

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:	Early Career Leader (Primary)	School:	Red Kite Teacher Training
Salary Grade:	Band 15 SCP 37-40	Working Hours:	7.5 hours per week (1 day) Term time + 3 weeks
Contract Type:	One Year Secondment	Location:	Harrogate

Responsible to: Programme Lead

Role summary: To assist the programme leads in the delivery of the course and be a point of contact for an allocation of schools, mentors and trainees. To provide ongoing individual support for an allocation of trainee teachers reporting back to the programme leads and contributing to the ongoing quality assurance of the programme.

Special conditions of service: No smoking policy, including e-cigarettes/vaping. Working outside of school hours and off school premises as required.

Role specific responsibilities:

- Provide ongoing individual support for applicants and trainee teachers responding to issues as they arise and be a point of contact for an allocation of schools for ITT.
- Contribute to ITT marketing activities including helping to organise and attending recruitment events.
- Carry out school visits and online tutorials for each trainee/ groups of trainees as required.
- Provide appropriate support for schools and trainee teachers when a cause for concern is identified.
- Contribute to the production of the final summative report for each allocated trainee.
- Monitor the quality of mentoring (sampling observation, feedback and trainee and mentor meetings) and overall ITT provision in partnership schools and respond should concerns about quality arise.
- Organise and contribute to the planning and delivery of some the Red Kite Teacher Training curriculum.
- Quality assure the work of mentors and ITT Coordinators by developing and sharing good practice and providing support if concerns about the quality of provision in partnership schools are identified.
- Contribute to the planning and delivery of elements of mentor training for partnership schools and develop and share good practice in mentoring.
- Promote and model effective mental health awareness, workload management and actively support diversity.
- Attend Red Kite Teacher Training interviews and take part in the selection process.
- Contribute to the collection and analysis of data and the self-evaluation process.
- Critically engage in wider reading about subject knowledge, pedagogy and teacher development.



- Keep up to date with developments in teaching and learning, initial teacher training, the DfE Early Career Framework and Ofsted 'Inspection Handbook for ITE'.
- Attend Early Career Leaders meetings, mentor meetings and others as requested.
- Write trainee references for employers, ensure that mentors provide support for application writing and interview preparation and provide enhanced 1:1 support for job applications when needed.
- Quality Assurance and completion of ongoing trainee assessment, leading to successful completion of QTS and transition to ECT.
- Complete any other reasonable duties as requested by the Director of Red Kite Teacher Training and Programme Leads.

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
Innovative and creative in developing effective solutions	*	
Able to communicate clearly and confidently, both orally and in writing, with staff at all levels	*	



Strong organisational skills with the ability to prioritise and plan to ensure tasks are completed to a high standard	*	
Able to work effectively under pressure and meet deadlines	*	
Skilled in developing and maintaining efficient systems that support effective practice	*	
Able to work flexibly and collaboratively as part of a team as well as independently	*	
Proactive, using initiative and able to motivate others to achieve shared goals	*	
Able to plan effectively, including following the plans of others when leading or contributing to training	*	
Willingness to proactively take part in training. Take responsibility for and be keen to improve upon own professional development	*	
Able to investigate, evaluate, solve problems and make sound decisions	*	
Able to build positive relationships with early career teachers and colleagues at all levels, including those in positions of authority	*	
High level of accuracy and attention to detail	*	
Flexible, including willingness to work outside normal hours when required	*	
Demonstrates reliability and a strong commitment to their role	*	
Self-motivated, resilient and hardworking	*	
Acts with integrity, demonstrating openness and honesty	*	
Empathetic and understanding in working with others	*	
Maintains confidentiality and acts in a trustworthy manner	*	
A supportive team player who contributes positively to the organisation	*	
Demonstrates a collaborative, corporate approach	*	
Flexible and committed to acting in the best interests of the organisation	*	
Ability to work flexibly and collaboratively as part of a team as well as on own	*	
Qualifications, Knowledge and Experience	Essential	Desirable
Degree Level Qualification	*	
Qualified teacher status e.g. PGCE	*	
Further relevant qualifications e.g. NPQLTD, NPQSL, NPQML		*
Successful experience within an Initial Teacher Training Provider or Early Career Framework programme / Postgraduate Teaching Apprenticeships.		*



Experience of an ITT Ofsted Inspection either in a school or Initial Teacher Training setting.		*
Experience of developing, leading and coordinating school-based teacher training.		*
Experience of delivering whole-school Professional Development.	*	
Evidence and track record of using initiative and innovation to lead to positive outcomes.	*	
Experience of quality assurance systems and implementing evaluated improvement.		*
Successful experience of partnership working.	*	
Full Driving Licence and own vehicle essential to role.	*	
Knowledge and high level of competence with all the main aspects of Microsoft Office & web-based applications, including use of databases & spreadsheets.	*	
Knowledge of Ofsted requirements for ITT.	*	
Knowledge and understanding of ITT and the Early Career Framework in relation to the current national picture.	*	
Knowledge of teaching school hubs and local alliances of schools		*
Knowledge of current practice in relation to diversity and adult mental health		*
Understanding of broader professional development issues relating to ITT.		*
Understanding of professional development for teachers in the first few years of their career.	*	
Currently a practising teacher.		*
Proven track record as an outstanding classroom practitioner and evidence of impact on the progress of pupils.	*	
Proven track record as an effective mentor and evidence of the impact of trainee teachers / early career teachers.	*	
A critical consumer of reading and wider research	*	
Experience in leadership and management		*
Experience in roles that require organisational/ administrative skills	*	
Experience with social media technology		*
Safeguarding and Promoting the Welfare of Pupils	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	*	

