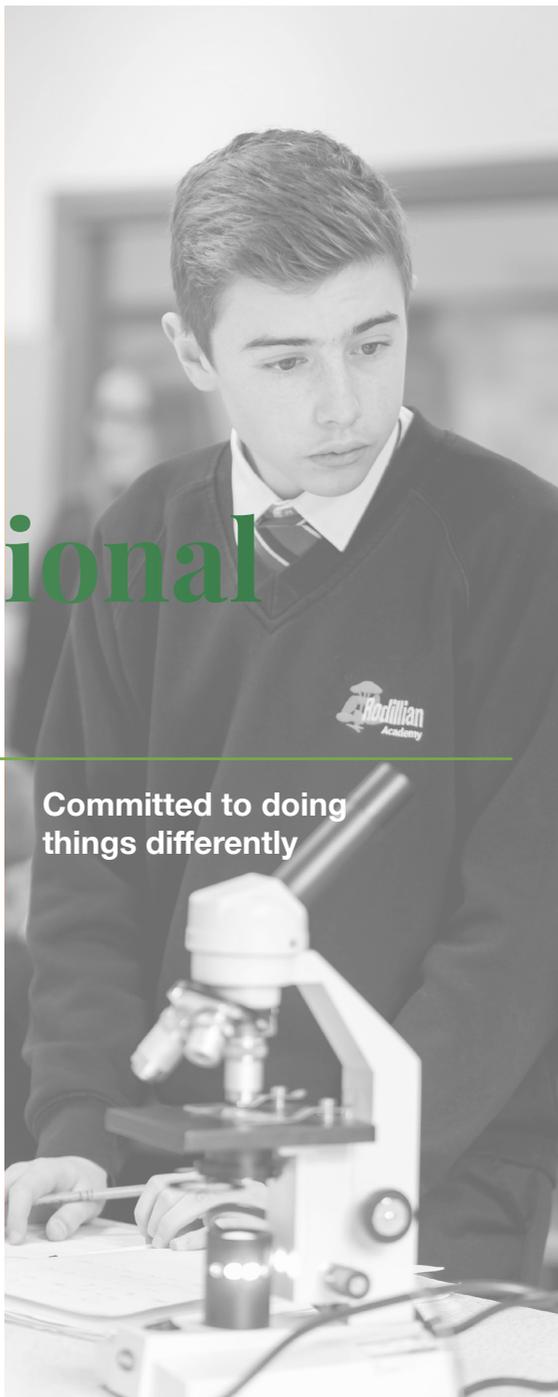


# Professional Offer

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Committed to doing things differently



## About Rodillian Multi Academy Trust

**We are committed to doing things differently – creating academies that students want to attend and where teachers want to work. Our academies play a big part in their community whilst contributing to creating a wider community across the North of England with the other academies that make up the Trust.**

Throwing horizons wide open for students and staff, the Rodillian Multi Academy Trust's core values make us truly unique. With a strong focus on resilience, growth mindset and positive discipline, the Rodillian Ethos has helped to transform schools – from their culture to their Ofsted ratings – as well as the lives of students and teachers.

At the heart of our work is a concentration on delivering high academic standards that help young people become self-confident, develop a mastery of their chosen subjects and discover and achieve their aspirations.

All of this is guided by the Rodillian Ethos – a traditional approach to behaviour management, innovative curriculum design and excellence in teaching that delivers the best possible outcomes.

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***“Love challenges, be intrigued by mistakes, enjoy effort and keep on learning”***

*Carol Dwek*

**Our staff are our most important asset, as they look after our students. Because of this, we give them freedom in the classroom, support their development through our coaching model and only assess them by their outcomes.**



# Teaching

Teachers and support colleagues are our most precious resource and we recognise they are the foundation of our success. The Trust has a strong, inclusive, and collaborative approach with individuality and teacher freedom at the heart of the classroom. Performance management is completed by our best practitioners and pay progression is not a bureaucratic hoop jumping exercise. Our teaching encourages risk taking and innovation.

## Freedom to teach

Colleagues are given the freedom to develop their own skills and teaching styles, in a leadership structure that is not needlessly hierarchical or authoritarian, allowing teachers and support colleagues to take risks in the classroom, progress, and enjoy new opportunities.



