

Job Profile

Job title	Assistant Programme Leader of Maths	School/Department	Crawshaw Academy
Salary grade	MPS – UPS TLR 2a - £3,017	Working hours	Term Time Only Monday – Friday
Contract type	Permanent	Location	Leeds
Responsible to	Programme Leader - Maths		

Role summary

We are looking to appoint a highly motivated and effective Teacher of Mathematics to join a collaborative and committed team of subject specialists delivering mathematics courses across all year groups.

The successful candidate will have outstanding subject knowledge and be an expert in mathematics pedagogy. We are looking for someone with a work ethic that focuses on student outcomes and with a deep commitment to on-going formative assessment, who is eager to engage in appropriate CPD. We would warmly welcome applications from MPS and experienced teachers.

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.

Special conditions of service

No smoking policy, including e-cigarettes.

Requirement to occasionally work outside of school hours and off school premises as required by the school.

Role specific responsibilities

- Committed to enhancing students learning and experience
- Have a strong subject knowledge, proactive nature and commitment to demonstrating our schools values
- Have an inclusive purpose, raising and supporting the achievements of all

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, 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.

Red Kite Mission, Values & Leadership Expectations

Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives

Our Trust Values

Collaboration: we pull together to get 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 staff, children and families and partners with respect and kindness – modelling our values and wanting the very best for each other

Our Trust Leadership Expectations

Coach your Team: our leaders use coaching principles to support their teams to be self-aware, grow and work collaboratively

Lead with Respect: our ethical leaders lead with trust, integrity and show appreciation. Wellbeing and fairness are shared priorities

Challenge for Excellence: our leaders challenge themselves and their teams to continually grow in their role and towards their aspirations. They support an innovative approach where colleagues are encouraged to try new approaches with the aim of improvement

People Profile

Experience	Essential	Desirable
Demonstrate excellent teaching skills.	✓	
Ability to teach all age and ability levels.	✓	
Subject expertise in ICT.	✓	
Experience of more than one Academy.		✓
Qualifications & Training	Essential	Desirable
Degree level qualification in related subject	✓	
PGCE or relevant experience	✓	
Knowledge	Essential	Desirable
Up-to-date knowledge of curriculum related issues 11-19	✓	
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.		✓
Aptitudes	Essential	Desirable
Skilled classroom practitioner	✓	
Highly effective communication skills		✓

Ability to form good working relationships & influence others.		✓
Ability to work within and contribute to an effective team.		✓
Capacity to evaluate and improve	✓	
Willingness to try out new ideas and to contribute to the development of department strategies.	✓	
Keenness to continue and improve upon professional development.	✓	
High level of skill in dealing with issues relating to student behaviour.	✓	
Ability to contribute to wider Academy life.	✓	
Characteristics	Essential	Desirable
Passionate belief in the ability of every student to achieve	✓	
A clear educational vision and sense of direction	✓	
Good organisational skills and high levels of self-motivation	✓	
Energy, self-confidence and the ability to 'give more' when the occasion demands it	✓	
Ability to work under pressure and to meet deadlines	✓	
Good sense of humour & ability to maintain a sense of perspective in all working conditions	✓	
Record of good attendance and punctuality	✓	
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
Has appropriate motivation to work with students	✓	
Ability to maintain appropriate relationships and personal boundaries with children and young people	✓	
Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	✓	



Job Specification

1	Duties as Main Scale Teacher
1.1	It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
2	Teaching and Learning
2.1	To manage student learning through effective teaching in accordance with the Faculty's schemes of work and policies.
2.2	To develop students' literacy, numeracy, ICT capability and other key skills such as those of working with others, planning their own learning and problem solving. In particular, to help students become confident and independent learners.
2.3	To inspire in students a love for learning by acting as a role model and showing enthusiasm for the subject.
2.4	To ensure continuity, progression and cohesiveness in all teaching.
2.5	To use a variety of methods and approaches to match curricular objectives and the range of individual student needs and ensure equal opportunity for all students.
2.6	To set home learning work regularly, (in accordance with the Academy home learning policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
2.7	To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
2.8	To work effectively as a member of the Faculty team to improve the quality of teaching and learning.
2.9	To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
2.10	To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
2.11	To keep up to date with developments in teaching methods and to constantly seek to improve their quality of teaching.
3	Monitoring, Assessment, Recording, Reporting & Accountability
3.1	To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
3.2	To contribute towards the implementation of IEPs as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
3.3	To assess students' work systematically to use the results to inform future planning, teaching and curricular development.
3.4	To be familiar and comply with Academy and statutory assessment and reporting procedures; to prepare and present informative, helpful and accurate reports to parents; to attend parental consultation evenings.
3.5	Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the Academy policy.
4	Subject Knowledge and Understanding
4.1	To have a thorough and up to date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
4.2	To keep up to date with research and developments in pedagogy and the subject area and to constantly seek to improve the quality of their teaching.



5	Professional Development
5.1	To be a role model to students through personal presentation and professional conduct
5.2	To arrive in class, on or before the start of the lesson and to begin and end lessons on time.
5.3	To cover for absent colleagues according to the national workload agreement.
5.4	To cooperate with the employer in all matters concerning Health & Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
5.5	To be familiar with the Academy's Staff Handbooks and the Department handbook.
5.6	To support and implement all the Academy's policies, eg those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT.
5.7	To establish effective working relationships with professional colleagues and associate staff.
5.8	To strive for personal and professional development through active involvement in the Academy's performance management procedures.
5.9	Willingness to be involved in extra-curricular activities such as making a contribution to after-Academy clubs and visits.
5.10	To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
5.11	To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
5.12	To undertake any reasonable task as directed by the Faculty Leader.
5.13	To be aware of the role of the Governing Body of the Academy and to support it in performing its duties.
5.14	To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
5.15	To consider the needs of all students within lessons (and to implement specialist advice) especially those who: Have SEN - Are gifted and talented - Are not yet fluent in English.
6	Pastoral
6.1	Every subject teacher will be expected to have pastoral responsibilities.



7	Additional Responsibilities as Assistant Programme Leader
7.1	To support the aims, values and expectations of the Academy in line with the Academy Improvement Plan
7.2	To be a role model to faculty colleagues in terms of professionalism, hard work and highly effective teaching
7.3	To assist in ensuring that the positive achievement system is used consistently and effectively within Mathematics
7.4	To work within the agreed procedures within the mathematics faculty to bring about improvements outcomes for young people.
7.5	To ensure that mathematics course or lines of learning that the individual has responsibility for are planned and delivered to an excellent standard
7.6	To evaluate the quality of existing schemes of work in mathematics and where appropriate manage the production of new schemes or the improvement of old.
7.7	To assist in the line management of colleagues within the mathematics faculty including performance management of up to 2 people
7.8	To take responsibility for the assessment of all students within the specific area of responsibility in mathematics, including AfL activities. Formal and informal assessment. This includes ensuring that students are fully prepared for any relevant external examinations.
7.9	To support the programme leader of mathematics in the management of specific physical or financial resources within the area.
7.10	To take part in activities related to monitoring and evaluation including assessment, observing lessons and scrutinising students' work.
7.11	To ensure that the principles of best value are taken into account when making any purchasing decisions using academy funds
7.12	Provide support for teachers new to the academy, who are working in the mathematics faculty.
7.13	To provide training and support for staff, where necessary, in order to ensure consistency across the faculty.