

## 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>	Teacher of Alternative Provision (at our ELECT unit)	<b>School/Department:</b>	Temple Moor High School and Sixth Form
<b>Salary Grade:</b>	M1-UPS3	<b>Working Hours:</b>	Full time
<b>Contract Type:</b>	Permanent	<b>Location:</b>	Leeds

**Responsible to:** Assistant Principal - ELECT

#### Role summary:

This role profile outlines the responsibilities and expectations of a teacher working within ELECT, our on-site alternative provision. Supporting students from Temple Moor High School as well as other schools across East Leeds, the postholder will play a key role in delivering a flexible, high-quality, and inclusive curriculum that combines academic learning with practical and vocational subjects such as Work Skills, Eduqas Hospitality and Catering, and Sport.

The role is focused on supporting learners with a range of needs to re-engage with education, build confidence, develop essential life and employability skills, and achieve positive outcomes within a structured, nurturing, and supportive environment.

Initially, the successful candidate will be responsible for delivering the BTEC Work Skills programme. However, there may be opportunities to adapt the curriculum offer in line with the successful candidate's subject expertise, experience, and strengths.

All teachers are expected to uphold and demonstrate the relevant Teachers' Standards and contribute positively to the wider aims and ethos of the provision.

**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 ELECT (internal alternative provision) structure, undertaking all aspects of the roles below under the direction of the Assistant Principal - ELECT:

- 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, allowing students the opportunity to achieve their individual potential
- 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 within our alternative provision
- form strong professional relationships with 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, Deputies and ELECT Assistant Principal.
- in consultation with your line manager, plan, develop, monitor and evaluate the curricula to meet team objectives and national expectations for attainment and progress
- 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
- engage strongly with CPD as a means of improving practice.
- analyse the outcomes of formative and summative assessments for your groups, as a basis for informing learning, evaluating your own practice and contributing toward short- and medium-term planning
- work well with other colleagues as part of a cohesive team at ELECT, and more broadly within the school and Red Kite Learning Trust.
- communicate professionally with parents in enabling a strong relationship to be maintained between school and home, for the benefits of students
- 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, ensuring all policies are implemented, and maintain standards of attendance and punctuality
- understand and act within statutory frameworks setting out the professional duties and responsibilities
- when not delivering timetabled lessons or protected PPA time, the post-holder will be required to undertake allocated cover duties to support the wider provision and school.

For colleagues appointed to our school at Upper Pay Spine level, then responsibilities and expectations will compliment 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	*	
Commitment to working with learners who are the most vulnerable, maintaining high aspirations for them and their outcomes.	*	
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	*	
<b>Qualifications, Knowledge and Experience</b>	<b>Essential</b>	<b>Desirable</b>
Degree Level Qualification	*	
Qualified teacher status e.g. PGCE	*	
Recent experience of teaching within alternative provisions	*	
Experience of delivering evidenced based interventions	*	
Competent ability in ICT, able to demonstrate high-level skills and working knowledge of school systems	*	
Relevant knowledge of the National Curriculum, and of specifications and assessment practices for GCSE/VTQ qualifications, within specialist subject(s) taught	*	
Experience of breaking down barriers to learning for vulnerable learners, to enable them to be successful	*	
Thorough understanding of best practice in raising student attainment	*	
Demonstrable evidence of strong outcomes for students who are vulnerable or at alternative provision	*	
Flexibility in being able to deliver more than one subject area or course		*
<b>Safeguarding and Promoting the Welfare of Students</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	*	

