



# RAINBOW EDUCATION MULTI-ACADEMY TRUST

## HEADTEACHER / HEAD OF SCHOOL / ASSISTANT HEADTEACHER ↔ TEACHERS SUPPORT OVERVIEW 2024/2025

### STATEMENT OF INTENT

### KEY AREAS SUPPORTED

### TARGETED STRATEGIC PRIORITIES

<p>Multi-Academy Trusts have been identified as the key feature in a strong school system, which are part of a group within a single governance and accountability structure. In breaking this down to identify what makes a strong trust, the Confederation of Schools Trusts have highlighted shared accountability and collaboration as being a key in underpinning success. Through strong relationships and successful school-to-school support, we are confident in our approach to school improvement .</p> <p>We are committed to delivering the best possible education and school experience for each and every learner.</p> <p>This document provides some clarity as to how the teachers will work collaboratively with colleagues within and beyond the Rainbow Education Multi-Academy Trust to build shared accountability and expertise. At the heart, sits the importance of honest and transparent relationships to allow the joint evaluation of schools strengths and areas for development.</p> <p>We work together to secure a supportive response to risk, ensuring access to the best practice, whilst deploying expertise, when and where it is needed.</p>	<p>HIGH STANDARDS AND EXPECTATIONS</p> 	<p>The curriculum meets the <b>ambition</b> of the EYFS Statutory Framework, NC and exam board specifications with <b>enrichment</b> opportunities that consider the <b>school's context</b> and needs of learners. All children have access to the <b>broad</b> curriculum. <b>Reading</b> is prioritised within a <b>language rich</b> curriculum.</p>	<p>The curriculum is informed through <b>school based</b> and <b>external research</b> i.e. Ofsted, EEF guidance, Rosenshine Principles and the ECT and NPQ frameworks.</p>	<p><b>Clearly defined end points</b> are set at the end of each unit/year/key stage to ensure progression. <b>Concepts</b> are mapped in the curriculum to ensure that learning is built upon. Knowledge is broken down into <b>composite and components</b> within lessons. Learners starting points/barriers are considered to help them <b>access</b> the curriculum</p>
	<p>LEARNING AND DEVELOPMENT</p> 	<p>Staff effectively use formative assessment, driven by <b>high quality questioning</b>, to <b>check for understanding</b> and use this information to move <b>learning forward</b>.</p>	<p>Staff are <b>experts</b> in their subjects; they <b>model</b> clear content; they have clear <b>knowledge</b> of the <b>sequence</b> of the curriculum; and an understanding of <b>end points</b> they are working towards.</p>	<p>Staff ensure that <b>all</b> lessons address the <b>needs of all</b> learners, including appropriate adaptations where required. Tasks are <b>carefully selected</b> and delivered to ensure learners are <b>engaged</b> in their learning. Staff <b>adapt</b> teaching in a way that allows learners to transfer key knowledge to long-term memory.</p>
	<p>PEOPLE</p> 	<p>There is an <b>active engagement</b> from the community. <b>Aspirations</b> within the community are high. Learners are prepared to be well rounded, active and <b>respectful</b> members of their communities.</p>	<p>Learners acquire <b>knowledge</b>, produce work of <b>high quality</b> and <b>achieve well</b> in national tests and examinations.</p>	<p>Staff are <b>well supported</b> at every stage of their career so that <b>high quality teaching</b> is <b>consistently</b> offered to all learners.</p>



