>• *Regular reports to the Board, pupil progress data and outcomes with evidenced progress against Improvement Plan and set targets*<br>• *SLT meetings are minuted and available for scrutiny by the Board*<br>• *Robust appraisal system in place*<br>• *Report termly to the Board on key staffing issues, resourcing implications and Risk analysis*<br>• *Liaise with SBM and produce reports for the Board with regard to H&S*<br>• *Ensure systems in place to support Trustees carry out their responsibilities in terms* |

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|---|---|
| and the curriculum.<br>H&S.<br>Provide the board with all the necessary Trust policies and required updates and reviews.<br>Ensure Trust and personal Targets set through the PMR process are fulfilled. | *of Quality of Provision*<br>• *CEO PMR records are in accordance with DfE requirements and suitable external adviser employed to undertake the formal process* |
| Community Engagement | Measures of success |
| Strengthen the Trust's positive image in the wider community and with all stakeholders.<br>Establish an overview of learning experiences that includes the needs of the wider community.<br>Develop and promote positive strategies for challenging discrimination and prejudice and dealing with harassment.<br>Ensure that Academies within the Trust promote effective partnerships with all parents and carers, to support and improve pupils' achievement and personal development.<br>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.<br>Ensure that effective and appropriate pastoral support is available to all students.<br>Be creative in supporting 'bespoke learning packages' where need is identified. | • *Community feedback*<br>• *Attendance at events*<br>• *Funding sources*<br>• *Involvement of stakeholders in initiatives* |

| Job Description: Director of Curriculum & Learning (Essential car user) | |
|---|---|
| Post title: | Director of Curriculum and Learning (Curriculum delegate to the Trust Board) |
| Pay Range: | L14 – L20 |
| Reporting to: | CEO |
| Supervisory responsibility: | TLR Post Holders; Oversight of identified QoE teams/leads |
| 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 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.
- To serve as education improvement lead across all RT sites
- To maintain appropriate pupil admissions through the identified referrals process, in line with agreed pathway parameters

**Specific roles/responsibilities of the post:**

These include:

- Under the direction of the CEO, develop and maintain effective trust wide systems, practices and procedures in relation to QoE provision fulfilling trust and academy reporting requirements
- To ensure effective dissemination of information with regards to all students.
- To secure the delivery of the full RT Curriculum, quality assuring deliberate deviations in accordance with pathway or pupil need
- To support all teaching and support staff in school to effectively implement intervention strategies for children with SEN needs based on best practice and specialist advice across all curriculum areas.
- To systemise and track the progress and attainment of pupils, assessing the effectiveness of intervention strategies on a pupil by pupil basis.
- Quality assure all EHCPs and IHPs.
- Work alongside the CEO, Head Teachers, Heads of Service/School, Lead Teachers to maintain and develop the Trust Development Plan for pupils taking into account best practice, LA and RT site based offers and current and proposed government legislation.
- To work with parents and specialist services to ensure that pupils with SEN access relevant support services across the trust.

**Duties and responsibilities:**

| | |
|---|---|
| Leadership and management | • Support and implement the vision and ethos of Raedwald Trust.<br>• Ensure that the work of the team is inclusive and issues are addressed and referred to the leadership team if necessary.<br>• 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.<br>• 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.<br>• As appropriate, contribute to the writing of self-evaluation and policy documents.<br>• Promote cross curricular approaches to teaching and learning through the delivery of the EDI framework<br>• Be a proactive and effective member of the team.<br>• Be an effective role model for your team in terms of teaching, behaviour and classroom management.<br>• If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies. |

| | |
|---|---|
| Teaching and learning | • Provide guidance on the choice of appropriate teaching and learning methods and coaching on these methods to support the learning of students.<br>• Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.<br>• 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 | • Together with leaders 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 all provision. |
| Manage resources | • Manage, monitor and accurately account for any budget expenditure allocated for provision in respect of SEND; PPG; and other identified funding streams<br>• Evaluate, organise and monitor the use of resources. |
| Staff development | • 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.<br>• Act as a role model, mentor or consultant to staff as appropriate and encourage collaboration, co-operation and teamwork.<br>• Ensure your keep up to date with current developments in education delivery, pedagogy and practice and disseminate information as appropriate. |

In addition to the specific responsibilities outlined above, the RT Director of Curriculum and Education 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 trust'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: Head Teacher / Head of Traded Services (essential car user) | |
|---|---|
| Post title: | Head Teacher / Head of Traded Services |
| Pay range: | L14 – L20 |
| Line manager: | CEO |
| Supervisory responsibilities: | Staff deployed within the School |
| Teaching Commitment | Schedule to be agreed with CEO according to presenting need |
| Additional Information | As part of the Head Teacher role, an annual allocation of between 0.2 and 0.4fte will be spent engaged in Trust-wide improvement work outside of the nominated Academy, Satellite, Provision or Pathway |

**Key Purpose of the post:**

- Under the overall direction of the CEO play a leading role in:
  - 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 with trust leaders 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 and with Designated Safeguarding Officer for the school/trust, include serving as DSL
- 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:**

These include:

- Operational oversight day to day leadership and management of the nominated schools including timetable responsibility
- Managing partnerships/relationships with the academy's MDT
- Ensuring high quality provision/QFT delivery across the centre
- Ensure all staff follow Raedwald Trust policies and agreed practices
- Implementing agreed school dependent policy and practice
- Leading on quality assurance mechanisms across allocated schools, 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 nominated academies and associated schools

| Duties and responsibilities | |
|---|---|
| Shaping the Future | • Support the CEO in establishing an ambitious vision and ethos for the future of centre and Raedwald Trust<br>• 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.<br>• Play a major role in the service improvement by participating in the Multi-Disciplinary Team activities through agreed priorities.<br>• Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate.<br>• Lead by example to motivate and work with others. |

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| | • In partnership with the CEO and others, lead by example when implementing and managing change initiatives.<br>• Promote a culture of inclusion within the Raedwald Trust community where all views are valued and taken into account. |
| Leading teaching and learning | • 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, and in line with the published RT Curriculum<br>• Promote the development of teamwork and collective responsibility, within each Academy and across the Trust.<br>• Develop, through collaboration and consultation, a safe and stimulating environment that will enable effective learning<br>• Support and embed a culture based on High Expectations and High Aspirations for all pupils and students.<br>• Organise and oversee the effective delivery of RT Curriculum<br>• 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.<br>• 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<br>• 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 |
| Developing self and others | • Support the development of collaborative approaches to learning within the centre team and beyond.<br>• Support the induction of centre staff new to Raedwald Trust and those being trained within the team as appropriate.<br>• Participate in the selection and appointment of teaching and support staff as appropriate.<br>• Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.<br>• Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting in the teaching base.<br>• Take responsibility and accountability for attendance of pupils and strategies for improving attendance where appropriate.<br>• 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.<br>• Lead the annual appraisal process for all identified staff.<br>• Participate in teacher's performance management, appraisal and induction processes across the trust. |
| Managing the organisation | • Under the direction of the CEO regular reviews of the Raedwald Trust systems to ensure statutory requirements are being met.<br>• Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication.<br>• As appropriate and under the leadership of the CEO, undertake activities related to professional, personnel/HR issues. |

| | |
|---|---|
| | • Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability according to Raedwald Trust procedures.<br>• Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the team.<br>• Liaise effectively with the other Head Teachers to ensure consistency and sustainability of provision across the settings.<br>• Be a proactive and effective member of leadership teams in contributing to team improvement.<br>• Contribute to the day-to-day effective organisation and running of Raedwald Trust.<br>• Undertake any professional duties, reasonably delegated by the CEO. |
| Securing accountability | • Support the CEO, Leadership Team staff and staff in fulfilling their responsibilities with regard to Raedwald Trust performance.<br>• Contribute to the reporting of the team's performance to the Raedwald Trust stakeholders.<br>• Promote and protect the health and safety welfare of pupils and staff.<br>• Take responsibility for promoting and safeguarding the welfare of children and young people within Raedwald Trust.<br>• If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies. |
| Strengthening community | • Assist the leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that Raedwald Trust offers.<br>• Develop and maintain contact with all specialist support services and other agencies and schools as appropriate.<br>• Promote positive relationships and work with staff in other schools, colleges, teams, and external agencies.<br>• Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.<br>• Attend meetings with provision staff, schools, parents and carers as appropriate to ensure positive outcomes for all parties.<br>• Strengthen partnership and community working. |
| In addition to the specific responsibilities outlined above, the Head Teacher, as an executive leader within the school, will be expected to: | |
| • Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture<br>• Support the aims and ethos of the school<br>• Set a good example in terms of dress, punctuality and attendance<br>• Take on any additional responsibilities which might from time to time be agreed with the CEO<br>• Build strong links with parents and carers<br>• Uphold the school's behaviour code<br>• Participate in and where appropriate lead staff training<br>• Attend and where appropriate lead team, SLT and staff meetings<br>• Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools<br>• Take appropriate responsibility for own health, safety and welfare | |

| Job Description: Head of School / Head of Pathway (essential car user) | |
|---|---|
| Post title: | Head of School / Head of Pathway |
| Pay range: | L8 – L11 |
| Line manager: | Head Teacher or CEO |
| Supervisory responsibilities: | Staff deployed within the school |
| Teaching Commitment | 0.5 |

