

Role Profile: STEAM Teacher – Key stage 1 and 2

Purpose

The post holder will provide effective and high-quality classroom teaching and ensure all pupils reach their potential through the delivery of high-quality teaching and learning alongside effective monitoring, assessment and target setting. The duties outlined in this job description are in addition to those covered by the latest Teachers' Pay and Conditions document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Key Accountabilities

Teaching & Learning:

- To create well-planned lessons and deliver through effective and appropriate teaching methods, activities and management of class time.
- To show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account in lesson-planning.
- To deliver intervention clinics and other academic support measures according to the needs of the pupils.
- To teach engaging and effective lessons that motivate and inspire pupils of all abilities across the entire age range.
- To produce and develop a programme of study that covers KS1 and 2, allowing for progression of skills and experiences.
- To link with the Science Department to ensure there is a smooth progression into KS3.
- To create exciting opportunities for pupils to use coding, technology, knowledge of Science when creating projects in STEAM lessons.
- To work actively to create and promote an engaging learning environment for all pupils

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Make accurate and productive use of assessment:

- Use attainment data provided by the school to monitor the progress of pupils taught, ensuring that effective use is made of the data to set targets for achievement.
- Monitor the progress of pupils and identify underachievement ensuring programmes of support are in place to maximise the potential of all pupils
- Organise interventions to ensure that the targets of individuals and groups of learners are met.
- To ensuring that assessment is both regular and thorough and that full records of pupils are kept
- To analyse data regarding the performance of pupils within all key stages
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking within the agreed time and encourage pupils to respond to the feedback in line with the school's policies.
- Follow the School's assessments reporting policies.

- To ensure that yearly reporting of pupil progress is accurate and meaningful

Monitoring & Evaluation:

- To participate in the School's procedures for lesson observation, seek/implement modification and improvement where required.
- To produce reports on examination performance, including the use of value-added data.
- To support the Head of Department / Senior Leadership Team in meeting whole school priorities and in realising the school's vision.

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes
- Analyse pupils' data and exam performance to inform planning and intervention
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Communication:

- To communicate and consult effectively with the parents of all pupils.
- Liaise effectively with parents and offer opportunities for them to engage in their child's learning at home
- Develop and maintain positive professional relationships with colleagues, parents, the local community and the Director of Education
- Attend and contribute to appropriate phase meetings
- Develop an effective partnership with parents and help them to understand how they can support their child's learning and personal development.
- Promote the good name and reputation of the School

Pastoral:

- To be a form tutor to an assigned group of pupils.
- To promote the general progress and well-being of individual pupils and of the form tutor group as a whole.
- To accurately register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To ensure the implementation of the school's Pastoral System.
- To communicate as appropriate, with parents regarding the pastoral and academic well-being of pupils.
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

Other Professional Requirements:

- Operate at all times within the stated policies and practices of the School.
- To actively contribute to the School's extra-curricular programme according to the needs of the school and own personal interests and expertise
- To support school events and productions through artwork e.g. Scenery and props for plays and other school events.
- Undertake an appropriate share of the collective staff responsibility and to cover for absent colleagues when required
- To establish effective working relationships and set a good example through presentation and personal and professional conduct.
- To carry out duties in relation to school policies and practices
- To support and promote the school's aims and ethos.
- To participate in arrangements made for classroom observations and staff appraisal
- To share best practice throughout the school
- To participate and contribute to regular department/ curriculum meetings in accordance with the published rota
- To attend staff meetings, pastoral meetings, Open Days, Sports Days, INSET and Parents' Evenings, departmental meeting, leadership meetings (and other functions of a similar nature) as deemed necessary by the Headteacher
- To keep abreast of current thinking by attending courses and continuing your own professional development.
- Build a collaborative learning culture within the department, wider school and actively engage with other Cognita schools to build effective learning communities.
- Lead and participate in ISA/Cognita wide competitions and initiatives and offer Humanities related activities beyond the curriculum.
- Be a highly visible presence around school and model expectations of staff and pupils;
- Work with the Headteacher to build a professional learning community which enables others to achieve.
- Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.
- To ensure the safety and security of the Art and DT room including updating of risk assessments with guidance from the schools Health and Safety co-ordinator.
- To fully support the marketing, admissions commercial strategies and activities of the School.
- To promote and support relevant extra-curricular activities within the department

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken is not identified and the post holder shall be required to carry out whatever the Headteacher shall instruct, commensurate with training and experience.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

| | Essential | Desirable |
|----------------|---|---|
| Qualifications | <ul style="list-style-type: none"> • Qualified Teacher Status • Graduate with good honours degree | <ul style="list-style-type: none"> • Further professional study |
| Skills | <ul style="list-style-type: none"> • Strong interpersonal skills. • Excellent communication skills (including written, oral and presentation skills). • Enthusiasm for the work of a department. • Well organised, creative and innovative. • Ability to work independently and also in a team. • The flexibility and proactivity of approach needed to contribute effectively to the running of a small school. • High expectations of self and others. • Capacity to work hard, under pressure, to meet deadlines. • The ability to relate to and build relationships with students, parents and other members of the school community • An understanding of how ICT and related emerging technologies can support and enhance teaching and learning. | |
| Experience | <ul style="list-style-type: none"> • Outstanding teaching and subject knowledge. • Up to date knowledge current curriculum developments across. • Up to date knowledge of best practice in teaching and learning in STEAM • A full awareness of the current issues relating to the developments of teaching STEAM in schools • Proven teaching experience at Primary level | <ul style="list-style-type: none"> • Experience as a Form Tutor • An understanding of the independent education system • Experience of teaching in Prep School • Experience teaching Computer Science, DT and Science at KS1 and 2. |
| Other | <ul style="list-style-type: none"> • A willingness to contribute to the extracurricular life of the school. • An outstanding role model. • Evidence of a commitment to own professional development • Reflective practitioner • Evidence of keeping up to date with educational thinking and knowledge • Demonstrate a personal commitment to quality and excellence in learning and teaching. • A positive, "can do" approach • Reliability, integrity and credibility • Enthusiasm and energy • Be warm in personality and approachable • Possess a sense of humour and be positive in outlook and attitude • Build trust and respect confidentiality | |

Key Stakeholders:

Internal – Headteacher /Head of Prep School /Director of Education/Head of Science

External – parents and other external agencies

Signed: **Name (print):**

Date: