



JOB PROFILE

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| Job Title: | Postgraduate Teaching Apprenticeship (Teacher of Physics) | School/Department: | Crawshaw Academy |
| Salary Grade: | £20,598 per annum (equivalent to UQT1) | Working Hours: | Full time |
| Contract Type: | Apprenticeship contract from 3rd June 2024 to 31st July 2025 | Location: | Leeds |

Responsible to: Headteacher

Role summary:

To complete the criteria of the apprenticeship programme, in order to gain QTS via training provider Red Kite Teacher Training, in line with the Professional Standards for Teachers. To deliver exceptional learning to all pupils, promote high quality effective learning, appropriate achievement, and educational, social and personal progress of all pupils. To remain consistent with the values of the placement and host school(s) respecting the unique needs of each individual.

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.

Role specific responsibilities:

- Committed to enhancing students learning and experience;
- Act at all times in accordance with the statutory frameworks which apply to teachers, having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of personal attendance and punctuality;
- Recognise the need to safeguard pupils, in accordance with statutory provisions;
- Be tolerant of and show respect for the rights of others including those with different faiths and beliefs;
- Set high expectations which inspire, motivate and challenge pupils by establishing a safe and stimulating environment for pupils, rooted in mutual respect; setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- Demonstrate good subject and curriculum knowledge, with a secure knowledge of the relevant subject(s) and curriculum areas being taught; foster and maintain pupils' interest in the subject, addressing their misconceptions and misunderstandings; take responsibility for modelling and promoting high standards of literacy, articulacy and the correct use of standard English;



- Read, critique, assimilate and use research and other relevant theoretical information and guidance to inform and improve practice;
- Promote the value of scholarship and a love of learning by stimulating children's curiosity and demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils;
- Plan and teach well-structured lessons, taking into account the needs of all pupils, including those with special educational needs; those with English as an additional language; those with disabilities and imparting knowledge and developing understanding through effective use of lesson time; using distinctive teaching approaches which enable pupils to be taught effectively according to their physical, social and intellectual stage of development;
- Reflect systematically on the effectiveness of lessons and approaches to teaching; contributing to the design and provision of an engaging curriculum within the relevant subject area(s);
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils are acquiring;
- Promote and be accountable for good pupil progress, attainment and outcomes;
- Use relevant data to monitor pupil progress, set appropriate targets, and plan subsequent lessons; provide pupils with regular and timely feedback, both orally and through accurate marking, encouraging pupils to respond to the feedback they receive; reflect on the progress they have made and their subsequent emerging needs;
- Make accurate and productive use of assessment within relevant subject and curriculum areas, becoming confident in the application of statutory assessment requirements and use of formative and summative assessment to secure pupils' progress;
- Manage behaviour effectively to ensure a positive and safe learning environment, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Use behaviour management techniques which are appropriate to pupils' needs in order to involve and motivate them; exercising appropriate authority and acting decisively when necessary whilst maintaining good relationships with pupils;
- Promote good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy;
- Engage in wider professional responsibilities, making a positive contribution to the wider life and ethos of the school; developing effective professional relationships with colleagues and knowing how and when to draw on advice and specialist support;
- Deploy support staff effectively and take responsibility for improving teaching through appropriate professional development, including responding to advice and feedback from colleagues;
- Communicate effectively with parents with regard to pupils' achievements and well-being;
- Have an inclusive purpose, raising and supporting the achievements of all Teacher duties in line with School Teachers Pay and Conditions document.

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.



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 meet the criteria of the apprenticeship programme | * | |
| Demonstrate potential to become a skilled classroom practitioner (through appropriate training) | * | |
| Ability to communicate effectively with pupils, colleagues and pupils' parents/carers | * | |
| Ability to form good working relationships and influence others | * | |
| Ability to work within and contribute to an effective team | * | |
| Ability to remain vigilant and attentive at all times while supervising, assisting and supporting pupils and/or working in hazardous situations | * | |
| Ability to respond to pupils' needs in a timely and effective manner | * | |
| Ability to plan and prepare lessons and learning sequences for children and young people (through appropriate training) | * | |
| Ability to deliver lessons and learning sequences (through appropriate training) | * | |
| Ability to assess children's development, progress and attainment (through appropriate training) | * | |
| Ability to report on children's development progress and attainment (through appropriate training) | * | |



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| Ability to manage classes/groups of pupils (through appropriate training) | * | |
| Able to maintain high standards in ethics and behaviour both within and outside school | * | |
| Able to uphold public trust in the profession | * | |
| Tolerant and respectful of others' actions and beliefs, upholding fundamental British values, such as democracy, the rule of law, individual liberty and mutual respect | * | |
| Capacity for personal evaluation in order to improve | * | |
| Flexible, motivated and resilient | * | |
| Demonstrates consistently high standards of personal and professional conduct | * | |
| 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 ability to 'give more' when the occasion demands it | * | |
| Ability to work under pressure and to meet deadlines | * | |
| Record of good attendance and punctuality | * | |
| Qualifications, Knowledge and Experience | Essential | Desirable |
| Grade 4 GCSE (or equivalent) in English and mathematics | * | |
| A degree from a United Kingdom higher education institution or equivalent qualification | * | |
| School experience. Level of school experience is decided by the employing school and could be between 6 months and 2 years | * | |
| Detailed knowledge of pedagogical practise in relation to Teaching and Learning | | * |
| Thorough understanding of best practise in raising student attainment | | * |
| Knowledge of current guidance and regulations in relation to inclusion | | * |
| 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 | * | |