## Collaboration across the Trust

Our 'Subject Leads' across the Trust ensure collaboration is at the heart of our work with shared research and resources. A network of both subject specialism and leadership groups give opportunity and remove ceilings to development.

## Work life balance

We recognise the assessment materials and internal examinations, where possible are externally set and marked giving teachers the time to plan interventions and impact in the classroom where it counts. The school year is organised to ensure training is on going throughout the year by disaggregating training days and ensuring maximum breaks in teaching including a two-week holiday in October.

## No graded lessons

Colleagues are measured by outcome and not by graded lessons. Our performance management structure is developed around a fully supportive coaching model and challenges the increasing disillusionment with the efficacy of 'top-down' lesson observations as a professional development tool.

## No written lesson plans

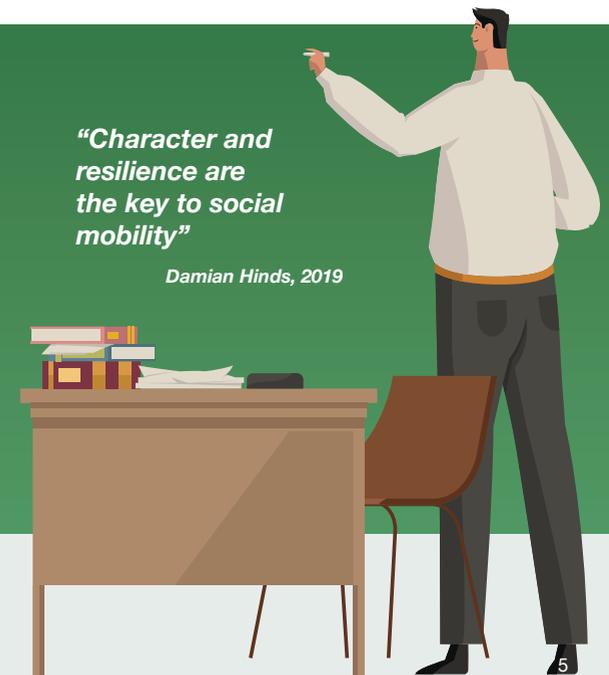
Written lesson plans are not required. Teachers are encouraged to hone their own style in the classroom and embrace both experience and innovation.

## Innovative curriculum

Our innovative curriculum is built upon our fervent belief that intelligence is not a fixed limit and all children can improve with the right mindset. Our resilience and aspire curriculum is designed to help every single student who comes through the Trust to develop the skills they need to transition into the wider world as confident, capable and resilient young adults.

*“Character and resilience are the key to social mobility”*

*Damian Hinds, 2019*





## Professional Development

**Based on the research of Dylan William the comprehensive coaching programme is a key strategy in our academies. It provides a safe, supportive and personalised environment for pedagogical self-reflection. The programme affords colleagues the opportunity to take responsibility for their own personal and professional growth. It allows them to utilise the excellent skills base that exists within the Trust through the coaches, and through the Trust Development Groups it enables them to take risks with innovative thinking and strengthen their teaching and learning through collaboration.**

### Twilight training sessions

To ensure a systematic cycle of training responsive to need we disaggregate training days and have a weekly programme. This bespoke training is developed through the coaching model and the middle leader quality assurance process. Our training is not top-down and is colleague-led. All colleagues are encouraged to share good practice.

### Support for early career teachers

The Trust has a comprehensive in-academy and whole Trust programme which enables colleagues to network, share good practice, enhance their pedagogy and develop a sustainable support network.

### CPD tailored to need

Professional development is offered in a variety of forms from research-led projects, academy based, external and trust-wide training. We offer sabbatical opportunities both in and out of teaching.

### Across Trust training

Training at all career levels is offered through extensive cross-trust programmes. Our central team offer a diverse range of additional training and support across all areas of leadership and administration.

### De-cluttered PM process

Our performance management process is part of a self-reflection cycle that is competed with coaches. The iSEF allows colleagues to take a more growth mindset approach to self-development.



