

**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](http://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.

<b>Job Title:</b>	Assistant Subject Leader of Physical Education	<b>School:</b>	Rossett School
<b>Salary Grade:</b>	M1-UPS3 + TLR2b	<b>Working Hours:</b>	Full time
<b>Contract Type:</b>	Permanent	<b>Location:</b>	Harrogate

**Responsible to: Subject Leader**

**Role summary:** We are looking to appoint a highly motivated, talented, and enthusiastic Assistant Subject Leader of PE. The successful candidate will have the ability to excite and inspire young people and have a passion for sports, 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.

**Special conditions of service:**

No smoking policy, including e-cigarettes/vaping.

**Role specific responsibilities:**

**Duties as a Teacher:**

- fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- meet the expectations set out in the Teachers' Standards
- enhance pupils' learning and experience by providing high quality teaching and learning, allowing pupils the opportunity to achieve their individual potential
- inspire in pupils a love for learning, acting as a role model, and demonstrating enthusiasm in the delivery of subject areas
- use appropriate, high-quality teaching, expectations and classroom management strategies to encourage and motivate pupils
- manage student learning through effective teaching in accordance with the school's schemes of work and policies
- take responsibility for planning and co-ordinating specific elements of the curriculum, as directed by the Headteacher and Deputies
- plan high quality learning experiences to meet the needs of all allocated pupils in a consistent and effective way. Use a variety of methods and approaches to match curricular objectives and the range of pupil needs, ensuring equal opportunities for all pupils
- work with others on curriculum and pupil development to secure co-ordinated outcomes



- develop pupils' literacy, numeracy, ICT capability and other key skills, including those of working with other pupils and building personal learning confidence
- uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- have proper and professional regard for the ethos, policies and practices of the school and maintain standards of attendance and punctuality
- understand and act within statutory frameworks setting out the professional duties and responsibilities.

#### **Additional Duties as Assistant Subject Leader**

- To be responsible for assisting the Subject Leader in leading and developing the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying PE at Key Stages 3, 4 and 5, in accordance with the curriculum intent of the school.
- To inspire in students a love for learning by acting as a role model and showing enthusiasm for the subject.
- To ensure quality first teaching in the subject area in line with the school's expectations of Teaching and Learning by implementing our robust quality assurance processes.
- 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 continuously develop and enhance the teaching practice of others in the department.
- 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 SENDCO 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.

For colleagues appointed to our school at Upper Pay Spine level, then responsibilities and expectations will complement this career and pay stage.

**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
Ability to work flexibly and collaboratively as part of a team as well as on own	*	
Able to use own initiative and motivate others	*	
Ability to plan effectively using a cross-curricular skills-based approach	*	
Willingness to proactively take part in training. Take responsibility for and be keen to improve upon own professional development	*	
Ability to investigate, evaluate, solve problems and make decisions	*	
Ability to demonstrate a commitment to equality of opportunity for all pupils	*	
Ability to contribute to wider school life	*	
High level of skill in dealing with issues relating to student behaviour	*	
Ability to work under pressure and to meet deadlines	*	
Effective written and oral communication and organisation	*	
<b>Qualifications, Knowledge and Experience</b>	<b>Essential</b>	<b>Desirable</b>



Degree Level Qualification	*	
Qualified teacher status e.g. PGCE	*	
Subject expertise or willingness to lead a subject area		*
Experience of delivering evidenced based interventions and accelerated learning	*	
Competent ability in ICT, able to demonstrate high-level skills and working knowledge of school systems	*	
Recent experience in Physical Education and the provisions of the National Curriculum	*	
Up to date knowledge of curriculum related issues 11-19	*	
Thorough understanding of best practice in raising pupil attainment	*	
Experience managing people and resources, including planning and organisational skills. Plan, allocate, support and evaluate work undertaken by other colleagues in the classroom	*	
Expertise and knowledge required to lead CPD for colleagues		*
Experience of more than one school/academy		*
Successful experience of managing whole school/academy improvement in a secondary school/academy		*
Successful experience of leading, motivating and monitoring other members of staff	*	
Successful experience of raising standards at middle management level		*
Successful experience of leading, motivating and monitoring other members of staff	*	
Recent leadership training		*
<b>Safeguarding and Promoting the Welfare of Pupils</b>	<b>Essential</b>	<b>Desirable</b>
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	*	