**Key Purpose of the post:**

- Under the leadership and direction of the Head Teacher or CEO play a major role in:
    - 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
- 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/service, 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:**

These include:

- 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/QFT 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**

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|---|---|
| Shaping the Future | • Support the Head Teacher / CEO in establishing an ambitious vision and ethos for the future of school and Raedwald Trust.<br>• 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.<br>• Play a major role in the service improvement by participating in the Multi-Disciplinary Team activities through agreed priorities.<br>• Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate.<br>• Lead by example to motivate and work with others.<br>• In partnership with the Head Teacher and trust team, lead by example when implementing and managing change initiatives.<br>• Promote a culture of inclusion within the Raedwald Trust community where all views are valued and taken into account. |

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| Leading teaching and learning | • Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the team.<br>• Assist with the development and delivery of training and support for staff in the areas of teaching and learning.<br>• Assist with the development and delivery of training and support for staff.<br>• 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.<br>• 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.<br>• 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.<br>• Ensure the systematic teaching of basic skills and the recording of impact, is consistently high across the team.<br>• Ensure robust evaluation of Raedwald Trust performance indicators, progress data and actions to secure improvements comparable to appropriate national standards.<br>• Ensure through leading by example the active involvement of pupils and staff in their own learning. |
| Developing self and others | • Support the development of collaborative approaches to learning within the school team and beyond.<br>• Support the induction of school staff new to Raedwald Trust and those being trained within the team as appropriate.<br>• Participate in the selection and appointment of teaching and support staff as appropriate.<br>• Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.<br>• Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting in the teaching base.<br>• Take responsibility and accountability for attendance of pupils and strategies for improving attendance where appropriate.<br>• 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.<br>• Lead the annual appraisal process for all identified staff.<br>• Participate in the teacher's performance management process. |
| Managing the organisation | • Contribute to regular reviews of the Raedwald Trust systems to ensure statutory requirements are being met.<br>• Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication.<br>• As appropriate and under the leadership of the Head Teacher, undertake activities related to professional, personnel/HR issues.<br>• Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability according to Raedwald Trust procedures.<br>• Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the team. |

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| | • Liaise effectively with the other Heads of School to ensure consistency and sustainability of provision across the settings.<br>• Be a proactive and effective member of leadership teams in contributing to team improvement.<br>• Contribute to the day-to-day effective organisation and running of Raedwald Trust.<br>• Undertake any professional duties, reasonably delegated by the Head Teacher. |
| Securing accountability | • Support the Head Teacher, Leadership Team staff and staff in fulfilling their responsibilities with regard to Raedwald Trust performance.<br>• Contribute to the reporting of the team's performance to the Raedwald Trust stakeholders.<br>• Promote and protect the health and safety welfare of pupils and staff.<br>• Take responsibility for promoting and safeguarding the welfare of children and young people within Raedwald Trust.<br>• If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies. |
| Strengthening community | • Assist the leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that Raedwald Trust offers.<br>• Develop and maintain contact with all specialist support services and other agencies and schools as appropriate.<br>• Promote positive relationships and work with staff in other schools, colleges, teams, and external agencies.<br>• Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.<br>• Attend meetings with provision staff, schools, parents and carers as appropriate to ensure positive outcomes for all parties.<br>• Strengthen partnership and community working. |
| In addition to the specific responsibilities outlined above, the Head of School, as a senior leader within the school, will be expected to: | |
| • Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture<br>• Support the aims and ethos of the school<br>• Set a good example in terms of dress, punctuality and attendance<br>• Take on any additional responsibilities which might from time to time be agreed with the Head Teacher<br>• Build strong links with parents and carers<br>• Uphold the school's behaviour code<br>• Participate in and where appropriate lead staff training<br>• Attend and where appropriate lead team, SLT and staff meetings<br>• Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools<br>• Take appropriate responsibility for own health, safety and welfare | |

| Job Description: Lead Teacher (L4-L7) | |
|---|---|
| Post title: | Lead Teacher |
| Pay range: | L4 – L7 |
| Line manager: | Head Teacher |
| Supervisory responsibilities: | Staff deployed within the school |
| Teaching Commitment | 0.7 |

**Key Purpose of the post:**

- Under the leadership and direction of the Head Teacher play a leading role in:
    - 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
- 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/service, 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:**

These include:

- 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/QFT 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 | • Support the Head Teacher / CEO in establishing an ambitious vision and ethos for the future of school and Raedwald Trust.<br>• 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.<br>• Play a major role in the service improvement by participating in the Multi-Disciplinary Team activities through agreed priorities.<br>• Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate.<br>• Lead by example to motivate and work with others.<br>• In partnership with the Head Teacher and trust team, lead by example when implementing and managing change initiatives.<br>• Promote a culture of inclusion within the Raedwald Trust community where all views are valued and taken into account. |

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|---|---|
| Leading teaching and learning | • Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the team.<br>• Assist with the development and delivery of training and support for staff in the areas of teaching and learning.<br>• Assist with the development and delivery of training and support for staff.<br>• 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.<br>• 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.<br>• 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.<br>• Ensure the systematic teaching of basic skills and the recording of impact, is consistently high across the team.<br>• Ensure robust evaluation of Raedwald Trust performance indicators, progress data and actions to secure improvements comparable to appropriate national standards.<br>• Ensure through leading by example the active involvement of pupils and staff in their own learning. |
| Developing self and others | • Support the development of collaborative approaches to learning within the school team and beyond.<br>• Support the induction of school staff new to Raedwald Trust and those being trained within the team as appropriate.<br>• Participate in the selection and appointment of teaching and support staff as appropriate.<br>• Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.<br>• Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting in the teaching base.<br>• Take responsibility and accountability for attendance of pupils and strategies for improving attendance where appropriate.<br>• 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.<br>• Lead the annual appraisal process for all identified staff.<br>• Participate in the teacher's performance management process. |
| Managing the organisation | • Contribute to regular reviews of the Raedwald Trust systems to ensure statutory requirements are being met.<br>• Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication.<br>• As appropriate and under the leadership of the Head Teacher, undertake activities related to professional, personnel/HR issues.<br>• Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability according to Raedwald Trust procedures.<br>• Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the team. |

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|---|---|
| | • Liaise effectively with the other Heads of School to ensure consistency and sustainability of provision across the settings.<br>• Be a proactive and effective member of leadership teams in contributing to team improvement.<br>• Contribute to the day-to-day effective organisation and running of Raedwald Trust.<br>• Undertake any professional duties, reasonably delegated by the Head Teacher. |
| Securing accountability | • Support the Head Teacher, Leadership Team staff and staff in fulfilling their responsibilities with regard to Raedwald Trust performance.<br>• Contribute to the reporting of the team's performance to the Raedwald Trust stakeholders.<br>• Promote and protect the health and safety welfare of pupils and staff.<br>• Take responsibility for promoting and safeguarding the welfare of children and young people within Raedwald Trust.<br>• If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies. |
| Strengthening community | • Assist the leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that Raedwald Trust offers.<br>• Develop and maintain contact with all specialist support services and other agencies and schools as appropriate.<br>• Promote positive relationships and work with staff in other schools, colleges, teams, and external agencies.<br>• Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.<br>• Attend meetings with provision staff, schools, parents and carers as appropriate to ensure positive outcomes for all parties.<br>• Strengthen partnership and community working. |
| In addition to the specific responsibilities outlined above, the Head of School, as a senior leader within the school, will be expected to: | |
| • Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture<br>• Support the aims and ethos of the school<br>• Set a good example in terms of dress, punctuality and attendance<br>• Take on any additional responsibilities which might from time to time be agreed with the Head Teacher<br>• Build strong links with parents and carers<br>• Uphold the school's behaviour code<br>• Participate in and where appropriate lead staff training<br>• Attend and where appropriate lead team, SLT and staff meetings<br>• Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools<br>• 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 Mid; C High |
| Reporting to: | Site Leader / Director of Curriculum & Learning |

**Key purpose of the post:**

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 or CEO and will be reviewed annually. Priorities and base for the year will be negotiated and agreed.

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.

**Specific roles/responsibilities of the post:**

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.

- Carry out the duties of this post in line with the remit outlined in the curent School Teachers' Pay and Conditions Document and the RT own specific policies, frameworks and curricula
- Be an excellent classroom practioner 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. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.
- Consistently deliver outstanding teaching and progress of pupils
- Successfully lead a curriculum area across the Trust or 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

In addition staff in this band are expected to:

be *highly competent* and make a *substantial and sustained contribution* to the wider life of the school, as shown below. This will be reviewed during the appraisal process.

- Provide a role model for teaching and learning.
- Make a distinctive contribution to the raising of pupil standards.
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement.
- Undertake action research or policy development which enhances practice or
- outcomes in the school through membership of school working parties and focus meetings.
- 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.
- Deliver high quality CPD sessions/training.
- Undertake lesson observations and providing feedback and appropriate follow up support.
- 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, motive and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**2.** Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- 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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- 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.
- 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

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of RT formative and summative assessment to secure pupils' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- 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

- 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.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school.
- develop effective professional relationships with staff, knowing how and when to draw on advice and specialist support.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from staff

- 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 – S3 |
| Reporting to: | Site Leader |

**Key purpose of the post:**

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.

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.

**Specific roles/responsibilities of the post:**

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.

- Carry out the duties of this post in line with the remit outlined in the curent School Teachers' Pay and Conditions Document and the RT own specific policies.
- Be an excellent classroom practioner 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. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.
- 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:**

**1.** Set high expectations which inspire, motive and challenge pupils
- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**2.** Promote good progress and outcomes by pupils
- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

**3.** Demonstrate good subject and curriculum knowledge
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- Plan and teach well-structured lessons
- impart knowledge and develop understanding through effective use of lesson time

- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**4.** Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- 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.
- 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.

**5.** Make accurate use of assessment

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

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

- 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.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**7.** Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school.
- develop effective professional relationships with staff, knowing how and when to draw on advice and specialist support.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from staff
- 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.

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

| Job Description: Raedwald Trust (RT) Teacher | |
|---|---|
| Post title: | Raedwald Trust Teacher (essential car user) |
| Pay Range: | T1 – T2 - T3 |
| Reporting to: | Site Leader |

**Key purpose of the post:**

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.

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.

**Specific roles/responsibilities of the post:**

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.

- Carry out the duties of this post in line with the remit outlined in the curent School Teachers' Pay and Conditions Document and the RT own specific policies.
- Be an excellent classroom practioner 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. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.
- 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 3 fully accountable for outstanding progress of pupils for whom they are responsible

**Duties and responsibilities:**

**1.** Set high expectations which inspire, motive and challenge pupils
- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**2.** Promote good progress and outcomes by pupils
- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

**3.** Demonstrate good subject and curriculum knowledge
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- 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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- 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.
- 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

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- 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

- 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.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8.** Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school.
- develop effective professional relationships with staff, knowing how and when to draw on advice and specialist support.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from staff
- 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.

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| • 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<br>• Support the aims and ethos of the school<br>• Set a good example in terms of dress, punctuality and attendance<br>• Take on any additional responsibilities which might from time to time be agreed with the Headteacher<br>• Build strong links with parents and carers<br>• Uphold the school's behaviour code<br>• Participate in and where appropriate lead staff training<br>• Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools<br>• 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 6 |
| Reporting to: | Site Leader |

**Key purpose of the post:**

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.

**Specific roles/responsibilities of the post:**

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.

- Carry out the duties of this post in line with the remit outlined in the curent School Teachers' Pay and Conditions Document and the RT own specific policies.
- Be an excellent classroom practioner 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. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.

**Duties and responsibilities:**

**1.** Set high expectations which inspire, motive and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**3.** Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- 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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- 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.
- 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

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- 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

- 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.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school.
- develop effective professional relationships with staff, knowing how and when to draw on advice and specialist support.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from staff
- 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

| Terms of reference<br>TLR 2: SEND<br>Responsible to: Director of Curriculum and Learning | |
|---|---|
| 1. Monitoring implementation of SEND strategies/support in classroom practice | - Learning walks<br>- Book reviews – work with HoS/SENCO to identify focus and feedback to staff<br>- Support HoS/SENCO with implementation of Code of Practice<br>- Review and Quality Assure pupil Individual Learning Plans (ILPs) |
| 2. Monitoring of SEND annual assessment and review calendar | - Oversight of End of Key Stage assessments (KS1-KS4) and ensuring appropriate access arrangements applied/requested.<br>- Creation and monitoring of annual SEND calendar to ensure regular reporting mechanisms and monitoring cycle in place. This would include development/maintenance of Trust wide SEND data and analysis.<br>- Development of annual MAT SEND review structure to inform focus of annual SEND external reviews and subsequent strategic planning of SEND across the Trust. |
| 3. Coaching/mentoring for new or existing SENCOs/HoS in understanding Code of Practice and statutory responsibilities for SEND provision at a site level | - Regular meetings with identified staff to support and share expertise<br>- Provide site based CPD in response to identified need<br>- Oversight of monthly SEND meeting structure to support Trust SEND development |
| Reporting structure:<br>- Bi-weekly meeting with Director of Curriculum and Learning<br>- Input into school AIP via SENCO/HoS | |

| Terms of reference<br>TLR 2: Quality of Teaching and Learning<br>Responsible to: Director of Curriculum and Learning | |
|---|---|
| 1. Monitoring of teaching and learning across the Trust | - *Undertake learning walks*<br>- *Book reviews – identify focus and feedback to staff*<br>- *Support leaders with lesson observation* |
| 2. Coaching/mentoring for new staff/non-specialist teachers to support understanding of systems, expectations and implementation of EDI framework. | - *Support staff understanding of the design of the RT curriculum – PoS, Curriculum overview, MTP and assessment tools through onsite support and CPD*<br>- *Meet bi-weekly with leaders with a focus on planning/teaching using the framework (what's going well? What are the challenges?)*<br>- *Where required model lessons* |
| 3. Implementation of assessment calendar (including supporting | - *Support mock exam calendar and review assessments being used to judge pupil progress*<br>- *Ensure data drops are completed* |

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| examinations, data drops, adherence to timescales) | - *Analyse formative data – how is this being used to inform planning?*<br>- *Analyse summative data re: considerations i.e., appropriateness of course, future timetable considerations for student to be successful at end of KS4* |
| Reporting structure:<br>- Co-ordination and weekly strategy planning with Quality of Teaching and Learning lead<br>- Bi-weekly meeting with Pedagogical Lead and Head of School<br>- Tracking and monitoring systems established (learning walks, book scrutiny, etc). | |

| Job Description: RT Central Safeguarding Welfare & Compliance Lead (essential car user) | |
|---|---|
| Post title: | Central Safeguarding Welfare & Compliance Lead |
| Pay Range: | 50 – 56 |
| Reporting to: | CEO |
| Pupil Facing Commitment | To serve as DDSL on a nominated site |

**Key purpose of the post:**

Post holders will provide professional leadership and management of RT Safeguarding standards at the Raedwald Trust ensuring full compliance with RT practices and procedures

- 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 safeguarding compliance
- Work as part of the academy and trust based teams in contributing to team improvement
- Assist in the smooth running of RT at all times

**Specific roles/responsibilities of the post:**

These include:

- Ensuring safeguarding compliance across the RT management information systems, including local SCR
- Support sites with desktop and face to face safeguarding panels
- Undertake internal safeguarding audits in line with the RT Ethical Accountability Framework
- Deliver safeguarding training, as agreed with the CEO
- Foster strong relationships with multi-disciplinary professionals to secure impactful organisational and pupil
- Ensuring safeguarding pupil welfare across the RT management information systems, including local RT Behaviour Log & 5As
- Support sites with effective family engagement support systems including leading on enhanced pastoral interventions as agreed by the CEO
- Maintain a central register of external welfare applications available for families to access
- Supports sites with the effective delivery of site based pupil attendance strategies
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.

**Duties and responsibilities:**

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| Leadership and management | • Support and implement the vision and ethos of RT<br>• Ensure that the work of allocated teams is inclusive and issues are addressed and referred to the CEO<br>• Ensure safeguarding policies are reviewed regularly and are translated into practice by the team and that you bring to the attention of the CEO any which may need revisions or amendments<br>• Together with site leaders, support the school self-evaluation process for your area including monitoring of team standards and bringing about improvement<br>• As appropriate, contribute to the writing of self-evaluation and policy documents<br>• Promote cross trust approaches to safeguarding<br>• Be a proactive and effective member of the team<br>• Be an effective role model for your team in terms of safeguarding, behaviour and opportunity management |
| Development | • Provide and attend relevant CPD opportunities ensuring that the safeguarding practice of the trust reflects best standards |

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| Manage resources | • Manage, monitor and accurately account for any budget expenditure provided in relation to your duties<br>• Evaluate, organise and monitor the use of resources |
| Staff development | • 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<br>• Act as a role model, mentor or consultant to staff as appropriate and encourage collaboration, co-operation and teamwork<br>• Ensure your keep up to date with current developments in identified curriculum area and disseminate information |

| In addition to the specific responsibilities outlined above, the post holder will be expected to: |
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| • Treat people fairly, equitably, and with dignity and respect to create and maintain a positive trust culture<br>• Support the aims and ethos of the trust<br>• Set a good example in terms of dress, punctuality and attendance<br>• Take on any additional responsibilities which might from time to time be agreed with the CEO<br>• Build strong links with parents and carers<br>• Uphold the trust's behaviour code<br>• Participate in and where appropriate lead staff training<br>• Attend and where appropriate lead team, and staff meetings<br>• Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools<br>• 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 / Site Leader |

**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. Higher Learning & Progress post holders must hold a qualification accrediting their enhanced skills and knowledge in order to serve within this pay banding

**Specific roles/responsibilities of the post:**

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:
- Undertaking activities with individuals, groups or a class of pupil in order to facilitate their physical, emotional and educational development within a safe environment
- 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
- Promoting and reinforcing the pupil's self-esteem and encourage the pupil to maximise their achievement and development
- 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
- Preparing and delivering lessons, under the direction of the teacher, including covering for teacher absence and delivery of specific interventions to pupils
- Monitoring, evaluating and providing teachers with feedback on pupils' participation and progress
- Contributing to the maintenance of pupils records
- Supporting teachers in selecting and preparing teaching resources that meet the pupils' needs and interests.
- Liaise with the class teacher to devise complementary learning activitie
- Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.

Supporting the teacher by:

- Monitoring, assessing and recording pupils' work as directed by the teacher.
- Supporting the school by:
- Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
- Carrying out the duties of a Higher Learning and Progress staff as required or directed
- Contributing to behaviour management of pupils in accordance with the school policy and guidance
- Working within the framework of the Trust's agreed policies and procedures

**Duties and responsibilities:**

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| **1.** Professional Values & Practice | • Have high expectations of all students and am committed to raising their educational achievement and supporting their social and emotional development.<br>• Build and maintain fair, respectful, trusting, supportive and constructive relationships with pupils and promote their development as learners.<br>• Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils with whom they work.<br>• Liaise sensitively and effectively if required with parents, carers, and home schools recognising their roles in pupils' learning.<br>• Recognise and respect the contribution that parents and carers can make to the development and well-being of the pupils with whom they work. |

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| | • Work collaboratively and co-operatively with staff, and carry out roles effectively, knowing when to seek supervision and advice when needed.<br>• Improve own practice, including responding to advice and feedback, through observation, evaluation and discussion with staff.<br>• 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<br>• Observe at all times the proper boundaries appropriate to the context in which you work<br>• Work to break down barriers associated to learning with both pupils and parents when relevant |
| **2.** Knowledge & Understanding | • Know and understand the key factors that can affect the way pupils learn and make academic and social progress.<br>• Contribute to effective personalised provision by taking practical account of diversity.<br>• Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.<br>• 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.<br>• Achieved a nationally recognised qualification at level 2 or above in English/literacy and/or Mathematics/numeracy.<br>• Know how to use ICT to advance pupils' learning, and can use common ICT tools to support my professional activities.<br>• 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.<br>• 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.<br>• Have an understanding of, and always act within, the statutory frameworks which set out your duties and responsibilities.<br>• Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. |
| **3.** Professional Skills: | Planning and Expectations<br>• Contribute effectively to planning and preparation of learning activities and resources as required.<br>• Plan and understand the role in learning activities including how the will provide feedback to pupils and staff on pupils' learning and behaviour.<br>• Promote and support the inclusion of all pupils in the learning activities<br>• 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.<br>• Plan how to will meet the diversity of pupils' needs and interests.<br>• Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.<br>Monitoring and Assessment<br>• Support the evaluation of pupils' progress using a range of assessment activities and techniques.<br>• Monitor pupils' responses to learning tasks and modify my approach accordingly.<br>• Monitor pupils' participation and progress, providing focused support and feedback to pupils and teachers.<br>• Contribute to maintaining and analysing records of pupils' progress.<br>• Review and report back on pupils' social and emotional progress.<br>Teaching and Learning Activities |

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| | • Use behaviour management strategies, in line with the school's policy and procedures, which contribute to establishing and maintaining a purposeful learning environment.<br>• Communicate effectively and sensitively with pupils to support their learning.<br>• 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.<br>• Advance pupils' learning in a range of settings, including working with individuals, and groups without the presence of a teacher.<br>• Where relevant, guide the work of other adults supporting teaching and learning in the classroom.<br>• 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 | The following list of tasks is indicative of the generic tasks which post holders in this banding may be routinely expected to do.<br>This is not intended to be an exclusive or exhaustive list:<br>*Recording & monitoring absences*<br>*Classroom display*<br>*Administering teaching cover & work experience*<br>*Invigilating examinations & processing exam results*<br>*ICT trouble shooting and minor repairs*<br>*Stocktaking & ordering supplies and equipment;*<br>*Cataloguing, preparing, issuing and maintaining equipment and materials*<br>*Inputting & managing pupil data, and collating pupil reports*<br>*Photocopying* |

| In addition to the specific responsibilities outlined above, the staff are expected to |
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| ▪ Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture<br>▪ Support the aims and ethos of the school<br>▪ Set a good example in terms of dress, punctuality and attendance<br>▪ Take on any additional responsibilities which might from time to time be agreed with the Headteacher<br>▪ Build strong links with parents and carers<br>▪ Uphold the school's behaviour code<br>▪ Participate in and where appropriate lead staff training<br>▪ Attend and where appropriate lead team, SLT and staff meetings<br>▪ Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools<br>▪ 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:**

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:
- Undertaking activities with individuals, groups or a class of pupils in order to facilitate their physical, emotional and educational development within a safe environment
- 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
- Promoting and reinforcing the pupil's self-esteem and encourage the pupil to maximise their achievement and development
- 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
- Preparing and delivering lessons, under the direction of the teacher, including delivery of specific interventions to pupils
- Monitoring, evaluating and providing teachers with feedback on pupils' participation and progress
- Contributing to the maintenance of pupils records
- Supporting teachers in selecting and preparing teaching resources that meet the pupils' needs and interests.
- Liaise with the class teacher to devise complementary learning activities.
- Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.

Supporting the teacher by:

- Monitoring, assessing and recording pupils' work as directed by the teacher.
- Supporting the school by:
- Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
- Carrying out the duties of a Learning and Progress staff as required or directed
- Contributing to behaviour management of pupils in accordance with the school policy and guidance
- Working within the framework of the Trust's agreed policies and procedures

**Duties and responsibilities:**

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|---|---|
| **1.** Professional Values & Practice | • Have high expectations of all students and am committed to raising their educational achievement and supporting their social and emotional development.<br>• Build and maintain fair, respectful, trusting, supportive and constructive relationships with pupils and promote their development as learners.<br>• Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils with whom they work.<br>• Liaise sensitively and effectively if required with parents, carers, and home schools recognising their roles in pupils' learning.<br>• Recognise and respect the contribution that parents and carers can make to the development and well-being of the pupils with whom they work. |

| | |
|---|---|
| | • Work collaboratively and co-operatively with staff, and carry out roles effectively, knowing when to seek supervision and advice when needed.<br>• Improve own practice, including responding to advice and feedback, through observation, evaluation and discussion with staff.<br>• 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<br>• Observe at all times the proper boundaries appropriate to the context in which you work<br>• Work to break down barriers associated to learning with both pupils and parents when relevant |
| **2.** Knowledge & Understanding | • Know and understand the key factors that can affect the way pupils learn and make academic and social progress.<br>• Contribute to effective personalised provision by taking practical account of diversity.<br>• Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.<br>• 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.<br>• Achieved a nationally recognised qualification at level 2 or above in English/literacy and/or Mathematics/numeracy.<br>• Know how to use ICT to advance pupils' learning, and can use common ICT tools to support my professional activities.<br>• 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.<br>• 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.<br>• Have an understanding of, and always act within, the statutory frameworks which set out your duties and responsibilities.<br>• Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. |
| **3.** Professional Skills: | Planning and Expectations<br>• Contribute effectively to planning and preparation of learning activities and resources as required.<br>• Plan and understand the role in learning activities including how the will provide feedback to pupils and staff on pupils' learning and behaviour.<br>• Promote and support the inclusion of all pupils in the learning activities<br>• 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.<br>• Plan how to will meet the diversity of pupils' needs and interests.<br>• Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.<br>Monitoring and Assessment<br>• Support the evaluation of pupils' progress using a range of assessment activities and techniques.<br>• Monitor pupils' responses to learning tasks and modify my approach accordingly.<br>• Monitor pupils' participation and progress, providing focused support and feedback to pupils and teachers.<br>• Contribute to maintaining and analysing records of pupils' progress.<br>• Review and report back on pupils' social and emotional progress. |

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| | Teaching and Learning Activities<br>• Use behaviour management strategies, in line with the school's policy and procedures, which contribute to establishing and maintaining a purposeful learning environment.<br>• Communicate effectively and sensitively with pupils to support their learning.<br>• 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.<br>• Advance pupils' learning in a range of settings, including working with individuals, and groups without the presence of a teacher.<br>• Where relevant, guide the work of other adults supporting teaching and learning in the classroom.<br>• 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. |
| **1.** Generic tasks | The following list of tasks is indicative of the generic tasks which post holders in this banding may be routinely expected to do.<br>This is not intended to be an exclusive or exhaustive list:<br>*Recording & monitoring absences*<br>*Classroom display*<br>*Administering teaching cover & work experience*<br>*Invigilating examinations & processing exam results*<br>*ICT trouble shooting and minor repairs*<br>*Stocktaking & ordering supplies and equipment;*<br>*Cataloguing, preparing, issuing and maintaining equipment and materials*<br>*Inputting & managing pupil data, and collating pupil reports*<br>*Photocopying* |

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: Higher Welfare & Safeguarding | |
|---|---|
| Post title: | Higher Welfare & Safeguarding (essential car user) |
| Pay Range: | 25 - 29 |
| Reporting to: | Head Teacher / Site Leader / Trust Safeguarding Lead |

**Key purpose of the post:**

Higher Welfare & Safeguarding post holders work within an agreed system of supervision to support the welfare, safety and education of children and young people at the Raedwald Trust. Post holders will be primarily focused on the delivery excellent safeguarding and welfare systems as defined by the Raedwald Trust. Post holders may serve as DDSLs or hold family support links. Higher Welfare & Safeguarding post holders must hold a qualification, or have substantial experience, accrediting their enhanced skills and knowledge in order to serve within this pay banding

**Specific roles/responsibilities of the post:**

- Supporting the pupil, primarily but not exclusively in identified areas such as PSED and PSHE related topics

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:

- Undertaking activities with individuals, groups or a class of pupil in order to facilitate their physical, emotional and educational development within a safe environment
- 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
- Promoting and reinforcing the pupil's self-esteem and encourage the pupil to maximise their achievement and development
- 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
- Preparing and delivering lessons, under the direction of the teacher, including covering for teacher absence and delivery of specific interventions to pupils
- Monitoring, evaluating and providing teachers with feedback on pupils' participation and progress
- Contributing to the maintenance of pupils records
- Supporting teachers in selecting and preparing teaching resources that meet the pupils' needs and interests.
- Liaise with the class teacher to devise complementary learning activities.
- Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.

