# **Job Description** Durham County Council logo

| **Post title** | KS2 Teacher & STEM Lead |
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| **Job Evaluation** | Yes/**No** |
| **Grade** | Grade MPS2-UPR3 (TLR2a) |
| **Service** | Schools |
| **Service area** | West Cornforth Primary School |
| **Reporting to** | The postholder will be accountable to the Head Teacher |
| **Location** | Your normal place of work will be West Cornforth Primary School |
| **Disclosure and Barring Service (DBS)** | This post **is subject to an Enhanced Disclosure** |

## **Description of role**

This appointment is subject to the current conditions of employment for class teachers contained in the School Teachers’ Pay and Conditions document and other current legislation. The post holder will be expected to meet the professional standards set out in the DfE’s ‘Teachers’ Standards’ document.

This job description will be reviewed annually and may be amended at any time following discussion between the headteacher and member of staff.

## **Duties and Responsibilities**

**Planning**

When planning, a class teacher will be required to:

• Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum, incorporating the National Curriculum requirements in line with the curriculum policies of the school;

• Produce long, medium- and short-term planning in accordance with school policy and procedures, and within required deadlines;

• Identify clear, relevant, challenging teaching and learning objectives, and specify how they will be taught and assessed;

• Set tasks which engage, involve and challenge pupils, whilst ensuring a high level of interest and enjoyment;

• Set appropriate and high expectations;

• Set clear, aspirational targets, building on prior attainment;

• Identify SEN, underperforming, under attaining, able, gifted and talented pupils and plan appropriate interventions to accelerate progress;

• Provide clear structures for lessons in order to maintain pace, motivation and challenge;

• Make effective use of assessment to inform planning of teaching and learning, whilst ensuring coverage of identified programmes of study.

**Teaching**

When teaching a class teacher will be required to:

• Teach the required or expected knowledge, understanding and skills, and ensure the pupils acquire and consolidate them, and are able to use and apply them across all curriculum areas, in a range of learning contexts;

• Teach clearly structured lessons and sequences of work which interest and motivate the pupils, make learning objectives and outcomes clear, and promote active and independent learning that enables all pupils to think for themselves, and to plan and manage their own learning;

• Actively engage and involve all pupils in high quality, challenging learning experiences;

• Make learning interesting, fun and exciting;

• Use a variety of interactive teaching strategies to facilitate, scaffold and support learning;

• Differentiate teaching to meet the needs of pupils of all ability ranges, considering varying interests, experiences and achievement of boys and girls, and different social, religious, cultural and ethnic groups, to enable them to make good progress;

• Develop key skills as an integral part of all curriculum areas;

• Personalise learning, and cater for a wide range of learning styles, interests and abilities;

• Use ICT effectively in teaching and learning, and as an embedded part of the curriculum;

• Establish a purposeful learning environment, where diversity is valued and pupils feel safe, secure and confident;

• Organise and manage teaching and learning time effectively;

• Build successful relationships centred on teaching and learning;

• Provide homework which consolidates and extends work carried out in the class and encourages independent learning;

• Recognise and respond effectively to equality issues as they arise in the classroom, and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures;

• Evaluate their own teaching critically to improve effectiveness;

• Organise and manage teaching assistants and other helpers in the classroom to maximise the outcomes for pupils’ learning.

**Class Management**

The class teacher will be expected to:

• Establish a clear framework for classroom behaviour and conduct, in line with the school’s policy, in order to anticipate and manage pupils’ behaviour constructively, and promote self-control and independence;

• Set high expectations for pupils’ behaviour, and maintain a good standard of discipline through well focused teaching, challenging learning, and fostering positive relationships;

• Use effective behaviour management strategies in order to establish and maintain an appropriate learning environment, pre-empt and address any potential behavioural issues, and monitor and intervene to ensure sound learning and discipline.

