

JOB PROFILE

Job Title:	Subject Leader – Maths	School/Department:	Rossett School
Salary Grade:	MPS – UPS plus TLR1b	Working Hours:	Full time
Contract Type:	Permanent to commence September 2024	Location:	Harrogate

* In our Trust we will consider requests for flexible working at the recruitment stage. For many roles some flexibility is possible, for example; flexible hours, part time, PPA time at home and in-year leave for special events. Please talk to us at interview about the flexibility you need. We can't promise to give you exactly what you want, but we do promise to have an open discussion and give careful consideration to your preferences.

Responsible to: Senior Leadership Team

Role summary:

We are looking to appoint a highly motivated, talented, and enthusiastic leader of Maths. The successful candidate will have the ability to excite and inspire young people and have a passion for Maths, together with the skills, values, and behaviours to lead. This is an exciting time to join Rossett school. We would warmly welcome applications from aspiring and experienced leaders.

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.

Special conditions of service:

No smoking policy, including e-cigarettes.

Role specific responsibilities:

Duties as a Teacher

- It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State. In addition to the specific duties below as Subject Leader the post-holder will comply with the duties of a Main Scale Teacher.

Additional Duties as Subject Leader

- To be responsible for leading and developing the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying Maths at all Key Stages, in accordance with the curriculum intent of the school.
- To ensure high standards of student attainment and achievement and to monitor and support the progress and development of students to ensure they fulfil their potential.



- To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students, and to incorporate a variety of assessment methods at key points to enable accurate judgements on student progress.
- To monitor and support the overall progress and development of students as a Teacher/Form Tutor
- To develop and enhance the teaching practice of others in the department.
- To lead on raising the standards of student attainment
- To inspire in students a love for learning by acting as a role model and showing enthusiasm for the subject
- To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
- To meet (or exceed) the Professional Teachers' Standards at a level consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- To communicate effectively with members of the area & all other relevant members of the school
- To work with the SENCO to ensure Individual Provision Maps are used effectively within the area by setting subject-specific targets and matching the provision to individual student needs.
- To encourage staff to develop extra-curricular activities which may, or may not, be linked to the area.
- To manage the physical resources of the area and ensure best value is achieved.

RK People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.



Red Kite Learning Trust Leadership Charter



Principles

Our leaders work to nurture ambition, deliver excellence and enrich children's lives.

In doing so they will demonstrate:



Selflessness:

Leaders will act solely in the interest of children and young people and their teams whilst ensuring their own and others wellbeing.



Integrity:

Leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.



Objectivity:

Leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.



Accountability:

Leaders are accountable for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.



Honesty:

Leaders should expect to act and take decisions in an open, honest and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for doing so.

Behaviours

Our Leaders show leadership through the following characteristics:



Trust: Our leaders are trustworthy and reliable.

We hold trust on behalf of children, and are honest and fair in how we work with children and adults.



Wisdom: Our leaders use experience, knowledge and insight.

We hold trust on behalf of children, and are honest and fair in how we work with children and adults.



Kindness: Our leaders demonstrate fairness, respect, generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable and invest in our own and others wellbeing.



Service: Our leaders are conscientious and dutiful.

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.



Courage: Our leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.



Optimism: Our leaders are positive and encouraging.

Despite difficulties and pressures, we deliver on our mission to nurture ambition, deliver excellence and enrich children's lives.



Collaboration: Our leaders should exhibit professional generosity and empathy that supports powerful collaboration.

Despite difficulties and pressures, we find the time to work collaboratively because we know together we are stronger.



PEOPLE PROFILE		
Aptitudes and Characteristics	Essential	Desirable
Skilled classroom practitioner	*	
Highly effective communication skills	*	
Capacity to evaluate and improve	*	
Competent in IT/Software including knowledge & application of Management Info. Systems in school	*	
High level of skill in dealing with issues relating to student behaviour	*	
Ability to be able to forge and maintain educational partnerships	*	
Ability to analyse performance data	*	
Ability to contribute to wider school life.	*	
Passionate belief in the ability of every student to achieve	*	
A clear educational vision and sense of direction	*	
Good organisational skills and high levels of self-motivation	*	
Energy, self-confidence and the ability to 'give more' when the occasion demands it	*	
Ability to work under pressure and to meet deadlines	*	
Good sense of humour & ability to maintain a sense of perspective in all working conditions	*	
Record of good attendance and punctuality	*	
A desire for further promotion.	*	
Qualifications, Knowledge and Experience	Essential	Desirable
Experience of more than one school/academy		*
Successful experience of raising standards at middle management level.		*
Successful experience of managing whole school/academy improvement in a secondary school/academy.		*
Successful experience of monitoring teaching and learning		*
Successful experience of leading, motivating and monitoring other members of staff		*
Successful experience of curriculum development		*
Experience of managing students with challenging behaviour.		*



Degree level qualification and qualified teacher status	*	
Recent leadership training.		*
Up-to-date knowledge of curriculum related issues 11-19	*	
Detailed knowledge of pedagogical practice in relation to Teaching and Learning	*	
Thorough understanding of best practice in raising student attainment	*	
Thorough understanding of best practice in relation to assessment.	*	
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