Supporting the teacher by:

- Monitoring, assessing and recording pupils' work as directed by the teacher.
- Supporting the school by:
- Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
- Carrying out the duties of a Higher Learning and Progress staff as required or directed
- Contributing to behaviour management of pupils in accordance with the school policy and guidance
- Working within the framework of the Trust's agreed policies and procedures

**Duties and responsibilities:**

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| **4.** Professional Values & Practice | • Have high expectations of all students and am committed to raising their educational achievement and supporting their social and emotional development.<br>• Build and maintain fair, respectful, trusting, supportive and constructive relationships with pupils and promote their development as learners.<br>• Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils with whom they work. |

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| | • Liaise sensitively and effectively with parents, carers, and home schools recognising their roles in pupils' learning, safety and welfare<br>• Recognise and respect the contribution that parents and carers can make to the development and well-being of the pupils with whom they work.<br>• Work collaboratively and co-operatively with staff, and carry out roles effectively, knowing when to seek supervision and advice when needed.<br>• Improve own practice, including responding to advice and feedback, through observation, evaluation and discussion with staff.<br>• 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<br>• Observe at all times the proper boundaries appropriate to the context in which you work<br>• Work to break down barriers associated to learning with both pupils and parents when relevant |
| **5.** Knowledge & Understanding | • Know and understand the key factors that can affect the way pupils learn and make academic and social progress.<br>• Contribute to effective personalised provision by taking practical account of diversity.<br>• Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.<br>• 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.<br>• Achieve a nationally recognised qualification at level 2 or above in English/literacy and/or Mathematics/numeracy.<br>• Know how to use ICT to advance pupils' learning, and can use common ICT tools to support my professional activities.<br>• 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.<br>• 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.<br>• Have an understanding of, and always act within, the statutory frameworks which set out your duties and responsibilities.<br>• Have a strong knowledge and understanding for the need to safeguard pupils' well-being, in accordance with statutory provisions and RT systems |
| **6.** Professional Skills: | Planning and Expectations<br>▪ Contribute effectively to planning and preparation of learning activities and resources as required.<br>▪ Plan and understand the role in learning activities including how the will provide feedback to pupils and staff on pupils' learning and behaviour.<br>▪ Promote and support the inclusion of all pupils in the learning activities<br>▪ 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.<br>▪ Plan how to will meet the diversity of pupils' needs and interests.<br>▪ Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.<br>Monitoring and Assessment<br>▪ Support the evaluation of pupils' progress using a range of assessment activities and techniques.<br>▪ Monitor pupils' responses to learning tasks and modify my approach accordingly. |

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| | ▪ Monitor pupils' participation and progress, providing focused support and feedback to pupils and teachers.<br>▪ Contribute to maintaining and analysing records of pupils' progress.<br>▪ Review and report back on pupils' social and emotional progress.<br>Teaching and Learning Activities<br>• Use behaviour management strategies, in line with the school's policy and procedures, which contribute to establishing and maintaining a purposeful learning environment.<br>• Communicate effectively and sensitively with pupils to support their learning.<br>• 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.<br>• Advance pupils' learning in a range of settings, including working with individuals, and groups without the presence of a teacher.<br>• Where relevant, guide the work of other adults supporting teaching and learning in the classroom.<br>• 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. |
| **(5)** Generic tasks | The following list of tasks is indicative of the generic tasks which post holders in this banding may be routinely expected to do.<br>This is not intended to be an exclusive or exhaustive list:<br>*Recording & monitoring absences*<br>*Classroom display*<br>*Administering teaching cover & work experience*<br>*Invigilating examinations & processing exam results*<br>*ICT trouble shooting and minor repairs*<br>*Stocktaking & ordering supplies and equipment;*<br>*Cataloguing, preparing, issuing and maintaining equipment and materials*<br>*Inputting & managing pupil data, and collating pupil reports*<br>*Photocopying* |

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

| Job Description: Welfare & Safeguarding | |
|---|---|
| Post title: | Welfare & Safeguarding (essential car user) |
| Pay Range: | 20 - 24 |
| Reporting to: | Head Teacher / Site Leader / Trust Safeguarding Lead |

**Key purpose of the post:**

Welfare & Safeguarding post holders work within an agreed system of supervision to support the welfare, safety and education of children and young people at the Raedwald Trust. Post holders will be primarily focused on the delivery excellent safeguarding and welfare systems as defined by the Raedwald Trust. Post holders may serve as DDSLs or hold family support links. Welfare & Safeguarding post holders will have successfully undertaken in-house training demonstrating their skills and knowledge.

**Specific roles/responsibilities of the post:**

Supporting the pupil, primarily but not exclusively in identified areas such as PSED and PSHE related topics

- 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:
- Undertaking activities with individuals, groups or a class of pupil in order to facilitate their physical, emotional and educational development within a safe environment
- 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
- Promoting and reinforcing the pupil's self-esteem and encourage the pupil to maximise their achievement and development
- 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
- Preparing and delivering lessons, under the direction of the teacher, including covering for teacher absence and delivery of specific interventions to pupils
- Monitoring, evaluating and providing teachers with feedback on pupils' participation and progress
- Contributing to the maintenance of pupils records
- Supporting teachers in selecting and preparing teaching resources that meet the pupils' needs and interests.
- Liaise with the class teacher to devise complementary learning activities.
- Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.

Supporting the teacher by:

- Monitoring, assessing and recording pupils' work as directed by the teacher.
- Supporting the school by:
- Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
- Carrying out the duties of a Higher Learning and Progress staff as required or directed
- Contributing to behaviour management of pupils in accordance with the school policy and guidance
- Working within the framework of the Trust's agreed policies and procedures

**Duties and responsibilities:**

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| **7.** Professional Values & Practice | • Have high expectations of all students and am committed to raising their educational achievement and supporting their social and emotional development.<br>• Build and maintain fair, respectful, trusting, supportive and constructive relationships with pupils and promote their development as learners.<br>• Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils with whom they work.<br>• Liaise sensitively and effectively with parents, carers, and home schools recognising their roles in pupils' learning, safety and welfare |

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| | • Recognise and respect the contribution that parents and carers can make to the development and well-being of the pupils with whom they work.<br>• Work collaboratively and co-operatively with staff, and carry out roles effectively, knowing when to seek supervision and advice when needed.<br>• Improve own practice, including responding to advice and feedback, through observation, evaluation and discussion with staff.<br>• 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<br>• Observe at all times the proper boundaries appropriate to the context in which you work<br>• Work to break down barriers associated to learning with both pupils and parents when relevant |
| **8.** Knowledge & Understanding | • Know and understand the key factors that can affect the way pupils learn and make academic and social progress.<br>• Contribute to effective personalised provision by taking practical account of diversity.<br>• Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.<br>• 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.<br>• Achieve a nationally recognised qualification at level 2 or above in English/literacy and/or Mathematics/numeracy.<br>• Know how to use ICT to advance pupils' learning, and can use common ICT tools to support my professional activities.<br>• 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.<br>• 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.<br>• Have an understanding of, and always act within, the statutory frameworks which set out your duties and responsibilities.<br>• Have a strong knowledge and understanding for the need to safeguard pupils' well-being, in accordance with statutory provisions and RT systems |
| **9.** Professional Skills: | Planning and Expectations<br>▪ Contribute effectively to planning and preparation of learning activities and resources as required.<br>▪ Plan and understand the role in learning activities including how the will provide feedback to pupils and staff on pupils' learning and behaviour.<br>▪ Promote and support the inclusion of all pupils in the learning activities<br>▪ 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.<br>▪ Plan how to will meet the diversity of pupils' needs and interests.<br>▪ Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.<br>Monitoring and Assessment<br>▪ Support the evaluation of pupils' progress using a range of assessment activities and techniques.<br>▪ Monitor pupils' responses to learning tasks and modify my approach accordingly.<br>▪ Monitor pupils' participation and progress, providing focused support and feedback to pupils and teachers.<br>▪ Contribute to maintaining and analysing records of pupils' progress. |

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| | ▪ Review and report back on pupils' social and emotional progress.<br>Teaching and Learning Activities<br>• Use behaviour management strategies, in line with the school's policy and procedures, which contribute to establishing and maintaining a purposeful learning environment.<br>• Communicate effectively and sensitively with pupils to support their learning.<br>• 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.<br>• Advance pupils' learning in a range of settings, including working with individuals, and groups without the presence of a teacher.<br>• Where relevant, guide the work of other adults supporting teaching and learning in the classroom.<br>• 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. |
| **(6)** Generic tasks | The following list of tasks is indicative of the generic tasks which post holders in this banding may be routinely expected to do.<br>This is not intended to be an exclusive or exhaustive list:<br>*Recording & monitoring absences*<br>*Classroom display*<br>*Administering teaching cover & work experience*<br>*Invigilating examinations & processing exam results*<br>*ICT trouble shooting and minor repairs*<br>*Stocktaking & ordering supplies and equipment;*<br>*Cataloguing, preparing, issuing and maintaining equipment and materials*<br>*Inputting & managing pupil data, and collating pupil reports*<br>*Photocopying* |

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: FOHR Leadership | |
|---|---|
| Post title: | FOHR Chief Financial Officer / Trust Business Manager (essential car user) |
| Pay Range: | 61 – 70 |
| Reporting to: | CEO |

**Key purpose of the post:**

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.