**Monitoring, Assessment, Recording, Reporting**

As part of monitoring, assessment, recording and reporting all class teachers will be required to:

• Assess pupils’ level of learning and understanding in relation to identified learning objectives, and use monitoring and assessment information to inform planning, teaching and learning;

• Use Assessment for Learning strategies to monitor and assess the effectiveness of learning activities, and provide immediate and constructive feedback to support pupils as they learn;

• Involve pupils in reflecting on, evaluating and improving their own performance and progress;

• Assess pupils’ progress accurately against appropriate standards;

• Record and track pupils’ progress and attainment systematically, in order to provide evidence of development, identify strengths and areas requiring improvement, and inform teaching and learning targets;

• Identify and support pupils with differing levels of ability, and those experiencing behavioural, emotional and social difficulties;

• Use assessment data to inform target setting;

• Report on pupils’ attainment to parents, carers, other professionals and pupils as appropriate;

• Analyse assessment and tracking data, and identify strengths and areas or pupils requiring targeted improvement.

**Other Professional Requirements**

In addition, the class teacher will be expected to:

• Have a working knowledge of teachers’ professional duties and legal liabilities;

• Operate at all times within the stated policies and practices of the school;

• Establish effective working relationships, and set a good example through presentation, and personal and professional conduct;

• Endeavour to give every child the opportunity to reach their potential and meet high expectations;

• Take on the responsibility for leading and managing one or more curriculum areas or aspects of the school’s provision, as delegated;

• Contribute to the corporate life of the school through effective participation;

• Contribute to the delivery of extra-curricular provision;

• Liaise effectively with parents and governors;

• Take on any additional responsibilities which might from time to time be determined;

• Actively engage in performance management, training, continuous professional development and other learning activities as required;

• To be aware of and comply with policies and procedures relating to child protection and safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person;

• Work collaboratively with other professionals.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested allocated or delegated to them by the headteacher.

**STEM LEAD (TLR2A)**

(Lead teacher for maths, science and computing)

To co-ordinate all aspects of Stem throughout the school from nursery to year six (including transition to comprehensive school). This includes (and is not limited to):

• complete any paperwork relevant to fulfilling the role

• monitor subject assessment, planning and teaching ensuring objectives are specific and cross curricular

• report back to the headteacher, staff and governing body

• deliver staff training and support

• organising and following up meetings

• organising and holding meetings with parents and professionals if necessary

• attend meetings

• attend and complete training

• Keep up to date with research and curriculum change

• Increase awareness, knowledge, experience of engineering.

• Make school and business links

Please follow the link to ensure you fully understand the demands of the role.

What Is Stem Education? A Beginner's Guide – LIYSF

[What Is Stem Education? A Beginner's Guide - LIYSF](https://www.liysf.org.uk/blog/what-is-stem-education)

As this is a leadership and management position, the successful applicant will be given some non-contact time to complete the role. (Please note non-contact time is half termly.)

**Working Time**

A teacher employed full time must be available for work 195 days in any school year, of which:

190 days must be days on which s/he may be required to teach pupils and perform other duties; and 5 days must be days on which s/he may only be required to perform other duties.

Those 195 days will be specified by the employer, or if the employer so directs, the Head Teacher.

A teacher employed full time must be available to perform such duties at such times and such places as may be specified by the Head Teacher for 1,265 hours in any school year. The 1,265 hours will be allocated reasonably throughout those days in the school year on which s/he is required to be available to work.

Time spent travelling to or from the place of work shall not count against the 1,265 hours.

No teacher will be required under his/her contract of employment as a teacher to undertake any midday supervision, and will be allowed one break of reasonable length either between school sessions or between the hours of 12 noon and 12.45 p.m.

In addition to the hours a teacher is required to be available for work, s/he must work such reasonable additional hours as may be necessary to enable him/her to discharge effectively his/her professional duties as outlined in the current School Teachers’ Pay and Conditions Document. The amount of time required for this purpose between the 1265 hours and the times outside the 1265 specified hours, will not be defined by the employer but shall depend upon the work needed to discharge effectively the teacher’s duties.

## **Organisational Responsibilities**

### **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

### **Smarter working, transformation, and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

### **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

### **Health, Safety and Wellbeing**

To take responsibility for health, safety, and wellbeing in accordance with the council’s Health and Safety policy and procedures.

### **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

### **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

### **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

### **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

### **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

### **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

### **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.