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SUPPORT OFFER 1	SUPPORT OFFER 2	SUPPORT OFFER 3
<p><b>Coaching / Steplab Platform:</b>  <b>Purpose:</b> to provide a regular opportunity for teachers to explore their own practices and that of others, in relation to teachers' classroom management, organisation, pedagogical choices, teaching skills and educational provision.</p> <p>We characterise the coaching process as one where coaches / coachees work with each other to discuss classroom practice in a way that is:</p> <ul style="list-style-type: none"> <li>- (a) individualised – coaching sessions are one-on-one</li> <li>- (b) intensive – coaches and teachers interact at least every couple of weeks</li> <li>- (c) sustained – teachers receive coaching over an extended period of time</li> <li>- (d) context-specific – teachers are coached on their practices within the context of their own classroom</li> <li>- (e) focused – coaches work with teachers to engage in deliberate practice of specific skills.</li> </ul> <p><b>Frequency of activity:</b></p> <ul style="list-style-type: none"> <li>• Weekly</li> </ul> <p><b>Who will be involved?</b></p> <ul style="list-style-type: none"> <li>• Coach</li> <li>• Coachee</li> </ul>	<p><b>Rainbow CPD Programme 23/24</b>  <b>Purpose:</b>            Continuing Professional Development is a commitment to ongoing lifelong learning. CPD encourages us to look forward and identify opportunities to learn something new, refresh existing knowledge, improve skills, or simply keep up-to-date with the latest developments within teaching and leadership.</p> <p>The Rainbow CPD Programme offers an array of courses to further develop skills, knowledge and attitudes linked to the vision, values and mission of the Rainbow Education Multi-Academy Trust.</p> <p><a href="#"><u>RAINBOW CPD 2024-2025</u></a></p> <p><b>Frequency of activity:</b></p> <ul style="list-style-type: none"> <li>• Ongoing throughout the year</li> </ul> <p><b>Who will be involved?</b></p> <ul style="list-style-type: none"> <li>• Central Leadership Team</li> <li>• Headteachers / Heads of School</li> <li>• Assistant Headteachers</li> <li>• TLR Post Holders</li> <li>• Pastoral Team</li> <li>• Open to all members of REMAT</li> <li>• Teachers</li> </ul>	<p><b>Performance Development</b>  <b>Purpose:</b> An effective appraisal process is a framework to allow a clear and consistent assessment of performance of teachers to support their development and professional needs within the context of the School's Development/Improvement Plan.</p> <p>It is key in securing progress and improvement in the school.</p> <p>Teachers need to be actively engaged in the process so that they have ownership of the outcomes. The process should be supportive yet rigorous and designed to promote an open, challenging and professional dialogue that encourages the headteacher to:</p> <ul style="list-style-type: none"> <li>• reflect on their performance and achievements over the past year;</li> <li>• assess their needs for personal development;</li> <li>• suggest key priorities for moving forward that are clearly linked to the school improvement plan and own roles</li> </ul> <p><b>Frequency of activity:</b></p> <ul style="list-style-type: none"> <li>• An initial meeting and termly meetings as a minimum</li> </ul> <p><b>Who will be involved?</b></p> <ul style="list-style-type: none"> <li>• Headteacher / Head of School / AHTs</li> <li>• Teachers</li> </ul>



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SUPPORT OFFER 4	SUPPORT OFFER 5	SUPPORT OFFER 6
<p><b>Year Group Network Collaboration:</b></p> <p><b>Purpose:</b> To provide a regular opportunity to explore issues of importance to teachers linked to their year groups. This cross-trust collaboration aims to create a safe, experienced and beneficial space where you can:</p> <ul style="list-style-type: none"> <li>• Reflect upon and develop your teaching practices through collaboration in person,, on Slack and through shared use of Google Drive</li> <li>• Share thoughts and ideas</li> <li>• Share good practice and source support / expertise across schools</li> <li>• Distribute and collaborate on curriculum planning and moderation activities</li> <li>• Undertake high quality CPD</li> <li>• Collaborate on curriculum enrichment activities such as debating, performances, visits to London and liaison linked to visits, speakers and trips.</li> <li>• Assessment of schemes and lesson quality through 'end of unit reviews'</li> </ul> <p><b>Frequency of activity:</b></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> <p><b>Who will be involved?</b></p> <ul style="list-style-type: none"> <li>• Teachers from across the trust</li> </ul>	<p><b>Subject Leadership Support:</b></p> <p><b>Purpose:</b> To provide a regular opportunity to meet with Central Team Leaders and TLR post holders to share best practice, develop knowledge and skills, and to explore issues of importance to subject leaders within own schools. The meetings aim to create a safe, confidential space where you can:</p> <ul style="list-style-type: none"> <li>• Reflect upon and develop leadership practices</li> <li>• Share thoughts, concerns and ideas</li> <li>• Share good practice and source support / expertise across schools</li> <li>• Distribute and collaborate on leadership tasks to reduce workload and develop own practices, skills and knowledge.</li> <li>• Undertake high quality CPD</li> </ul> <p><b>Frequency of activity:</b></p> <ul style="list-style-type: none"> <li>• Once per half term / term</li> </ul> <p><b>Who will be involved?</b></p> <ul style="list-style-type: none"> <li>• SEND Trust Lead / EYFS Trust Lead / Trust Curriculum Leads / TLR Curriculum Leads (Members of Central Leadership Team)</li> <li>• Teachers and Subject Leaders</li> </ul>	<p><b>National College Subscription:</b></p> <p><b>Purpose:</b> The National College is an online streaming platform for high-quality professional development in schools. The National College provides staff with CPD to enhance, manage and evidence professional development.</p> <p>The National College responds to the latest changes in education to help schools meet their statutory and recommended training requirements, and work with members to deliver the most up-to-date library of courses, webinars and resources, underpinned by robust evidence and expertise.</p> <p><b>Frequency of activity:</b></p> <ul style="list-style-type: none"> <li>• As and when required</li> </ul> <p><b>Who will be involved?</b></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• All staff within the Rainbow</li> </ul>



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**OUR STRATEGIC GOALS**

 <p><b>DELIVER EXCELLENT EDUCATION</b></p>	 <p><b>HIGHEST POSSIBLE OUTCOMES</b></p>	 <p><b>EXCELLENT BEHAVIOUR AND RELATIONSHIPS</b></p>	 <p><b>A WELL EQUIPPED WORK-FORCE THROUGH HIGH QUALITY CPD</b></p>	 <p><b>CULTURE OF SAFEGUARDING</b></p>
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**CALENDAR OF SUPPORT OFFER**

Half Termly Offer					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2