- TBM will serve as the trust CFO, working closely with FO to organise and manage finance systems and support in the trust office.
- Responsible for identified FOHR colleagues in line with the strategic and operational ambitions set by the trust.

**Specific roles/responsibilities of the post:**

- 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
- Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.
- 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:**

- To develop a FOHR team that delivers and meets the needs of the academies and the Trust.
- The MAT Business Manager will be the Chief Finance Officer (CFO) 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 ESFA 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 to team, SLT and staff meetings
- Develop strong links with Raedwald Trust sites, trust committee, LA support teams, outside agencies, and partnership schools
- Take appropriate responsibility for own health, safety and welfare

| Job Description: FOHR Leadership | |
|---|---|
| Post title: | FOHR Finance Officer (essential car user) |
| Pay Range: | 35 – 40 |
| Reporting to: | Trust Business Manager |

**Key purpose of the post:**

- 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/CFO and Trustees with a full and comprehensive finance service.

**Specific roles/responsibilities of the post:**

- 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.
- Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.
- 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:**

- 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.
- 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.

- 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

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 Leadership | |
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| Post title: | FOHR HR & Exams Officer (essential car user) |
| Pay Range: | 35 - 40 |
| Reporting to: | Trust Business Manager |

**Key purpose of the post:**

- FOHR Central postholders will provide higher level administrative & management support within sites or central team under the supervision of the Trust Business Team.
- To work closely with TBM to organise and manage admin systems in respect of HR, 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:**

- To contribute to the overall ethos/work/aims of the Trust
- To ensure the smooth running of the HR systems in the trust
- To ensure the smooth running of national exams across the trust
- To be committed to the safeguarding and promotion of the welfare of children and young people
- Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.
- 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:**

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| Office Management | • To develop an office team that delivers and meets the needs of the academy and the Trust.<br>• To liaise with key professionals within the Trust's team as appropriate and communicate effectively to ensure professional and seamless working.<br>• 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.<br>• 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.<br>• 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.<br>• To contribute to administrative staff performance and appraisal.<br>• To oversee all school records and relevant IT systems to ensure a smooth running of all school administration.<br>• To contribute to the Trust central systems and implementation.<br>• To oversee the school MIS system and ensure in line with Trust policy.<br>• To ensure the school office is kept tidy, organised and in good order at all times.<br>• 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. |

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| | • To establish and implement/improve standardised administrative systems, processes and working practices across the Trust<br>• 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.<br>• To be part of Trust GDPR team.<br>• To ensure office staff hold a current first aid certificate on each site – training will be provided on this.<br>• To assist with school events and the promotion of the school.<br>• 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.<br>• 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.<br>• To support TBM in ensuring admin staff are appropriately trained and maintain relevant CPD.<br>• To coordinate when additional weeks for admin staff are to be worked in conjunction with TBM.<br>• To manage the administration and correspondence for curriculum related activities in liaison with relevant school staff.<br>• To manage support the SLT in the preparation and arrangements for annual review meetings and any additional multi-agency meetings. |
| Administration | • General clerical / administrative / filing support / reprographics.<br>• Communications with staff, students, parents and other external stakeholders.<br>• Administration supporting the functions of admissions, attendance and/or behaviour, student welfare and data management.<br>• 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.<br>• To answer telephones and emails courteously, with sensitivity and confidence, using initiative as required and forward detailed messages as appropriate.<br>• To take minutes at meetings when required.<br>• To ensure school diary is managed and communicated dealing with any relevant administrative and organisational issues.<br>• To manage office supplies and first aid equipment, re-ordering as necessary.<br>• 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.<br>• To administer medicines to any student as required (following school policy).<br>• To carry out projects and tasks as directed. |
| Students | • To manage all administration processes and systems for admissions and for school leavers are successfully completed (including the maintenance of the school admissions register).<br>• To liaise with outside schools and providers for records and information about students.<br>• 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. |

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| | • 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.<br>• 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.<br>• To ensure all Trust invigilators are trained annually and updated on changes to JCQ regulations.<br>• To manage and monitor all exam entries for the Trust – ensuring timescales met and collating entry information for CEO/TBM. |
| Personnel | • To be safer recruitment trained regularly and SCR trained.<br>• To provide induction information for new staff as and when required.<br>• To monitor and report on staff attendance and absences regularly to Head Teacher and TBM.<br>• Ensure staff absence insurance information is sent to TBM within the timescale.<br>• To update monthly staff sheets for absence/additional hours/mileage.<br>• Ensuring documentation is approved per the Trust policy and within timescale.<br>• 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.<br>• To ensure Single Central Record is maintained for volunteers, visitors and contractors across all sites (as required) and feedback to TBM.<br>• 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 | • To support the Trust finance team to manage, collect and record invoices.<br>• To liaise with the Trust finance team with regards to managing and reconciling income from uniform/meals etc.<br>• To liaise with the Trust's finance team to ensure ordering process is adhered to within Trust policy.<br>• To be part of FOHR central team to support cost savings/efficiencies across the Trust. |
| Premises | • To liaise with TBM regarding any on site works, orders or visitors.<br>• 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.<br>• To carry out or supervise the role of Fire Warden and ensure all records for evacuations are up to date and accessible.<br>• 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 | |
| ▪ Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture<br>▪ Support the aims and ethos of the school<br>▪ Set a good example in terms of dress, punctuality and attendance<br>▪ Take on any additional responsibilities which might from time to time be agreed with the TBM or Head Teacher<br>▪ Build strong links with parents and carers<br>▪ Uphold the school's behaviour code<br>▪ Participate in and where appropriate lead staff training<br>▪ Attend and contribute team, SLT and staff meetings<br>▪ Develop strong links with Raedwald Trust sites, LGB, LA support teams, outside agencies, and partnership schools<br>▪ Take appropriate responsibility for own health, safety and welfare | |

| Job Description: FOHR Leadership | |
|---|---|
| Post title: | FOHR Trust PA and Communications (essential car user) |
| Pay Range: | 35-40 |
| Reporting to: | CEO |
| Responsible for: | 1 allocated FOHR |

**Key purpose of the post:**

- 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.
- To work closely with CEO and CFO 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 oversee identified trust wide projects such as IT Transformation, Cyber-Risk Registers, our retained HR solicitors
- To provide CEO/Trust office with a full and comprehensive administrative service.

**Specific roles/responsibilities of the post:**

- 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
- Deliver safeguarding training, as agreed with the CEO
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.
- 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:**

- 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 Health & Safety (essential car user) |
| Pay Range: | 25 – 29 |
| Reporting to: | Trust Business Manager / Chief Financial Officer |

**Key purpose of the post:**

- FOHR Officer postholders will provide higher level administrative support within sites or centres under the supervision of the Trust Business Team. A primary although not exclusive focus of this post is Health & Safety
- FOHR officer post holders will work closely with TBM/CFO 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.
- Where applicable, provide Head of School or Central team with a full and comprehensive admin service.

**Specific roles/responsibilities of the post:**

- 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
- Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.
- 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
- To take on the role of Health & Safety lead across the trust, ensuring full alignment with RT published policies and procedures under the direction of the TBM/CFO.
- Such other responsibilities allocated which are appropriate to the grade of the post

**Duties and responsibilities:**

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| Office Management | • To liaise with key professionals within the Trust's team as appropriate and communicate effectively to ensure professional and seamless working.<br>• 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.<br>• 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.<br>• 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.<br>• To contribute to administrative staff performance and appraisal.<br>• To oversee all school records and relevant IT systems to ensure a smooth running of all school administration.<br>• To oversee the school MIS system.<br>• To ensure the school office is kept tidy, organised and in good order at all times. |

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| | • 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.<br>• To establish standardised administrative systems, processes and working practices across the school<br>• 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.<br>• To hold a current first aid certificate – training will be provided on this.<br>• To assist with school events and the promotion of the school.<br>• To manage queries and provide information and advice about the school and school activities to parents, students and visitors by phone or written communications.<br>• 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.<br>• To support TBM/CFO in ensuring admin staff are appropriately trained and maintain relevant CPD.<br>• To coordinate when additional weeks for admin staff are to be worked in conjunction with TBM/CFO.<br>• To manage the administration and correspondence for curriculum related activities in liaison with relevant school staff.<br>• To support the SLT in the preparation and arrangements for annual review meetings and any additional multi-agency meetings. |
| Administration | • General clerical / administrative / filing support / reprographics.<br>• Communications with staff, students, parents and other external stakeholders.<br>• Administration supporting the functions of admissions, attendance and/or behaviour, student welfare and data management.<br>• 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.<br>• To answer telephones and emails courteously, with sensitivity and confidence, using initiative as required and forward detailed messages as appropriate.<br>• To take minutes at meetings when required.<br>• To manage the school's diary, dealing with any relevant administrative and organisational issues.<br>• To maintain office supplies and first aid equipment, re-ordering as necessary.<br>• 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.<br>• To administer medicines to any student as required (following school policy).<br>• To carry out projects and tasks as directed. |

