

## 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>     | Programme Leader of Physics | <b>School:</b>        | Harrogate Grammar 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: Faculty Leader

**Role summary:** We are looking to appoint a highly motivated and effective Programme leader to support the Faculty Leader in leading and managing the learning programme, staff and resources within the Science Faculty. Your role is to maximise the educational outcomes for young people through effective leadership and a deep passion for your subject.

#### Special conditions of service:

No smoking policy, including e-cigarettes/vaping. Occasional requirement to work outside of school hours and off school premises.

#### Role specific responsibilities:

- Support and lead the school's core purpose in providing 'Excellence for all' by modelling our REACH values in all aspects of the role, being and supporting colleagues and students to be the best version of themselves by leading with professional drive and humility.
- Effectively lead and communicate a vision of excellence within the faculty, with a relentless drive to improve the quality of teaching and learning and as a result, outcomes in the faculty; encouraging staff to be reflective in their practice, engage with instructional coaching and by using all the quality assurance tools at their disposal.
- As Programme Leader of Physics, you are responsible for the learning programmes of Physics across *all* key stages, including the externally examined Combined GCSE, Tripple GCSE and A Level.
- Support the Faculty Leader in ensuring the effective leadership and management of the physical and human resources at the faculty's disposal, working within budgetary constraints to get best value at all times. This includes the responsibility for setting emergency cover in Physics and the construction of master lesson resources.
- Support and lead all members of the faculty to develop positive and respectful relationships with all students, in line with the school's 'Positive Relationships Policy'; ensuring connection before correction and supporting students to develop 'Excellent Learner Habits'.
- Support the Faculty Leader in leading the personal and professional development within the area, by ensuring all faculty colleagues, including ITT and ECT teachers, have access to timely, high quality performance review opportunities, which support their continued professional development, identifying any



issues promptly, offering support and being prepared to challenge underperformance, ensuring high levels of retention and job satisfaction. This includes responsibility for leading CPL in Physics under the direction of the Faculty Leader and Faculty Line Manager.

- Work alongside senior leaders, the faculty leader and fellow programme leaders to support the development and implementation of whole school strategies, contributing ideas and providing honest feedback and reflection.
- Support the faculty leader in leading the planning, development, effective resourcing and regular review of our aspirational and inclusive curriculum, which provides excellence for all, and which offers experiences which develop character, encourages diversity and develops understanding of British Values and citizenship.
- Ensure the needs of all learners are met, through careful planning of the curriculum and assessment opportunities; supporting staff to meet the needs of disadvantaged students, working towards the ambitious school goal of zero gaps; offering wider experiential opportunities, designed to develop cultural capital and increase participation.
- Keep up to date with educational research both within the subject discipline but also in the wider context, to share findings with colleagues and encourage them to engage with research and development in order to improve their practice.
- Ensure positive and professional communication within the faculty, with all colleagues within the school and wider Trust and with parents; positively representing the school when working with those in the wider community.
- Support the faculty with wider curricular events and clubs throughout the academic year.
- In addition to the specific duties above as Programme Leader the post-holder will comply with the duties of a Main Scale Teacher.

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.



## Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



## Our Trust Values



### Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



### Integrity

We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



### Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

## Our Trust Goals



### We champion learning

Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



### We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust.



### We invest in our people

Supporting every member of staff throughout their career to be the best that they can be.



### We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



### We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

## PEOPLE PROFILE

| Aptitudes and Characteristics  | Essential | Desirable |
|--|-----------|-----------|
| Skilled classroom practitioner   | *         |           |
| 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   | *         |           |
| Ability to form good working relationships and influence others  | *         |           |
| Ability to lead and inspire colleagues   | *         |           |
| 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   | *         |           |



|   |                  |                  |
|---|------------------|------------------|
| A clear educational vision and sense of direction   | *                |                  |
| Energy, self-confidence and ability to 'give more' when the occasion demands it.  | *                |                  |
| Good organisational skills and high levels of self-motivation   | *                |                  |
| Effective written and oral communication  | *                |                  |
| <b>Qualifications, Knowledge and Experience</b>   | <b>Essential</b> | <b>Desirable</b> |
| Degree Level Qualification  | *                |                  |
| Qualified teacher status e.g. PGCE  | *                |                  |
| Further post graduate study and leadership training   |                  | *                |
| Subject expertise or willingness to lead a subject area   | *                |                  |
| Experience of delivering evidenced based interventions and accelerated learning   | *                |                  |
| Experience in raising standards at middle leadership level  | *                |                  |
| Experience of leading, motivating and monitoring other members of staff   | *                |                  |
| Experience in teaching Physics up to A Level  | *                |                  |
| Experience of managing students with challenging behaviour  | *                |                  |
| Competent ability in ICT, able to demonstrate high-level skills and working knowledge of school systems, analyse performance data and knowledge/application of MIS.               | *                |                  |
| Recent experience in Physics 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   |                  | *                |
| Knowledge of current guidance and regulations in relation to inclusion  |                  | *                |
| <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  | *                |                  |



