

ROLE PROFILE

#RKLTPeople

Nurturing Ambition, Inspiring Excellence



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. We are an equal opportunities employer which welcomes applications from all sectors of the community. We are committed to promoting diversity and want a workforce which reflects the local population of each of our schools.



www.rklt.co.uk/careers



*Red Kite Learning Trust is committed to supporting work–life balance and recognise the benefits of flexible working. We welcome requests for flexible working arrangements as part of the recruitment process. While flexibility may be possible for many roles, each request will be considered on an individual basis.

Job Title:	Director of Secondary Education	School:	Trust Central Team
Salary Grade:	AD2 SCP 65-69 (negotiable for the right candidate)	Working Hours:	Full time, 37 hours per week. Flexible working an option.
Contract Type:	Permanent Full Time, Full Year Operational (Support Staff) NJC Terms with generous annual leave allowance	Location:	Based in Central Trust Office, Harrogate, with travel to RKLTP schools as required. Hybrid working available

Responsible to: CEO/Trust Board

Role summary: To work with our Director of Primary, Director of Inclusion, Director of Teaching, Learning, Curriculum and QA, Director of Safeguarding and Attendance, the Director of Red Kite Education, Headteachers/Principals, the CEO and Trust Board as well as the Local Governing Bodies to help deliver our Trust’s mission whilst demonstrating our shared values and commitment to social justice.

Providing inspirational, strategic leadership supported by a deep knowledge and passion for excellence in all aspects of educational provision.

Developing curriculum alignment across our Trust schools that harnesses the combined skills and talents of our teachers to ensure that every child has access to an outstanding curriculum that is delivered effectively.

Ensuring that our teachers and leaders are at the heart of our work and can work as an epistemic community that nourishes creativity, shares knowledge freely and focuses on the needs of all our children.

Utilise high level social and organisational skills to develop powerful networks across our schools that impact significantly on the quality of education, reduce staff workload and release the ‘Trust dividend’.

To work with each school individually to secure high-quality provision and best value with an unrelenting focus on outstanding progress for *all* students and young people.

To uphold, always promote and model the values of our Trust.

Special conditions of service: No smoking policy, including e-cigarettes/vaping.

Role specific responsibilities:

- Line managing the secondary school Headteachers



- Providing professional challenge and support to schools, supporting leaders to effectively evaluate performance, identify priorities for improvement and plan effective change
- Develop and deliver a rigorous and sustainable strategy for managing information/data on school performance that informs improvement and supports the work of the CEO and Trustees
- Have strategic responsibility for school improvement and educational performance across our Trust secondary schools
- Support the wellbeing and professional development of our school leaders, keeping the joy in school leadership
- Ensure strategic plans identify targets to secure rapid school improvement, as judged against the Ofsted criteria, supporting schools effectively before and during the Ofsted inspection process
- Lead and support improvement and quality assurance work as detailed by our Trust's School Improvement Strategy. Responsible for ensuring all activities, reviews and processes are completed and result in continually improving standards
- Support secondary schools in the delivery of our Trust strategic objectives and provide effective and inspiring leadership to our Headteachers
- Ensure that secondary school leaders are accountable for a framework of excellence through the implementation and promotion of high-level professional standards, rigorous monitoring and evaluation of teaching quality and student outcomes
- Critically evaluate and report on each school's performance and ensure performance targets are achieved including those in vulnerable groups
- Contribute to our Trust and Local Governance Provision meetings and other significant organisations and stakeholders as and when required
- Be responsible for Trust wide improvement strategies, supporting networking and provision-based improvement. This will include planning, in conjunction with others, including our Red Kite Education team, professional development activities
- Support our Trust curriculum development work, resource sharing and development and ensure it is embedded in the practice of all our secondary schools
- Support the induction, training and appointment of new Headteachers for our Trust
- Support the work of the Red Kite Alliance school improvement network
- Be absolutely committed to supporting diversity, inclusion and equality

All colleagues, regardless of career stage, will make a positive contribution to the wider life and community of our school, for example through sport, music, hobbies etc.

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 etc., 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 role 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
Professional, approachable and diplomatic with very high personal expectations	*	
Able to work confidentially and to influence and negotiate effectively	*	
Ability to inspire, challenge, motivate and empower others to attain challenging outcomes	*	
Ability to multi -task, prioritising where necessary and working to tight deadlines	*	
Ability to deal with complexity and uncertainty and work under pressure	*	
Ability to use own initiative and be solution focused	*	
To work as part of a team and provide support to colleagues	*	
Able to present engagingly to a variety of audiences in a range of settings with confidence, accuracy and emotional literacy	*	
Ability to work flexibly to meet deadlines and respond to unplanned situations	*	



Competent in dealing with difficult situations	*	
Ability to communicate succinctly to an extremely high standard both verbally and in written form in a persuasive and compelling way to develop relationships across our network of schools	*	
Ability to work with political and financial astuteness to plan for the future needs and further development of the growth of our Trust	*	
Have an enthusiasm and commitment to leadership development aimed at making a positive difference to young people and raising standards	*	
Resilience and ability to learn from constructive feedback	*	
Comfortable with personal accountability and holding others to account in a professional and supportive manner	*	
Qualifications, Knowledge and Experience	Essential	Desirable
Graduate with qualified teacher status	*	
NPQH or higher degree in educational leadership	*	
Qualified and practising Ofsted inspector		*
Recent and relevant leadership training	*	
Successful leadership record as a Headteacher within a secondary setting	*	
Track record of successfully leading school improvement with a strong focus on inclusion as demonstrated by Ofsted judgments and/or student outcomes over time	*	
Detailed and up-to-date knowledge of education (mainstream, special and alternative provision), national policy / strategies, school improvement, inspection procedures and statutory requirements	*	
Excellent knowledge of Secondary Education— curriculum, pastoral, T&L, performance data	*	
Experience in the analysis of performance data for the purposes of target setting and evaluation	*	
Ability to think and plan strategically and creatively to solve problems	*	
Experience of working with education boards and trustees to deliver and communicate strategic change	*	
Experience of leading organisational change and developing a positive school culture	*	
Experience of mentoring and coaching	*	
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	*	
--	---	--

