

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:	Maths Interventionist	School:	Temple Learning Academy
Salary Grade:	MPS 1 for a Qualified Teacher S01 otherwise	Working Hours:	Full time or Part time
Contract Type:	Fixed Term – 12 months minimum, 24 months Maximum	Location:	Leeds

Responsible to: Headteacher

Role summary: We are seeking a passionate and committed Maths Interventionist to support secondary pupils in raising attainment and building confidence in mathematics. You will work closely with the maths department to identify gaps in learning and deliver targeted small-group and one-to-one support, helping pupils overcome barriers and achieve success, particularly at GCSE level.

Special conditions of service:

No smoking policy, including e-cigarettes/vaping.

Role specific responsibilities:

- To provide high quality maths intervention for students who are underachieving in this key foundational knowledge.
- To deliver 1-2-1 or small group interventions linked with Maths foundational knowledge.
- To support and supervise students engaging with independent revision and online Maths intervention tools
- To join classroom teachers in mainstream lessons in delivering high quality Maths curriculum.
- To develop the resources and materials needed for Maths intervention, utilising common resources and tools within the Maths team.
- To engage with CPD aligned with high quality delivery of lessons and intervention.
- To work with class teachers and leaders in maths to monitor and assess the progress of students receiving intervention.
- To use a variety of methods and approaches to match curricular objectives and the range of individual students needs and ensure equal opportunity for all students.
- To work with SEND and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and maximise their effectiveness within lessons.
- To work effectively a member of the Maths team to improve the quality of teaching and learning.
- To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.



- To use positive management of behaviour in an environment of mutual respect which allows student to feel safe and secure and promotes their self-esteem.

A qualified teacher would also be expected to:

- fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document, including meeting the expectations as set out in the Teacher' Standards.
- understand and act within statutory frameworks setting out the professional duties and responsibilities
- 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

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.

RED KITE LEARNING TRUST

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, form good relationships 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	*	
Ability to work within and contribute to an effective team	*	
Willingness to try out new ideas and to contribute to the development of department strategies		
Capacity to evaluate and improve		
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	*	
A clear educational vision and sense of direction	*	
Passionate belief in the ability of every student to achieve	*	
Highly effective communication skills	*	
Good organisational skills and high levels of self-motivation		
Qualifications, Knowledge and Experience	Essential	Desirable
Degree Level Qualification		*
Qualified teacher status e.g. PGCE		*
Specialist qualifications in Math	*	
Demonstrate excellent teaching skills in line with the role profile of a Maths Interventionist	*	
Experience of delivering evidenced based interventions and accelerated learning	*	
Ability to teach all age and ability levels in your subject specialism i.e. Key Stage 3 to Key Stage 4	*	
Up to date knowledge of curriculum related issues 11-16	*	
Detailed knowledge of pedagogical practice in relation to Teaching and Learning		*
Thorough understanding of best practice in raising student attainment		*



Knowledge of current guidance and regulations in relation to inclusion		*
Competent ability in ICT, able to demonstrate high-level skills and working knowledge of school systems	*	
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	*	