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| Students | • To ensure all administration processes and systems for admissions and for school leavers are successfully completed (including the maintenance of the school admissions register).<br>• To liaise with outside schools and providers for records and information about students.<br>• 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.<br>• 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.<br>• 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 | • 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.<br>• To provide induction information for new staff as and when required.<br>• To monitor and report on staff attendance and absences regularly to Head of School and TBM/CFO.<br>• Ensure staff absence insurance information is sent to TBM/CFO within the timescale.<br>• To update monthly staff sheets for absence/additional hours/mileage.<br>• Ensuring documentation is approved per the Trust policy and within timescale.<br>• To liaise with the Trust's HR and TBM/CFO to ensure relevant DBS checks are up to date and have been carried out for new starters.<br>• To ensure Single Central Record is maintained for volunteers, visitors and contractors.<br>• To liaise with HR and personnel to ensure the school central register is maintained and is checked regularly for up to date information. |
| Finance | • To support the Trust finance team to collect and record invoices.<br>• To liaise with the Trust finance team with regards to managing and reconciling income from uniform/meals etc.<br>• To liaise with the Trust's finance team to ensure ordering process is adhered to within Trust policy. |
| Premises | • To liaise with TBM/CFO regarding any on site works, orders or visitors.<br>• To liaise with Head Teacher and TBM/CFO to ensure all health and safety regulations and checks are up to date.<br>• To carry out or supervise the role of Fire Warden and ensure all records for evacuations are up to date and accessible.<br>• To report any premises or health and safety issues to Head Teacher and TBM.<br>• To maintain central trust wide health and safety records including trust vehicles<br>• To support the CFO/Central Business Support with audits and any actions arising<br>• To support the CFO/Central Business Support with the Trust wide estates plan |
| 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/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 Officer | |
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| Post title: | FOHR Officer (essential car user) |
| Pay Range: | 25 – 29 |
| Reporting to: | Chief Financial Officer / Headteacher |

**Key purpose of the post:**

- FOHR Officer postholders will provide higher level administrative and / or financial support within sites or centres under the supervision of the Trust Business Team.
- Progression post holders will work closely with CFO / Headteachers to organise and supervise admin and / or finance systems and support in the school or trust office and be responsible for undertaking admin, finance, organisational processes, maintaining confidentiality at all times.
- To provide designated leader with a full and comprehensive admin and / or finance service.

**Specific roles/responsibilities of the post:**

- 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
- Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.
- To comply with policies and procedures relating to child protection, finance, 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

**Duties and responsibilities:**

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| Office Management | • To develop an office team that delivers and meets the needs of the academy and the Trust.<br>• To liaise with key professionals within the Trust's team as appropriate and communicate effectively to ensure professional and seamless working.<br>• Organise meetings and ensure that Head Teacher / CFO are well prepared for those meetings, preparing agendas, pre-meeting briefings and meeting papers and booking of rooms.<br>• 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.<br>• To line manage and organise team admin / finance staff ensuring the smooth and effective running of the school and trust office/s and all administrative and communicative systems.<br>• To contribute to administrative / finance staff performance and appraisal.<br>• To oversee all school / trust records and relevant IT systems to ensure a smooth running of all school / trust administration.<br>• To oversee the Trust MIS system.<br>• To ensure the school / trust office is kept tidy, organised and in good order at all times.<br>• To ensure all members of the office staff present, at all times, a positive image of the trust to all staff, parents and visitors both internally and externally. |

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| | • To establish standardised administrative and / or finance systems, processes and working practices across the trust<br>• 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.<br>• To hold a current first aid certificate – training will be provided on this.<br>• To assist with trust events and the promotion of the trust.<br>• To manage queries and provide information and advice about the trust and trust activities to parents, students and visitors by phone or written communications.<br>• To ensure efficient and timely communication of trust 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.<br>• To support CFO and headteachers in ensuring admin and finance staff are appropriately trained and maintain relevant CPD.<br>• To coordinate when additional weeks for admin and finance staff are to be worked in conjunction with CFO.<br>• To manage the administration and correspondence for curriculum related activities in liaison with relevant school staff.<br>• To support the SLT in the preparation and arrangements for annual review meetings and any additional multi-agency meetings. |
| Administration | • General clerical / administrative / filing support / reprographics.<br>• Communications with staff, students, parents and other external stakeholders.<br>• Administration supporting the functions of admissions, attendance and/or behaviour, student welfare and data management.<br>• 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.<br>• To answer telephones and emails courteously, with sensitivity and confidence, using initiative as required and forward detailed messages as appropriate.<br>• To take minutes at meetings when required.<br>• To manage the trust's diary, dealing with any relevant administrative, financial and organisational issues.<br>• To maintain office supplies and first aid equipment, re-ordering as necessary.<br>• 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.<br>• To administer medicines to any student as required (following school policy).<br>• To carry out projects and tasks as directed. |
| Students | • To ensure all administration processes and systems for admissions and for school leavers are successfully completed (including the maintenance of the school admissions register).<br>• To liaise with outside schools and providers for records and information about students.<br>• 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. |

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| | • 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.<br>• 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 | • To assist Trust's HR with the trust's recruitment process, ensuring applications packs are sent out, making arrangements for interviews and writing and securing references.<br>• To provide induction information for new staff as and when required.<br>• To monitor and report on staff attendance and absences regularly to Headteacher and CFO<br>• Ensure staff absence insurance information is sent to CFO within the timescale.<br>• To update monthly staff sheets for absence/additional hours/mileage.<br>• Ensuring documentation is approved per the Trust policy and within timescale.<br>• To liaise with the Trust's HR and CFO to ensure relevant DBS checks are up to date and have been carried out for new starters.<br>• To ensure Single Central Record is maintained for volunteers, visitors and contractors.<br>• To liaise with HR and personnel to ensure the trust central register is maintained and is checked regularly for up to date information. |

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| Finance | • To be responsible for the issue of invoices following up their prompt payment.<br>• To process funding income, delegated and ad hoc.<br>• Liaise with relevant authorities to ensure that all funding due to the academy is received and update CFO monthly.<br>• Ensure that all necessary returns, reports and documentation are completed accurately within time constraints including bids, reporting to ESFA & statistical returns.<br>• To carry out other related duties to meet the needs of the Trust.<br>• Attend and participate in relevant meetings as required.<br>• Participate in training and other learning activities and performance development as required.<br>• Operate relevant equipment/complex ICT packages.<br>• To ensure all expenditure is coded correctly.<br>• Monthly reconciliation of all academy bank accounts.<br>• Reconciliation of credit card statements.<br>• Prepare weekly payment runs via BACs and cheque.<br>• Input of standard information to the Finance system (suppliers, debtors) in accordance with procedures.<br>• Posting General Annual Grant (GAG) and Other Grant Income.<br>• Posting of all Direct Credits<br>• Production of monthly Accruals and Prepayments<br>• Production of monthly Creditor, Debtor and Deferred Income reports<br>• 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.<br>• Posting nominal ledger & cashbook journals.<br>• Record and reconcile monthly VAT report<br>• Monitor expenditure against pre-approved contracts<br>• Assist with the preparation of the annual budget with CFO/Finance Officer<br>• Monitor Trust finance email address.<br>• Dealing with queries from suppliers, debtors, budget holders and other Academy staff.<br>• Prepare & administer the trusts banking & post transactions onto the trusts finance system.<br>• Ad-hoc Visits to Bank when necessary.<br>• Provide information to Auditors upon request.<br>• Organise workload & prioritise on a daily basis.<br>• Maintain the trust's contracts register<br>• Provide welfare support and advice to schools applying correct funding streams and record keeping<br>• Developing and understanding of Academy policies and procedures, complying with their contents and raising concerns in a timely manner |
| Premises | • To liaise with CFO regarding any on site works, orders or visitors.<br>• To liaise with Head Teacher and CFO to ensure all health and safety regulations and checks are up to date.<br>• To carry out or supervise the role of Fire Warden and ensure all records for evacuations are up to date and accessible.<br>• To report any premises or health and safety issues to Head Teacher and CFO through the RT MIS |
| 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 CFO 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 Officer | |
|---|---|
| Post title: | FOHR Communications |
| Pay Range: | 25-29 |
| Reporting to: | Trust PA |
| Responsible for: | Internal & External Communication |

**Key purpose of the post:**

- To provide and deliver a highly effective, efficient and impactful communication strategy
- To work closely with the Trust PA and Academy Teams to organise and manage external and internal communications, maintaining confidentiality at all times.
- To engage students, staff and wider stakeholders in the celebration of Raedwald's work.