# Behaviour

Traditional values of discipline and respect are an essential part of our ethos at the Rodillian Multi Academy Trust, as we believe these are essential for creating a safe, harmonious and nurturing environment for both staff and students alike. In particular, we take a no-tolerance attitude towards bullying.

## Consistent, supportive policy

The Positive Discipline (PD) system is an easily applied system that is consistently applied by both support and teaching colleagues across the academies. The black and white system doesn't allow for inconsistency and demands high standards of behaviour both in the classroom and beyond. The policy removes any ambiguity of behaviour expectation and enables students who get it right to receive praise in every lesson.

***“Any pupil behaviour which disrupts or impacts on the learning of other pupils is unacceptable and undermines the ability of teachers to teach.”***

*Sir Michael Wilshaw*

## The whole academy policy

The whole academy PD policy supports staff in the classroom. Ensuring that teachers can get on with teaching children who want to learn and who behave in a satisfactory manner. Furthermore, teachers should not have to suffer constant disruption.

## SLT led sanctions

Behaviour sanctions are removed from teachers and led by senior colleagues, this includes moved rooms, detention and isolations. The only requirement of teachers is to apply the in class and around academy policy consistently, enabling them to concentrate on supporting students to achieve.

## SLT led duties

In academy duties at lunch time and after school are led by senior colleagues giving time for colleagues to develop their practice and offer enrichment opportunities to our students.



## Praise culture

Discipline is not the same thing as punishment, and we make sure our methods of discipline are always fair, considered, caring and positive. Where possible, we prefer to focus on encouragements and rewards, rather than punishment and exclusion, in order to build a better community in each academy – and across the Trust as a whole.

Our positive praise culture ensures that all students, regardless of ability, age and gender are involved in the process of praise, recognition and reward in all aspects of academy life.



Behaviour

## Support and Opportunity

All classroom colleagues are entitled to functioning and fit for purpose facilities with which to deliver dynamic and engaging lessons.

### Research opportunities

We believe in change and in doing things differently. We pioneer new techniques, take the lead in tackling important issues and use a research-led approach to education. Colleagues are supported to lead whole academy initiatives through research. We invest heavily to help colleagues develop their skills and believe in a stage not age approach to career development.



### Trust development

We have many cross Trust development groups ranging from Teaching and Learning to Staff Well Being. These groups offer a physical professional network where colleagues can share ideas and good practice, a professional sounding board and are an integral vehicle of communication across the Trust.

### Minimum classroom expectation

Colleagues and students are able to access suitable technology to meet the needs of the curriculum.

All teaching spaces have a suitably powered fixed PC, and a fully working interactive display screen with suitable audio large enough for the space. The teacher PC will have hardware specifications suitable to drive 2 screens and comfortably run the latest versions of Windows, Office, and any presentation software. All classroom technology is consistent so that classroom staff can deliver the same lessons in every learning space.

For student use there are dedicated fixed ICT suites, but the provision may also be made up of portable laptop or tablet devices. The quantity and makeup of these facilities may vary across the Trust, but will be agreed at academy level to meet the needs of the curriculum. Fixed PC and laptop devices will be suitably powered to run the latest versions of Windows and Office. Curriculum specific software/hardware requirements will be agreed at academy level and met with enough suitable devices. All devices have suitable monitoring and Internet filtering.

Students and colleagues are fully trained in relation education strategies and given access to time efficient resources to support work life balance. These include virtual parents' evenings and training, in academy and homework virtual platforms and Cloud Design Box for access to central Trust resources.



# Employee Benefits

- Staff Well Being Group
- Staff Working Groups
- Family Friendly Approach
- Employee Health and Wellbeing Policy
- Generous maternity/paternity/adoption entitlements

- Portability of salary
- Generous Pension schemes
- National Conditions of Service inc. STPCD
- Honour continuous service dates in line with Modifications Order
- Generous annual leave entitlement

- Sabbatical/gap year opportunities
- Pre-arranged special leave of absence policy
- Trained support in mental health first aid and well-being
- SLT open door policy

- 24 hour employee assistance services - legal, financial and health support
- Occupational Health Support
- Flexible working options
- Employee Counselling Support Service

