

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:	Leader of Social Sciences (Psychology Specialism)	School:	Temple Moor High School and Sixth Form
Salary Grade:	Salary grade in line with national pay scales: M1-USP3 plus TLR 2C (+ R+R for an exceptional candidate)	Working Hours:	Full time
Contract Type:	Permanent	Location:	Leeds

Responsible to: SLT Line Manager

Role summary:

To provide professional leadership and management for their department to plan and deliver an ambitious, well sequenced curricula across all social sciences at KS4 and KS5, ensuring it is successfully enacted through high quality teaching and learning to secure strong academic outcomes for all students in terms of progress and attainment against national averages. To ensure the delivery of extra-curricular enrichment linked to all subject areas. All teachers are expected to meet and demonstrate the relevant National Standards for Teachers.

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:

To work as part of the curriculum leadership group (CLG), undertaking all aspects of the roles below:

- 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 students' learning and experience by providing high quality teaching and learning in their own practice and the practice of teachers within the department, allowing students the opportunity to achieve their individual potential (including those who are SEND or Disadvantaged).
- inspire in students 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 inspire and motivate students



- 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
- attend Curriculum Leaders group meetings as required and implement actions which arise from these meetings.
- plan, develop, monitor and evaluate the social sciences curricula to meet team objectives and national expectations for attainment and progress.
- undertake extensive quality assurance of standards across social science classes throughout the year, including work scrutinies, learning walks and student voice, to gauge the emerging strengths and weaknesses within the team and develop impactful actions to address these.
- plan high quality learning experiences to meet the needs of all allocated students in a consistent and effective way. Use a variety of methods and approaches to match curricular objectives and the range of student needs, ensuring equal opportunities for all students
- plan purposeful CPD which develops staff pedagogy, curriculum knowledge and skills in relation to assessment, so that the enactment of the curriculum is of a high quality across all groups.
- analyse internal tracking data and externally published performance data related to social science subjects to inform short- and medium-term planning.
- implement an ambitiously designed curriculum for all social science subjects and to ensure that a variety of teaching and learning strategies are used to meet the needs of students of all abilities.
- continue to develop work on methods of assessment for learning within the team to fit in with the School Assessment Policy.
- have supportive challenge conversations with members of the department regarding standards and outcomes in their classes, including the provision of feedback from quality assurance activities where areas for development are identified
- work with others on curriculum and student development, to secure co-ordinated outcomes
- develop students' literacy, numeracy, ICT capability and other key skills, including those of working with other students 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

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 job 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
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 students	*	
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	*	



Ability to teach Sociology and/or Criminology, alongside Psychology.		*
Commitment to safeguarding of children	*	
Qualifications, Knowledge and Experience	Essential	Desirable
Degree Level Qualification in relevant subject	*	
Qualified teacher status e.g. PGCE	*	
Other subject expertise e.g. Masters, NPQ		*
Demonstrable evidence of strong outcomes/progress for classes taught	*	
Experience of exam marking/moderation for an English awarding organisation		*
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 Psychology teaching and the provisions of the National Curriculum	*	
Up to date knowledge of curriculum related issues 14 – 19	*	
Thorough understanding of best practice in raising student attainment	*	
Experience of delivering A-level Psychology.	*	
Experience managing people and resources, including planning and organisational skills. Plan, allocate, support and evaluate work undertaken by other staff in the classroom	*	
Expertise and knowledge required to lead CPD for colleagues		*
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	*	