**Specific roles/responsibilities of the post:**

- 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 propose and deliver our agreed Communications Strategy
- 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:**

- Serve as a point of contact for Raedwald teams and stakeholders
- Create new and impactful PR opportunities, using the best media available
- Develop a network of external professionals/stakeholders invested in the celebration of Raedwald
- Any other duties as may reasonably be required by the CEO/PA

**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
- Build strong links with parents and carers
- Uphold the Trust's behaviour code
- Participate in staff training
- Attend and contribute to team, SLT 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 | |
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| Post title: | FOHR Administrator (essential car user) |
| Pay Range: | 20 – 24 |
| Reporting to: | Chief Financial Officer / Headteacher |

**Key purpose of the post:**

- FOHR Administrator postholders will provide administrative and / or financial support within sites or centres under the supervision of the 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:**

- 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
- Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.
- To comply with policies and procedures relating to child protection, finance, 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 and / or finance function and share any issues or concerns
- Such other responsibilities allocated which are appropriate to the grade of the post.

**Duties and responsibilities:**

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| Office Management | • To be part of an office team that delivers and meets the needs of the academy and the Trust.<br>• To liaise with key professionals within the Trust's team as appropriate and communicate effectively to ensure professional and seamless working.<br>• 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.<br>• To maintain all school records and relevant IT systems to ensure a smooth running of all school administration.<br>• To ensure the school office is kept tidy, organised and in good order at all times.<br>• To present, at all times, a positive image of the school to all staff, parents and visitors both internally and externally.<br>• To adhere to standardised administrative systems, processes and working practices across the school<br>• 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.<br>• To hold a current first aid certificate if appropriate – training will be provided on this.<br>• To assist with school events and the promotion of the school.<br>• To manage queries and provide information and advice about the school and school activities to parents, students and visitors by phone or written communications.<br>• To ensure efficient and timely communication of school events and activities. |

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| | • To support the administration and correspondence for curriculum related activities in liaison with relevant school staff.<br>• To support the SLT in the preparation and arrangements for annual review meetings and any additional multi-agency meetings. |
| Administration | • General clerical / administrative / filing support / reprographics.<br>• Communications with staff, students, parents and other external stakeholders.<br>• Administration supporting the functions of admissions, attendance and/or behaviour, student welfare and data management.<br>• To assist with 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.<br>• To answer telephones and emails courteously, with sensitivity and confidence, using initiative as required and forward detailed messages as appropriate.<br>• To take minutes at meetings when required.<br>• To maintain the school's diary, dealing with any relevant administrative and organisational issues.<br>• To maintain office supplies and first aid equipment, re-ordering as necessary.<br>• 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.<br>• To administer medicines to any student as required (following school policy).<br>• To carry out projects and tasks as directed. |
| Students | • To assist with administration processes and systems for admissions and for school leavers are successfully completed (including the maintenance of the school admissions register).<br>• To liaise with outside schools and providers for records and information about students.<br>• 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.<br>• 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.<br>• 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. |

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| Personnel | • To report on staff attendance and absences regularly to Head of School and CFO.<br>• To report staff absence insurance information is sent to CFO within the timescale when required.<br>• To update monthly staff sheets for absence/additional hours/mileage.<br>• Ensuring documentation is approved per the Trust policy and within timescale.<br>• To liaise with FOHR and personnel to ensure the school central register is maintained and is checked regularly for up to date information. |
| Finance | • To be responsible for the issue of invoices following up their prompt payment.<br>• To process funding income, delegated and ad hoc.<br>• Liaise with relevant authorities to ensure that all funding due to the academy is received and update CFO monthly.<br>• Ensure that all necessary returns, reports and documentation are completed accurately within time constraints including bids, reporting to ESFA & statistical returns.<br>• To carry out other related duties to meet the needs of the Trust.<br>• Attend and participate in relevant meetings as required.<br>• Participate in training and other learning activities and performance development as required.<br>• Operate relevant equipment/complex ICT packages.<br>• To ensure all expenditure is coded correctly.<br>• Monthly reconciliation of all academy bank accounts.<br>• Reconciliation of credit card statements.<br>• Prepare weekly payment runs via BACs and cheque.<br>• Input of standard information to the Finance system (suppliers, debtors) in accordance with procedures.<br>• Posting General Annual Grant (GAG) and Other Grant Income.<br>• Posting of all Direct Credits<br>• 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.<br>• Posting nominal ledger & cashbook journals.<br>• Monitor Trust finance email address.<br>• Dealing with queries from suppliers, debtors, budget holders and other Academy staff.<br>• Prepare & administer the trusts banking & post transactions onto the trusts finance system.<br>• Ad-hoc Visits to Bank when necessary.<br>• Provide information to Auditors upon request.<br>• Organise workload & prioritise on a daily basis.<br>• Developing and understanding of Academy policies and procedures, complying with their contents and raising concerns in a timely manner |
| Premises | • To liaise with FOHR Officer / CFO regarding any on site works, orders or visitors.<br>• To support with all health and safety regulations and checks are up to date.<br>• To carry out the role of Fire Warden and update all records for evacuations are up to date and accessible.<br>• To report any premises or health and safety issues to FOHR Officer /CFO |
| 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<br>▪ Support the aims and ethos of the school<br>▪ 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 CFO 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 and contribute to 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 | |
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| Post title: | Caretaker / Custodian/ Cleaner (essential car user) |
| Pay Range: | 16 - 19 |
| Reporting to | Site Leader / Trust Business Manager |

**Key purpose of the post:**

- 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:**

- 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
- Ensuring the safeguarding of all pupils. Attending annual safeguarding training and ensuring familiarity with policies and safeguarding procedures.
- If you are a serving DSL/DDSL then the Terms of Reference in the RT Safeguarding & Child Protection Policy applies.
- 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:**

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| Security | • Opening and closing, unlocking and locking of school gates and buildings<br>• Open and close the school for evening use at times arranged by the Head Teacher<br>• Unsetting and setting of school alarm system<br>• Responding to, and resetting of, the school alarm, liaising with the police and alarm company.<br>• Checking and securing the school premises subsequent to out of hours intruder alarm activation<br>• Register as main Key Holder and be the first point of contact in an emergency callout situation<br>• Overall security of the school premises including the locking of all windows, doors and gates.<br>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. |

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| Cleaning | • To clean the school to the highest standards<br>• Mopping and buffing hard floor surfaces<br>• Buffing and maintaining flooring in school hall<br>• Vacuuming carpeted areas<br>• Wiping, polishing, dusting of designated areas<br>• Spot cleaning of spillages<br>• Emptying and cleaning bins<br>• Cleaning of toilets and toilet areas, and replenishment of paper towels, toilet rolls and other disposables.<br>• Cleaning of internal glass, internal and external door glass and internal side of external windows<br>• Cleaning of external windows at ground level as necessary<br>• Straightening furniture and general tidying up |

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| General | • Returning to school between shifts if required<br>• Upkeep and general care of the school<br>• Unlocking and re-locking bins in preparation for pick-up<br>• Ensuring that external rubbish is stored appropriately<br>• 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.<br>• To empty internal communal rubbish bins daily and work with pupils and staff on recycling initiatives.<br>• Carrying out minor repairs to property, fixtures, fittings and equipment, which are not beyond the scope of an unskilled handyman.<br>• 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.<br>• 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.<br>• General porterage duties and moving of furniture<br>• Assisting teaching staff with simple tasks as requested<br>• Checking damage/security every morning on arrival at the premises<br>• Lettings as required - opening, closing and general duties<br>• Preparation of Hall for functions as required<br>• Receive and check goods and supplies and take them to the appropriate place for storage<br>• Ensure that all refuse is disposed of promptly and stored away from the main building<br>• Routinely clean lamp shades and light diffusers (strip lights) in accordance with Health & Safety Policy / Working at Heights<br>• Ensure that clear passage is maintained on fire escape routes<br>• Test fire alarms weekly if required and maintain test register<br>• Carry out periodic cleaning of all internal surfaces<br>• Report any defects of building, furniture, fittings and equipment to the Head of School / office staff<br>• Grounds Maintenance<br>• Regular check of roofs for pooling, debris, plant growth etc.<br>• Regularly check and clean soffits, bargeboards and external lights<br>• Keep all hard surfaces free of moss and weeds<br>• Disinfect drains and dustbins regularly<br>• Make safe any hazards and ensure that the area is cordoned off<br>• Keep paths, entrances free of ice and snow to ensure the safety of children, parents, staff and visitors. |

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| Management | • Be responsible for monitoring and ordering cleaning supplies and equipment<br>• Monitor the work of contractors working on site<br>• Heating, Lighting and Water<br>• The switching off of all lights and appropriate electric plug sockets<br>• Ensure that all lights and heating are working effectively<br>• Read Gas, Electric and Water metres as required<br>• Monitoring and setting of heating controls and boilers<br>• Be aware of the location of all stopcocks, gas and electricity meters and read meters as required.<br>• Ensure that the boiler house is tidy and that no flammable material is stored there<br>• Using appropriate PPE, replace, repair fluorescent tube starters and fluorescent tubes<br>• 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<br>▪ Support the aims and ethos of the school<br>▪ Set a good example in terms of dress, punctuality and attendance<br>▪ Take on any additional responsibilities which might from time to time be agreed with the TBM or Head Teacher<br>▪ Build strong links with parents and carers<br>▪ Uphold the school's behaviour code<br>▪ Participate in and where appropriate lead staff training<br>▪ Attend and contribute team, SLT and staff meetings<br>▪ Develop strong links with Raedwald Trust sites, LGB, LA support teams, outside agencies, and partnership schools<br>▪ Take appropriate responsibility for own health, safety and welfare | |